Document and Reveal:

Library Association of Alberta Continuing Education Certification Program Pilot Project

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What Participants Said They Liked

"[I liked] the flexibility of when to take training (as in fitting into my schedule) and the wide range of areas and topics to choose from."

"The list at the end of the year of activities - it was impressive and represented a great deal of learning - which was very gratifying and helped me to track my career progress over the year. It also served to re-confirm why I chose the right career, because it's always about learning new things and applying them to your work. Something new and different every day and the profession is the embodiment of life-long learning."

"Tracking all my CE activities made me realize that I had completed far more than what was required. It really doesn't take long to accumulate 34 credits a year. It was a great awareness tool for all the opportunities there are for CE."

"[Liked the] flexibility, recognition of otherwise non-documented learning, potential for national program"

"It made me realize that without trying, I have been engaging in a lot more continuing education than I had thought. It was very encouraging!"

Acknowledgements

This project would not have gone forward without the support of the many representatives of The Partnership.

This pilot project also benefited from the leadership of several Presidents of the Library Association of Alberta including: Della Paradis, Karla Palichuk, Renee Reaume and Mary-Jane Bilsland

This project would not have happened without the constant support of Christine Sheppard, Executive Director, Library Association of Alberta.

In kind support was also supplied by The Partnership, Ontario Library Association, University of Alberta Libraries and Library Association of Alberta.

Library Association of Alberta Continuing Education Certification Pilot Project

Final Report to the Partnership

Table of Contents

Executive Summary

Purpose:

The purpose of this pilot Project was to conduct a small-scale test of a continuing education certification program for the Canadian library community and to identify areas for improvement in preparation for a national implementation.

Methods:

This Continuing Education Certification Pilot Project was conducted by the Library Association of Alberta (LAA) on behalf of The Partnership. A small research team of LAA members was struck, comprised of three researchers from the University of Alberta and one from the Alberta Legislature Library.

The project received ethics approval from the University of Alberta Education, Extension, Augustana and Campus St. Jean Research Ethics Board.

Forty-four volunteer LAA members were enrolled as participants in the fall of 2009, each working toward accruing 30 Continuing Education Points over the year of the pilot.

Eight volunteer program mentors were trained and assigned a roughly equal number of participants.

Participants undertook a variety of continuing education activities, recorded their activities on Report of Continuing Education Activity Sheets. Participants were to ensure that their activities were selected from a variety of learning modes, such as professional reading, in-house training, and attendance at conferences; as well as from a variety of subject areas, such as technical services, human resources and library technology.

Data collection and analysis:

This study employed two methods of data collection: participant surveys employing several different types of questions and comments sheets submitted by audience members at formal presentations.

At the mid-point, participants were surveyed to provide feedback on the progress of the pilot and to highlight any adjustments that needed to be made.

Presentations about the pilot Project were made at the OLA Super Conference, The Canadian Library Association Annual Conference, The Alberta Library Conference, to members of the Northern Lights Library System, and to participants at the Parkland Regional Library System Professional Development Day. At each of these presentations, general feedback on the project was formally solicited from audience members.

At the end of the pilot Project, both mentors and participants were surveyed to determine participant satisfaction, applicability for national role-out and improvements to be made.

The results of the two surveys, combined with the feedback collected at presentations and the analysis of these data comprise the body of this report.

Conclusions:

While response rate to the final survey was (29.5%), these data combined with the mid-term survey and the responses from conference presentations present a clear direction that this pilot program should be expanded to a national scale.

Recommendations in Brief

The LAA Pilot Team Recommends that:

1. That the Continuing Education Certification Program be implemented nationally subject to the development of an advisory committee, a formal administrative structure and an operational cost analysis being completed.

2. That the program be delivered nationally in an integrated way, with a single web-site and administration.

3. That one bilingual national program website be created as an e-home for the project and participant documentation be translated into French.

4. That members of non-Partnership library associations (i.e., regional, national) be able to access this program through their association's affiliation with one of The Partnership members.

5. That the Certification program should be connected more closely with the Education Institute's offerings.

6. That the national program includes a strong publicity, marketing and communications plan.

7. That for the purpose of moving this project forward on a national scale, a National Continuing Education Certification Committee be struck to guide the project.

8. That the awarding of post-nominal letters be implemented as a way of identifying continuing participants who are in good standing.

9. That the triennial fee for the certificates be set, subject to an operational cost analysis.

10. That the following operational improvements be made to the Program:

    a.   That recording forms and processes be simplified and converted to electronic format while maintaining the requirements of diversity of subject matter and form of learning.

    b.   That the requirement for a verifying signature be removed.

    c.   That the process of record keeping be moved to an electronic model, preferably a single national database, where all users can maintain their own data and that a cost estimate for the development and maintenance of such a database be explored.

    d.   That more direct and frequent communication be directed to the participants in the program.

Report in Detail

Pilot Project Timeline

August, 2009	Mentor training
August, 2009	Ethics Approval for the research project
Sept 1, 2009	Pilot begins recruiting participants
January 30, 2009	Mid-point survey
February 2010	Partnership Spring meeting
February 2010	OLA Superconference presentation
February, 2010	LAA Board agrees to continue the program after the pilot phase is over
May 1, 2010	Alberta Library Conference presentation
May, 2010	Northern Lights Library System presentation
June, 2010	Creation of Facebook group
June 14 , 2010	Canadian Library Association Conference
August 17, 2010	Teleconference with Partnership
August 31, 2010	End of pilot Program
October 26, 2010	Presentation to the Parkland Regional Library PD Day
November, 2011	Final participant survey
December 31, 2010	Analysis of survey results
December 17, 2010	Teleconference with new and continuing program members
January, 2011	Report to The Partnership
2011	Decision regarding next phase

Background

The Canadian Library community is a learning community. Many of us who work in this field truly "learn something new every day". In other countries, for example Australia and the United Kingdom, there are systems of recognizing continuing education within the library communities. There are similar systems which are used in specific sectors of the library community, for example, the Medical Library Association's AHIP (Academy of Health Information Professionals) program. However Canadian librarians, library technicians and library workers have no formal way to document and reveal their continuing learning.

This project arose from discussions among members of The Partnership regarding this lack of professional development recognition. An initial sub-committee of The Partnership defined the scope and nature of the project and the basic principles that would guide the project. Among the issues decided by this group were: what would the program be called, who would be able to participate, what justified The Partnership's undertaking the project, whether the program be voluntary or not, and how the project would be developed. In their work, this committee drew heavily on the example of the Australian Library and Information Association's Continuing Professional Development Scheme.

The guiding principles that The Partnership established this project require that the program be:

- **Inclusive** – open to all Canadian librarians, library technicians and library staff

- **Flexible** – so that a solo person working in a remote location could complete the program

- **Participant-centred** – focuses on participant needs, participant activities, participant ownership

- **Inexpensive** - so that cost not a barrier to participation or to administration by associations

- **Simple** – so that associations can operate the program easily

- **Portable** - so that participants can continue in the program when they move from association to association

Overview of the Pilot Project

In 2009, The Library Association of Alberta agreed to pilot the Continuing Education Certification Program on behalf of The Partnership. The project was operated by a small group of LAA members, under the umbrella of the LAA Continuing Education Committee, which reports to the LAA Executive. The project was designed as a research project. Because three of the four members of the research team are University of Alberta employees, the project received ethics approval from the University of Alberta Education, Extension, Augustana and Campus St. Jean Research Ethics Board. A call was sent to all members of LAA, inviting them to take part in the one–year pilot program. Forty-three members signed up for the program, beginning September 1, 2009. All participants were sent information packages containing forms and a participants' handbook.

Eight members agreed to act as mentors or point-people for the participants in the pilot. An Elluminate® training session was conducted for the mentors. Participants were distributed evenly among the mentors, with care taken to ensure that no participant was paired with a supervisor from their employment environment.

In January, a brief SurveyMonkey® survey was sent to all participants to determine if there were issues or problems that needed to be solved. While overall, the respondents approved of the program, there were some issues identified. A desire for more communication and community interaction, difficulty in locating continuing education opportunities and difficulty in using the on-line forms were the primary challenges identified. As a result of these responses, a Facebook group for the project was created and Diane Clark began posting occasional lists of learning opportunities.

During the course of the pilot, team members made several conference presentations. Participants at these sessions were given feedback forms, where they could respond to the project. These commentaries were used as an additional source of ideas for improvement of the project.

Responses to the pilot were sufficiently positive that the Library Association of Alberta agreed to continue the program within its own membership after the end of the pilot Program. The research team was confident in making preliminary recommendations, including continuance of the program, to The Partnership in August, 2010. The Partnership chose to wait for the final survey report before making a decision.

The pilot ended August 31, 2010. All participants were encouraged to send in their completed records of activities and their annual summaries. Nine participants completed their documentation, all having completed sufficient continuing education activities to meet the requirements of the program. All have been sent their pilot completion certificates. More participants may complete their documentation in the future.

Current participants were encouraged to continue in the program, counting the pilot year as Year 1 of a 3-year program. New participants, all LAA members, joined the program as of September 1, 2010. There are currently 56 members enrolled.

A final survey was administered to the membership via SurveyMonkey® in November, 2010. Response to the survey was low (n=13). However, there were sufficient numbers to be able to identify important themes. These results, combined with the mid-point survey results and the comments collected from attendees at presentations have been analysed and have been used by the research team to draw conclusions and make recommendations.
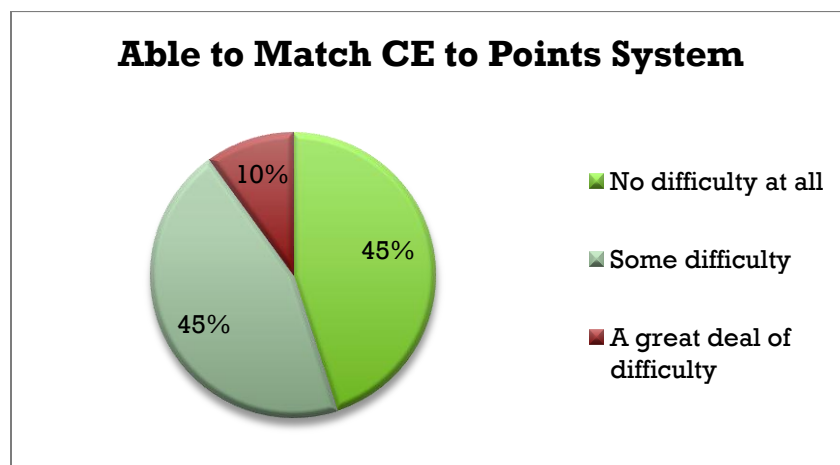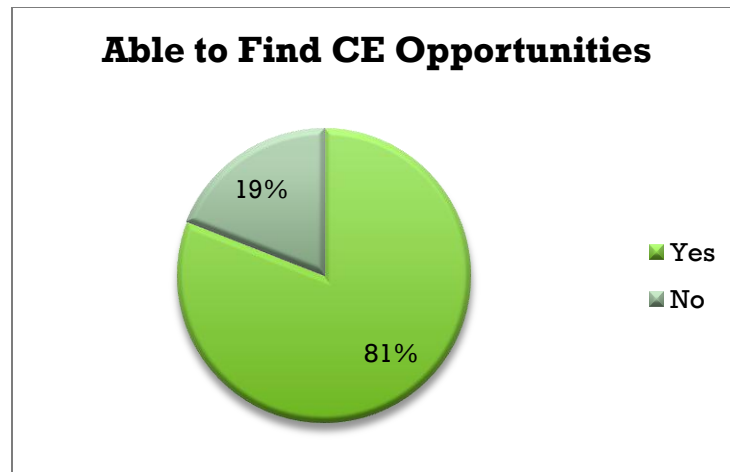
Data Analysis

Data were collected from three sources: the mid-point survey, feedback at presentations and the final participant survey.

1. Mid-point Survey

The mid-point survey was administered only to the participants in the pilot study. Twenty-three people responded to the survey. The questions on the survey elicited only demographic information and information about the progress of the pilot.

Most participants were able to find continuing education opportunities and 90% had no difficulty however, slightly more than half (55%) had some difficulty matching their activities to the points system.

Able to Find CE Opportunities

19%

81%

- Yes
- No

Able to Match CE to Points System

10%

45%

45%

- No difficulty at all
- Some difficulty
- A great deal of difficulty

Several questions asked participants to describe what they "liked best", "liked least" and "should be changed". Responses to these questions were grouped into 5 themes: the amount of tracking or paperwork required, not understanding the requirements of the program, a desire for more communication, the fact that the electronic forms didn't work, and an appreciation for the flexibility of the program.

Some comments were contradictory:

"I do not understand the point system, I don't feel like I have all the information."

"Easy to follow – generally"

All participants were mailed or e-mailed forms and the Participants Handbook. Although the Handbook described the processes in detail, several participants referred to **not understanding the program or the requirements** as a difficulty. For example:

"Finding time to understand and complete requirement."

"Unsure of what qualifies"

"Simplify – all instructions in one place…"

Others expressed a **desire for more direct instruction and support**.

"…it is so self directed and I don't seem to have support"

"Lack of personal contact"

"I have the feeling I may have deleted an important e-mail somewhere along the line."

"Have not felt like this program has been given much explanation."

The **volume of paperwork** required, in the absence of an on-line recording system was also a concern:

"Paperwork, paperwork, paperwork"

"… the time it takes to keep track"

"The mountain of paperwork. Seriously, folks"

"I really wish this was an online/web-based program."

Positive comments related to **flexibility of the program** and the **value of tracking** activities.

"…very flexible in terms of content"

"…a lot of options and opportunities that count towards credits"

"…nice to be recognized for the 'other' training we do on the job"

"variety of opportunities permitted"

"...nice review of the training..."

"Great way to track info that I can use for annual reporting..."

2. Comments From Attendees at Presentations

At each of the conference presentations, attendees were encouraged to write down their responses to the session, any questions that they had or issues or problems that they could see. Written feedback was received from 35 attendees at conference presentations. Several themes emerged:

a. There were many comments which were **supportive of the project**, for example:

"I was quite impressed by the concept presented"

"Glad to see this initiative underway – much needed – thanks."

"This con ed program would be very useful! I would love to participate!"

"This seems like a great project and I hope it will continue."

b. Several comments also referred to **employer support** for this program:

"As an EPL trustee, I see significant value in this project..."

"My library board supports this project and encourages continuing education"

c. Several comments also reflected **employer concern** about the effect of this program:

"More input on how boards may tie in with incentives/salary increments."

"How are/will Library Boards be involved and should a monetary reward be attached to the certificate?"

"Coordinate with boards. Performance appraisal inclusions usually translate into pay implications."

d. A number of attendees wrote about the need for this program to be **affordable** and **accessible.** Attendees wrote about not having money or time to travel to attend training sessions, and some wrote on behalf of others whom they knew were in remote locations or did not have resources.

> *"For the libraries who are solo or distanced from library schools, large city centres the program would be difficult to fulfill and may be ignored."*

> *"must be online and affordable"*

> *"I'm one who has limited funds for CE. Also have limited time as I'm in a special library!"*

e. Several respondents referred to the program, itself, as a **motivation** for doing continuing education.

> *"Wonderful motivation for rural or relatively isolated...."*

> *"It will motivate people to participate in ongoing learning."*

f. Several attendees asked about how **members of non-Partnership organizations** would be able to take part in the program.

Ontario Association of Library Technicians (OALT), Alberta Association of Library Technicians (AALT), Canadian Library Association (CLA) and Foothills Library Association (FLA) were specifically mentioned.

g. Several attendees mentioned **qualities of the program** that they appreciated, specifically: the use of mentors, that the program is voluntary, that the program recognizes informal learning.

> *" The mentor piece seems to me to be an important part of this – when you present to the Partnership, I hope it's there – eg. Guidance in the learning process."*

> *"Too often learning and skills are not acknowledged beyond diplomas or degrees."*

"Love that this program encourages even reading professional literature"

'It seems like a great way for people to take control of their own learning, rather than having to wait for an employer to initiate and approve it."

h. Several attendees spoke to the hope that the program would **enhance their employability** and potential **improvements in employment and salary**.

"I expect it to enhance my ability to be employed..."

"would be very beneficial to have this certification to get a higher paying job"

i. Several attendees noted a desire for **rigor or policing in the program**.

"I like the idea, but I would like to see a body or panel validate what a participant has taken...."

"As process (hopefully) continues look at firming standards."

"And if certification becomes mainstream and a requirement then I expect it to be results based."

j. Two related themes emerged that are beyond the scope of this project. Consequently, we note these, but make no recommendations with regard to them.

i. There were several pleas for the **delivery of training that would help library workers upgrade their education**.

"We have a great need for basic training for general library staff that will help them develop the skills they need in their daily work and learn about the theoretical/philosophical fundaments for libraries...."

ii. There were also several comments reflecting a **desire to break down employment classifications within the library field** and have various kinds of education recognized as equal.

"Certification within the library would become both a leveller and a judgement guide to hiring practices."

"The certification can 'level the playing field' for staff and librarians..."

"... 'bridge the gap' between technicians and librarians from and educational standpoint"

"the division – perhaps rift would be a better word- between the 2 [Librarians and Library technicians]...this program could be a bridge between the two."

3. Final Survey – Analysis

Demographics

Thirteen participants responded to the final survey. All were female. Of these 9 were librarians, 2 were library technicians and 2 had completed high school. All 13 respondents were employed in a library setting. Eleven respondents worked as librarians and two as library technicians.

Six respondents worked in public libraries, 5 in academic, 1 in a special library and 1 in a non-traditional form of information employment.

Pilot Experience

Not every respondent answered each question. Percentages listed below are of those who did respond to the question.

60% had some difficulty with completing the documentation (n=11)

60% had difficulty obtaining verifying signatures (n=11)

100% felt their employers "absolutely" (70%) or "somewhat" (30%) supported their participation in the program. Employer support came in the forms of : discussing continuing education, providing release time and suggesting courses or workshops. (n=11)

100% valued having three learning areas required (eg: technical services, management, public services) (n=8)

100% used the Participants' Handbook (n=8)

75% thought that having a mentor was "useful" or "somewhat useful" (n=8)

75% would be "interested" (25%) or "perhaps interested" (50%) in acting as a mentor in the future (n=8)

87.5% think that the program should be offered nationally(n=8)

100% thought the program was a "somewhat important" association membership benefit   (25%) or "so important that I would maintain a personal membership to take part in it" (75%) (n=8)

100% thought that the triennial certificate fee of $35.00 was "about right" (n=8)

75% would like to have the program offer the option of conferring post-nominal letters (n=8)

87.5% preferred communication by direct e-mail; **37.5%** through the Association page and **37.5%** through Facebook. No one selected Google Groups or Blogs. (n=8)

Comments from Open-Ended Questions

Several themes emerged in the responses to open ended questions:

a. Participants valued **flexibility** in the program.

> "*The flexibility of CE options*"

> "*flexibility of when to take training*"

b. Participants valued the **demonstration of the work they had done**

> "*...without trying, I have been engaging in a lot more continuing education than I had thought.*"

> "*good for me to keep track*"

c. Particpants could see ways to **apply the certificate**

> "***...****better able to give my employer an accurate account of the advances in learning I can now bring to my position...*"

> "*certification will hopefully be used for performance review*"

> "*given me a real sense of achievement*"

d. Participants least liked:

    i. **having to get signatures**

    "*disliked having to get signatures to "prove" my participation"*

    "particularly difficult to find someone to sign the form for me"

    ii. **the volume of paperwork**

    "paperwork-intensive"

    "volume of paperwork was intimidating"

    "Compiling the manual paperwork took the most effort"

e. Participants saw the potential improvements in:

    i. **making the system electronic**

    "Online tracking would be amazing"

    *"There needs to be a online way to record these things***"**

    ii. **removing the signature requirement**

    *"Have reporting online without signatures***"**

    "*Drop the requirement to have someone else sign the form. We're adults, trust us to tell the truth."*

    iii. **simplifying the recording**

    "Simplify the paperwork"

    "forms/procedures could be simplified"

f. Participants saw **value in a national program**

    "I think that if it were offered across Canada it could become a very important tool for professional upgrading and certification could become something that employers would embrace."

    "Having a program that is accessible and recognizable across Canada would let library employers know that the person they are interviewing is interested in continuing education".

"If one program is available across the country it is also more portable for people who move."

Conclusions

While the rate of completion of the program was low (20.5%) and the rate of response to the final survey was moderate (29.5%), there is sufficient information in the results of the two surveys and the responses from attendees at conference sessions to draw conclusions and make recommendations.

There are several potential explanations for the low response and completion rates.   It appears from the data collected, that many people found the introductory material too difficult to understand or did not have the time to read it. There are also indications that the recording process was too time consuming for some people. So it is possible that participants have completed the requirement of the program, but simply did not take the time to record the information. We were aware, at the outset of the project that the lack of an electronic recording system might prove to be a barrier to some participants. However, the cost of building an electronic recording system could not be justified for a pilot program.

However, based on the feedback that we have received, we conclude that this is a program worth pursuing at the national level. In our recommendations, we describe the improvements that we have seen requested by participants and people who have provided feedback at conference sessions.

Recommendations

The LAA Pilot Implementation Team Recommends that:

1. That the Continuing Education Certification Program be implemented nationally subject to the development of an advisory committee, a formal administrative structure and an operational cost analysis being completed.

    While we have encountered some individuals who find no value in this project, both the commentary from attendees at the conference sessions and the responses of the participants tell us that there is a market for this program, and, in fact, that people would maintain membership in LAA to be part of the program.

    LAA continued the project within its membership and has enrolled 13 new participants since the beginning of September.

2. That the program be delivered nationally in an integrated way, with a single web-site and administration.

    We have heard commentary at presentations at OLC, CLA and LAA indicating that there is national interest in this program.   While not all members of The Partnership may choose to begin the program at the same time, there is value to the participants to be able to be part of a single national program, so that their accomplishments are understood across the entire Canadian library community and so that their participation will continue seamlessly if they move from association to association.

3. That one bilingual national program website be created as an e-home for the project and participant documentation be translated into French.

    We heard from several participants that they would like to be able to access the program in French. For the program to operate nationally, it needs to be available in both official languages.

    Participant documents would also need to be translated.

4. That members of non-Partnership library associations (i.e., regional, national) be able to access this program through their association's affiliation with one of The Partnership members.

   Through the course of the pilot several associations, including the Canadian Health Libraries Association, the Canadian Law Libraries Association, the Canadian Library Association and the Alberta Association of Library Technicians all expressed concern that their members would be excluded, or that they would lose members who, having limited resources for association membership, would chose a Partnership association, rather than a local or specialty –related association, so that they could access the program. Since, in principle, we want to be inclusive, The Partnership needs to find a way to make the program available to members of other library organizations in the community. Having other associations affiliate with a Partnership organization is one way of accomplishing this.

5. That the Certification program should be connected more closely with the Education Institute's offerings.

   Some participants have told us that finding continuing education opportunities were difficult. If the Education Institute offerings were clearly tagged with a subject matter tag and a number of CE points earned, participants could easily use the EI sessions as part of the Certification program.

6. That the national program includes a strong publicity, marketing and communications plan.

   During the pilot, we did not undertake a strong publicity program. Because our participants were all LAA members, we had direct access through the Association lists to our target audience. However, we have been aware of the fact that many people across the country have heard about the project and are looking for information. Even within Alberta, people who are not LAA members are looking for information about the project. Going forward, we need one place where we can supply consistent and accurate information, as well as a series of other strategies both for answering questions and for alerting people to the program.

7. That for the purpose of moving this project forward on a national scale, a National Continuing Education Certification Committee be struck to guide the project.

   While the work of the national implementation should be undertaken by one association, a national advisory committee will be required to guide the project.

8. That the awarding of post-nominal letters be implemented as a way of identifying continuing participants who are in good standing.

   This is a feature of the Australian CPD Scheme, but will require further investigation. We do not know whether or not The Partnership can simply establish as post-nominal letters or whether this needs to be enacted as legislation. The most closely related example that we have found in Canada is the CIPS (Canada's Association of IT Professionals), which operates under Provincial regulations.

9. That the triennial fee for the certificates be set, subject to an operational cost analysis.

   This program is designed to be cost-recovery, yet still affordable for the participant. Participants surveyed felt that a $35.00 fee was "about right".

10. That the following operational improvements be made to the Program:

    a.   That recording forms and processes be simplified and converted to electronic format while maintaining the requirements of diversity of subject matter and form of learning.

          Some participants have found using the forms too complex. It may be that conversion to electronic record keeping (see Recommendation 10.c) will solved this problem.

Participants valued the requirement of learning in diverse subject areas and through different forms of learning, however those characteristics do increase the complexity of recording.

b.   That the requirement for a verifying signature be removed.

This requirement was included because it was a part of the original ALIA CPD Scheme, upon which we were patterning this project Most people in the LAA pilot found it difficult to get verifying signatures. One person also pointed out that the participants are "adults" and should be trusted.

This is an extra layer of bureaucracy that forms a barrier to participants' completion of the program and does not contribute to the individual's learning.

c.   That the process of record keeping be moved to an electronic model, preferably a single national database, where all users can maintain their own data and that a cost estimate for the development and maintenance of such a database be explored.

At the beginning of the pilot, we decided not to invest in the development of a database, until we knew that the project would continue. The pilot has functioned with a largely print record keeping process, although we do have some forms in e-format.   Print record keeping is cumbersome for users and complex for the audit process. For the national-scale project, record keeping should be electronic.

Ideally, the program would consist of a web-entry form allowing participants to document what they did, what they learned and to reflect on how they would apply the knowledge. Data from this form would populate the participant's points record, calculate the totals in each category and show totals completed and totals counted towards the requirements.

A web-entry database will allow participants to do their own record keeping, rather than requiring association staff to do that work.

d.   That more direct and frequent communication be directed to the participants in the program.

It became clear that for many participants, receiving a single e-mail with instructions and the Participant Handbook, was not sufficient. Individuals expressed a desire for more support, for more contact with mentors, for help finding continuing education activities for more communication and for the development of community.

Links

"About Research Ethics Boards (REB's)" University of Alberta. Research Ethics Office **http://www.uofaweb.ualberta.ca/orca/reb.cfm** Accessed: December 23, 2010.

Australian Library and Information Association. " Professional Development (PD)" **http://www.alia.org.au/education/pd/** Accessed: December 23, 2010.

Library Association of Alberta. Continuing Education Certification **http://www.laa.ca/page/certification%20program.aspx** Accessed: December 23, 2010

The Research Team

Christine Sheppard (LAA Executive Director) and Research Team members: Allison Sivak, Andrea Emberley, Sandy Campbell and Diane Clark at the Canadian Library Association Annual Meeting in Edmonton, June 4, 2010.

Sandy Campbell is a Health Sciences Librarian at the John W. Scott Health Sciences Library at the University of Alberta.

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Appendix I: Pilot Project Publicity

1. Pilot Project Web-site

What will I do during the Pilot?

Complete a minimum of 30 Partnership Continuing Education (CE) points over 1 year:

- Each type of continuing education activity is assigned CE points for each hour of participation. Most activities attract 1 CE point per hour. Some activities, such as writing and presenting papers attract more.
- There will be a limit to the number of points that you can collect in each type of activity each year. For example, you can collect a maximum of 20 CE points per year through Personal Study Projects.
- CE Points will be accumulated in a minimum of three Learning Categories (eg: management, job-related knowledge, human resources, technical skills, story-telling, etc.)
- CE Points are awarded per hour of learning time for Learning Activities (e.g. attendance at conferences, courses, workshops, professional reading, in-house training, etc.)

Accurately maintain your records of learning activities and submit these to be audited:

- Each time you undertake continuing education, you will fill out a *Record of Learning Activities Form* and have it signed by a supervisor, a peer, an instructor – someone who can validate that you did undertake the continuing education work.
- At the end of the year, you record all of your CE activities on the *Annual CE Summary Record Sheet*. For the pilot, this sheet along with copies of all your *Record of Learning Activities* forms are turned in for auditing. For the continuing project, a random percentage will be audited for each three year period.

What will I get out of volunteering?

1. The opportunity to help shape a national Continuing Education Certification Program for library workers.
2. A certificate showing that you have completed Year 1 of the Continuing Education Certification Program.

Important Dates

- **Enrollment Deadline:** August 15, 2009
- **Begin Points Collection:** September 1, 2009
- **End Points Collection:** August 31, 20010
- **Awarding of Certificates:** Upon completion of requirements
- **Analysis of Pilot Project:** September 1, 2010 – Spring 2011
- **Report & Recommendations to The Partnership:** Spring 2011

Questions?

Visit our FAQ (Frequently Asked Questions) to learn more about the Continuing Education Certification Program Pilot project.

Participant Handbook available here.

If you have any questions about the pilot please contact Diane Clark at diane.clark@ualberta.ca

top

b. E-Mail Announcement Sent to all Library Association of Alberta Members 7/20/2009

Subject: Invitation to Express Interest in Continuing Education Certification Project

The Partnership and the Library Association of Alberta have joined forces to pilot a Continuing Education Certification Program.

- o Continuing Education improves your ability to undertake your job
- o Continuing Education helps you keep pace with changing technology and knowledge in the dynamic environment of the library and information sector
- o Continuing Education ensures you maintain a competitive edge
- o Continuing Education builds self esteem and enhances your career opportunities
- o Continuing Education provides assurance to your employer and the community that you are keeping yourself up-to-date

Taking part in the Certification program provides you with a structured way to undertake your continuing education and allows you to demonstrate that through your continuing education, you have broadened your skills and gained new knowledge.

Volunteer (Express Interest) Now for the Pilot!
The Continuing Education Committee is looking for expressions of interest from up to 50 volunteers to take part in the Continuing Education Certification Program Pilot Project. We are looking for LAA Members who are librarians, library technicians or other library employees. We are looking for a good mix of urban, rural, public, special, academic, school, people with different kinds of jobs – public services, technical services, administration, solo library managers, employed or unemployed and librarians or library technicians working in non-traditional jobs who want to keep their library skills up to date. If we have more than 50 volunteers, we will select from the pool to make sure we have a good representative mix.

What do I have to do to express interest in volunteering?
1. Be a member in good standing of The Library Association of Alberta
2. Be willing to take part in the evaluation of the pilot program.
3. Before August 15, 2009, send an e-mail to certification@laa.ca Include your name, contact information and whether you have professional library-related qualifications (librarian, library technician).

For further information, visit the Continuing Education Certification

Pilot Project at www.laa.ca . C lick on Continuing Education then click on Certification Program Pilot

Diane Clark, MLIS | staff development & training librarian | 5-02A cameron library | university of alberta libraries | phone: 780.492.9364 | fax: 780.492.8302 | diane.clark@ualberta.ca

c. Facebook Group Page

Library Association of Alb Continuing Education Certification Program Pilot Elluminate
webcast for new paricipants on Friday, Dec 17th at 10:00am. A link to the meeting will be emailed to all
participants. 2 hours ago clear

| Wall | Info | Photos | Discussions | Boxes | Notes | + |

Edit Page
Promote with an Ad
Suggest to Friends

The Partnership and the Library
Association of Alberta have
joined forces to pilot a Continuing
Education Certification Program.

Information

Location:
certification@laa.ca

Insights
See All

1 Monthly Active Users
0 Daily New Likes
0 Daily Post Views
0 Daily Post Feedback

Insights are visible to page admins only.

8 Friends Like This

Share: Status Photo Link Video

Library Association of Alb Continuing Education Ce... + Others
Just Library Association of Alb Continuing Education Ce...   Just Others   Spam
Settings

**Library Association of Alb Continuing Education Certification
Program Pilot** Elluminate webcast for new paricipants on Friday, Dec 17th at
10:00am. A link to the meeting will be emailed to all participants.
Post Insights not yet available, please check back later.
2 hours ago · Like · Comment · Promote

**Library Association of Alb Continuing Education Certification
Program Pilot** Are you attending CLA? Drop by our session on Friday
afternoon.

F38 – You're Certifiable! The LAA/Partnership Project to Create a Continuing
Education
Certification Program for the Canadian Library Sector

...
See More
June 2 at 9:21am · Like · Comment · Promote

Library Association of Alb Continuing Education Certification

d) Conference Presentations

Sessions were offered at The OLA Super Conference - Toronto, 2010, Alberta Library Conference – Jasper 2010, Canadian Library Association Annual Meeting – Edmonton, 2010, Northern Lights Regional Library - , and Parkland Regional Library Professional Development Day – Lacombe 2010.
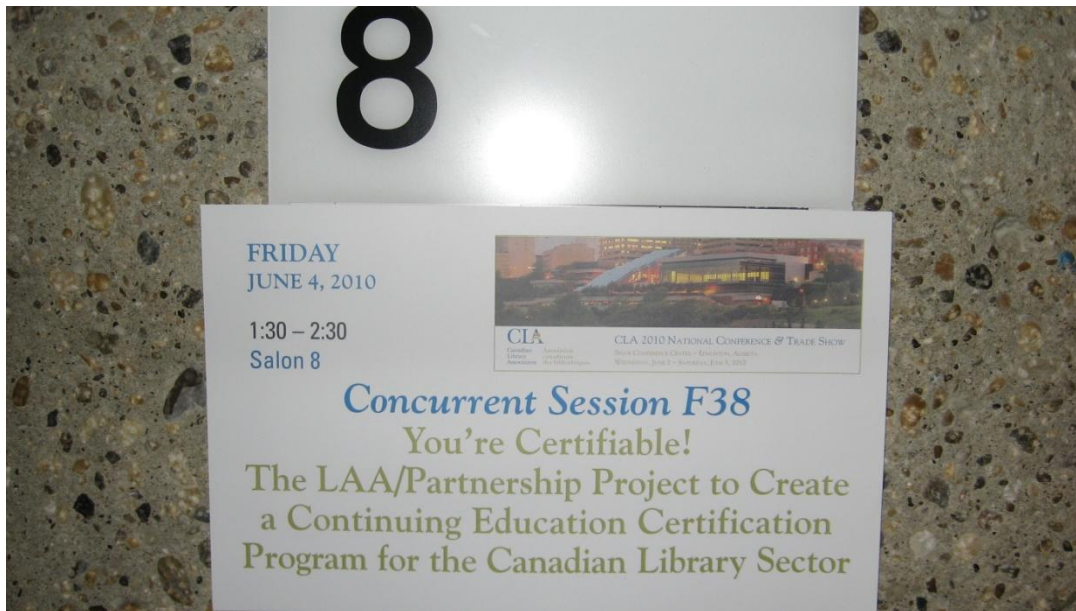
e) Post-pilot Notice to LAA members September 20, 2010

Letter of the LAA	Page 5

Continuing Education Certification Program now open to all LAA members

By Sandy Campbell, Diane Clark, Andrea Emberley, and Allison Sivak

Following the highly successful Continuing Education Certification Pilot Project, undertaken on behalf of The Partnership, the Library Association of Alberta has decided to continue the program for its own membership.

The Pilot formally ended on August 31, 2010. Over the coming months, the Pilot Project Team will undertake an evaluation of the program (including a survey for participants) and make recommendations to The Partnership concerning broader applications. In the meantime, the program has been so well received by Pilot participants, that LAA Board has agreed to continue it within the Association.

Over the course of the Pilot, many LAA members have expressed interest in joining the program. As of September 1, the program is open and able to receive new participants. The Pilot participants who have successfully met the program requirements will be able to continue in the program, counting their Pilot year as the first year of a three-year cycle. Over this cycle, participants will need to collect 100 continuing education points (minimum of 30 per year). Points are collected in a variety of subject or practice categories (e.g., technical services, advocacy, or facilities and equipment) and through a variety of different learning activities (e.g,   workplace learning, study leave, or service to LAA).

New participants may join the program by e-mailing Diane Clark diane.clark@ualberta.ca. They will receive an enrolment package, including a project outline, descriptions of program requirements, and forms for recording continuing education activities. All participants should be aware that after the Pilot review and evaluation, some of the processes may change. Current participants have already recommended some positive changes and the survey will undoubtedly point to others. The Partnership may also find other efficiencies and improvements, working at a national scale.

For further information on the LAA website, see the FAQ on the LAA home page under the Continuing Education tab, http://www.laa.ca/page/certification%20program%20pilot.aspx

35

Appendix II: Pilot Project Forms and Handbook

a) Participant Consent Forms

Library Association of Alberta/The Partnership
Continuing Education Certification Program
Pilot Project

Participant Consent Form

I _____ will participate in The Partnership/Library Association of Alberta Continuing Education Certification Pilot Project. I understand that there are no risks or benefits to me, apart from the receipt of the certificate of completion if I complete all of the requirements. I understand that I may withdraw from the project at any time by informing my mentor or any member of the research team. I understand that I may choose not to participate in giving feed back to my mentor, or in the surveys and that that will have no effect on my qualifying to receive the certificate.

I understand that information about my participation will be used in aggregate only and that my privacy will be protected, except where I have chosen to have my participation published noted below.

I understand that information collected may be presented at conferences or in scholarly publications.

I authorize my assigned Pilot Project Mentor, and members of the Research Team (Sandy Campbell, Allison Sivak or Andrea Emberly) to contact me regarding this project.

Privacy Choices:

Please mark one choice below:

      I would prefer to have my participation in this project kept private.

      Yes, please publish my name on lists of Project Participants.

Please mark one choice below:

      If I complete the requirements of the program, I would prefer to receive my certificate:

      in the mail

      at a public ceremony, such as the LAA Annual General Meeting.

Return of this form gives my consent to participate in this research project. Return to Diane Clark at diane.clark@ualberta.ca

The plan for this study has been reviewed for its adherence to ethical guidelines and approved by the Faculties of Education, Extension and Augustana Research Ethics Board (EEA REB) at the University of Alberta. For questions regarding participant rights and ethical conduct of research, contact the Chair of the EEA REB at (780) 492-3751

b) Record of Learning Activities

Library Association of Alberta/The Partnership
Continuing Education Certification Program
Pilot Project

Record of learning activities

Name: ....

Partnership CE Membership number: ....

Date of activity: ....

Duration (hours): ....

PD points: ....

What activity did you undertake (activity category and description)?
Learning Category?
What did you learn?
How will you apply what you learned?

I certify the above is a true record:

Signed: _____   Date: _____
              Participant
Signed: _____   Date: _____
        Supervisor/Instructor/Peer/Mentor

c) Annual Continuing Education Summary

Annual CE summary record sheet for year 20 _____20_____.

Name: _____   Membership number: _____

Date	Activity Category and Description	Learning Category	Actual Hours	CE Points
Example	Unassessed Learning - ALC 2009 - two author talks	general knowledge	3	3

d) Participants' Handbook

CONTINUING EDUCATION CERTIFICATION PILOT

LIBRARY ASSOCIATION OF ALBERTA
THE PARTNERSHIP

September 1, 2009 to August 31, 2010

Sandy Campbell, Diane Clark,
Andrea Emberley, Allison Sivak

Continuing Education Certification Pilot

About the programme

Continuing education in libraries by library staff is done on a daily basis and is critical to provide services, programmes and resources to our clients. The Continuing Education Certification (Pilot) Programme offers you an opportunity and framework to capture your continuous learning that can be shared with your employer, board and colleagues.

The programme is flexible and is directed by each individual, it is learner or participant centered. Participants may choose to attend conference, workshop, webinar, courses (credit and non-credit). Also acceptable is professional reading, author talk, write an article, do research, present or teach. How participants manage their ongoing professional development is as unique and varied as the participants themselves.

Continuing Education 'Points'

Participants must acquire points in a minimum of three of the Learning Categories. A maximum of 30 points is required yearly. Once the programme is fully operational it may be that 90 points are required over 3 years to receive the certification in continuing education.

To document a continuing education event participants are asked to choose both a "learning category" and a "learning activity category". Examples are provided in the following sections.

Learning Categories

At minimum choose three learning categories when deciding on continuing education opportunities for the year.

Learning Categories and Examples

Organizational | Management | Governance
- attend a webinar on managing effectively
- attend a Board Development Session at ALC
- read a book/ article on organizational theory
- spend time with an aboriginal elder learning about protocol
- attend an in-house session on how town/city Council works

Human Resources
(including) Staffing, Training and Mentoring
- attend a webinar on interviewing techniques
- read the 8R's report
- attend a discussion group on mentoring
- read an article on how to motivate staff

Advocacy | Marketing | PR
- present a paper on marketing techniques for your library
- attend a webinar on fund-raising
- read an article on lobbying techniques
- learn how to make Posters in PowerPoint

Leadership | Innovation
- read a book about leadership in tough economic times
- attend a workshop (online/in person) on leadership skills
- talk with a mentor about an innovative project

Technical Services
- learn to use metadata
- read about rare books cataloguing
- present a session on a how a new catalogue works
- take a secondment into a technical-services job
- attending a session on license negotiation

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Continuing Education Certification Pilot

Learning Categories continued

Public Services
- attend a class on dealing with difficult people
- learn a new database (in-class, tutorial, spend an hour trying things in it)
- orientation to a new public service desk
- attend a story-telling workshop
- attend an audio-conference on readers' advisory services
- shadow at a service desk as a learning exercise

Teaching | Learning
- attend the AB Teachers' Convention
- attend a webinar on learning styles
- publish an article on integrating e-books into course design
- take a post-secondary course on instructional design
- observe a master-teacher
- attend the Augustana Information Literacy in Academic Libraries Workshop

Collections | Resources
- attend a vendor update session
- attend a pre-conference collection management workshop
- read an article that compares two competing products

Facilities | Equipment
- attend an in-house session on new photocopiers
- present a conference paper on "library as space"
- research and implement how to "green" the library
- read an article on the impact of ergonomics on library users' experience

Technology Skills
- attend a conference session on new instructional technology
- take a class on using RSS feeds or other social networking products
- learn how to use Excel
- in-house training on how to use a new system for creating web-pages

Subject Knowledge
Note: needs to be relevant to work
- someone working in a law library taking a distance-education legal terminology class
- attend a session on searching newspapers for genealogical information
- horticulture librarian attends a master gardeners' class
- develop a subject web-page in an area new to you
- school librarian attends a session on boys' and girls' reading habits and preferences
- attend an author talk in your subject area

General Knowledge
Note: needs to be relevant to work
- attend a time management seminar
- listen to a podcast on stress management
- learn Spanish
- work through a tutorial for new desktop
- watch a television program about great libraries of the world
- attend author talks

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Continuing Education Certification Pilot

'Learning' Activity Categories

There are two categories to choose from, assessed and un-assessed learning. Descriptions and examples are provided below.

Assessed Learning
This includes learning activities that have an assessment component for short courses and post-secondary courses.

Points for Assess Learning
- 30 points/course per semester (60 points max/year) post-secondary
- 1 point/hour (10 points max/course and 30 points max/year)

Un-Assessed Learning
This includes learning activities that do not have an assessment and do not fall into another category. They may be provided in-house by your institution or by an external organization and may include:
- workplace learning, eg. in-house briefings, seminars, workshops, structured workplace training, shadowing
- attendance at conferences (individual sessions should be specified according to Learning Categories above)
- participation in a mentoring program as a mentor or a mentee
- self-paced learning, eg. audio, video, CD media, television programs, print
- distance or on-line course format
- contribution to issues-based discussion lists relevant to the library and information sector
- small group activities, where a guest speaker makes a presentation on a substantive and relevant topic
- commercial product training
- un-assessed short courses, including Education Institute Courses.

Note: Attendance at professional events such as Annual General Meetings, annual dinners and social/networking events, if these events do not include an educational component, do not accrue CE points.

Activity Categories and Points

The following is a list of un-assessed learning activities and their categories.

Publications
Publication activities focus on the preparation of articles (refereed and non-refereed) for professional journals, monographs, industry and training publications.
Note: Refereed articles attract a higher total of points as more rigour is demanded for publication in refereed journals. Papers or reports written for your job, which require no learning do not accrue CE points, (eg annual report).

Points for Publications
- 1 point/hour (10 points max for non-refereed articles/year)
- 2 points/hour (20 points max for refereed articles/year)

Personal Study Project
This may be an update or learn new knowledge or skills. may relate immediately to your workplace or you may wish to engage in a reading plan as a precursor to further formal study through which you aim to update your knowledge and skills.
To undertake a personal study project: 1) decide on the topic and acquire the necessary materials, 2) set learning goals, 3) study and analyse the materials and, 4) record your learning outcomes (keep for hold for audit purposes).

Points for Personal Study Project
- 2 points/hour (20 points max/year)

authorTALK
a show about
books and authors

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Continuing Education Certification Pilot

Activity Categories and Points continued

Work-based Research Project

If you are involved in work-based projects, you may have the opportunity to further develop your knowledge and skills and subsequently enhance your practice.
Note: Any presentations/publications resulting from this research should be reported in the Presentations and Papers category.
Points for Work-based Research Project
- 2 points/hour (20 points max/year)

Secondment

A secondment may occur within your organization or another organization. This type of learning has two distinct elements: 1) it offers an opportunity to you to learn new skills and to broaden your experience in the workplace and 2) the time spent in a new and different workplace will challenge you to meet goals and objectives outside the immediate areas of work with which you are familiar. While seconded, document the specific learning that results from your secondment.
Points for Secondments
- 2 points/hour (20 points max/year)

Paper and Presentation

This includes the preparation and presentation of original work in the form of lectures, courses and discussion group papers of a technical nature or acting as a facilitator or presenter at in-house presentations, workshops conferences, seminars, formal education courses and other similar events, where you are responsible for the development of the new content and the preparation involves learning for you.
Points for Personal Study Project
- 2 points/hour of prep and 2 points/hour for the first presentation (20 points max/year)

Service to Library Association

Serving in a volunteer capacity with a Partnership library association gives opportunities to learn. Board or committee orientations and time spent learning about issues being considered by your association both expand your skills and knowledge.
Note: Record learning that you have undertaken through or as a result of service to your.
Points for Service to Library Association
- 1 points/hour (5 points max/year for regular participation)
- 10 points/year for conf planning/organizing committees/other professional development events
- 20 points/year as member of Board

Continuing Education Certification Pilot
Contact Information

Pilot Chairs and Researchers

Do you have questions about the programme or looking for additional learning opportunities? Please contact your mentor or any of the mentors listed below.

Sandy Campbell (University of Alberta Libraries)
e: sandy.campbell@ualberta.ca | p:780.492.7915

Diane Clark (University of Alberta Libraries)
e: diane.clark@ualberta.ca | p:780.492.9364

Andrea Emberley (Legislature Library)
e: andrea.emberley@assembly.ab.ca | p:780.427.0206

Allison Sivak (University of Alberta Libraries)
e: allison.sival@ualberta.ca | p:780.492.7324

Mentors

Our mentors are assigned to pilot participants to help answer questions, provide support and encouragement. Our mentors are:

Sandy Campbell (University of Alberta Libraries)
Diane Clark (University of Alberta Libraries)
Andrea Emberley (Legislature Library)
Allison Inglis (Calgary Public Library)
Angie Mandeville (University of Alberta Libraries)
Leeanne Morrow (University of Calgary Library)
Karla Palichuk (Edmonton Public Library)
Renee Reume (University of Calgary Library)

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Library Association of Alberta / The Partnership

Continuing Education Certification Program :: Pilot Project

Record of Learning Activities

Name: [   ]   Date of Activity: [   ]

Partnership CE Membership Number: [   ]   Duration: [   ]

Professional Development Points: [   ]

Professional Development / Activity

What activity did you undertake (activity category and description)?

[   ]

Learning Category? Advocacy/Marketing/PR ▼

What did you learn?

[   ]

How will you apply what you learned?

[   ]

I certify the above is a true record

Signed: [   ]   Date: [   ]
(Participant)

Signed: [   ]   Date: [   ]
(Supervisor/Instructor/Peer/Mentor)

Annual Continuing Education Summary Record Sheet

Name: | Membership number: | Year:

Date	Activity Category and Description	Learning Category	Actual Hours	Con Ed Points
Example April 2009	*Unassessed learning – ALC 2009 – attended 2 author talks*	*General knowledge*	*3*	*3*
		Advocacy/Marketing/PR ▾		
		Advocacy/Marketing/PR ▾		
		Advocacy/Marketing/PR ▾		
		Advocacy/Marketing/PR ▾		
		Advocacy/Marketing/PR ▾		
		Advocacy/Marketing/PR ▾		
		Advocacy/Marketing/PR ▾		
		Advocacy/Marketing/PR ▾		
		Advocacy/Marketing/PR ▾		
		Advocacy/Marketing/PR ▾		
			Total Hours	Total Con Ed Points
			0.00	0.00

Appendix III: Survey and Feedback Forms

a) Conference Session Attendees Cover Letter and Feedback Form

To: Attendees at the Conference Session on the LAA Continuing Education Certification Pilot Program

From: Diane Clark
2nd Vice-President,
Library Association of Alberta

Re: Presentation Feedback Forms

You have heard a presentation about Continuing Education Certification Pilot Program being run by the Library Association of Alberta on behalf of The Partnership.   We would like to record any questions or feedback that you have about the project. The information will be used to improve the project.

Please write your questions and comments on the attached survey form and return it to the moderator or place it in the envelope at the back of the room. The forms are anonymous and there will be no attempt to connect the information supplied on the form to individuals who attended the session.

There is no known harm to you in participating in this survey, but you will have the benefit of being able to contribute to the improvement of a program that we hope will be a national service to the library community.

This program has been approved by the University of Alberta Education, Extension, and Augustana Ethics Review Board. Survey data will be collected anonymously, used only in aggregate, with the exception of specific comments which may be used to illustrate a point. The data will be kept in the Principal Investigator's locked cabinet or in a secure database for 5 years and then destroyed.

Thank you for taking part in this survey.
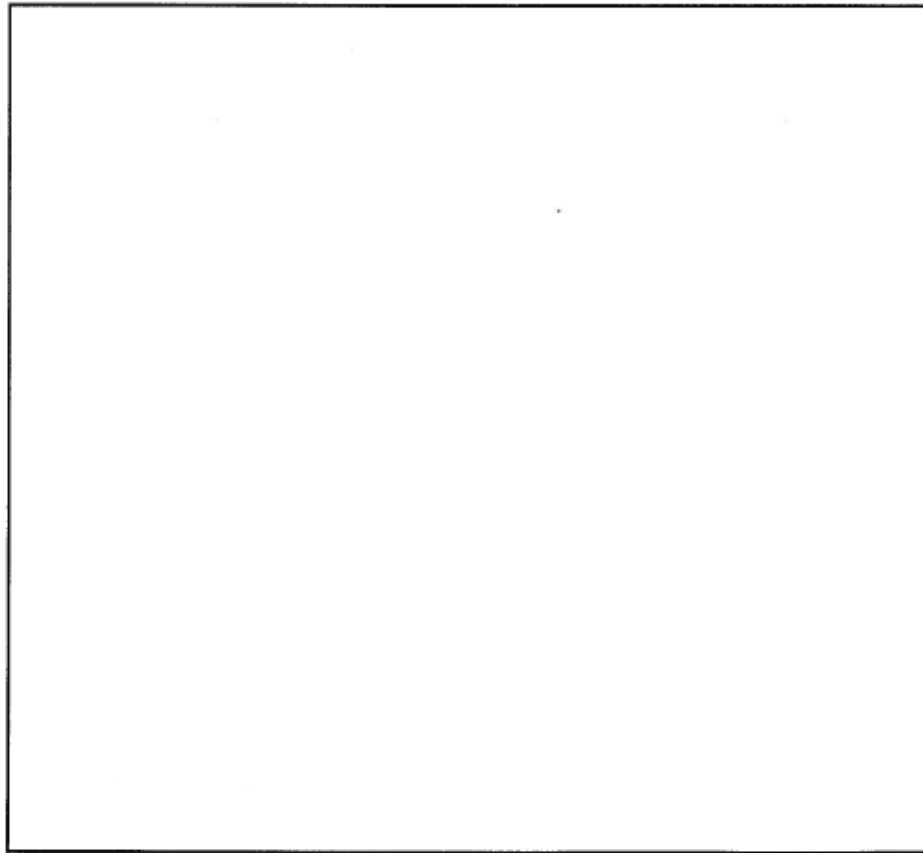
We are interested in hearing your questions about the pilot. Write down any questions you have about the continuing education certification programme and how it might work for you.

Please feel free to ask it out loud as well.

Please return to the convener or place in the envelope at the exit.

Return of this form gives my consent to participate in this research project.

The plan for this study has been reviewed for its adherence to ethical guidelines and approved by the Faculties of Education, Extension and Augustana Research Ethics Board (EEA REB) at the University of Alberta. For questions regarding participant rights and ethical conduct of research, contact the Chair of the EEA REB at (780) 492-3751.

b) Mid-point Cover letter and Survey Form

Mid-Point Survey Instrument

PAGE: DEMOGRAPHICS

1. What is your age?

       16 – 20
       21 – 30
       31 – 40
       41 – 50
       51 – 60
       61 or over

2. What is your sex?

       Female
       Male

3. What is your highest level of education? (check all that apply)

       MLIS/MLS
       PhD or other graduate education
       Undergraduate degree
       Library Technician's certificate
       High school diploma
       Other (please specify)

4. What is your current employment status?

       Unemployed
       Employed
       Full-time
       Part-time
       Volunteer in a library setting

5. Type of position held:
       Librarian
       Technician
       Other Library Worker

6. In what library sector do you currently work?
       Academic
       Public
       School
       Special/Non-traditional Information Employment
       Self-employed Library/Information Worker
       Not currently employed
       Other (Please specify)

PAGE: CONTINUING EDUCATION CERTIFICATION EXPERIENCE

1. Have you been able to find opportunities for continuing education that qualifies for CE points?

      Yes
      No

2. Have you had difficulty matching your continuing education activities to the CE points system?

      No difficulty at all
      Some difficulty
      A great deal of difficulty

3. Please explain what problems you have experienced, if any:

4. What do you like best about this program?

5. What do you like least about this program?

6. What would you change about this program?

c) Final Participant Consent, Cover Letter and Survey Form

Participant Consent Form

Library Association of Alberta/The Partnership
Continuing Education Certification Program
Pilot Project

Participant Consent Form

I _____ will participate in The Partnership/Library Association of Alberta Continuing Education Certification Pilot Project. I understand that there are no risks or benefits to me, apart from the receipt of the certificate of completion if I complete all of the requirements. I understand that I may withdraw from the project at any time by informing my mentor or any member of the research team. I understand that I may choose not to participate in giving feedback to my mentor, or in the surveys and that that will have no effect on my qualifying to receive the certificate.

I understand that information about my participation will be used in aggregate only and that my privacy will be protected, except where I have chosen to have my participation published noted below.

I understand that information collected may be presented at conferences or in scholarly publications.

I authorize my assigned Pilot Project Mentor, and members of the Research Team (Sandy Campbell, Allison Sivak or Andrea Embarly) to contact me regarding this project.

Privacy Choices:

Please mark one choice below:

    I would prefer to have my participation in this project kept private.

    Yes, please publish my name on lists of Project Participants.

Please mark one choice below:

    If I complete the requirements of the program, I would prefer to receive my certificate:

    in the mail

    at a public ceremony, such as the LAA Annual General Meeting.

Return of this form gives my consent to participate in this research project. Return to Diane Clark at diane.clark@ualberta.ca

The plan for this study has been reviewed for its adherence to ethical guidelines and approved by the Faculties of Education, Extension and Augustana Research Ethics Board (EEA REB) at the University of Alberta. For questions regarding participant rights and ethical conduct of research, contact the Chair of the EEA REB at (780) 492-3751

d) Survey Cover Letter

The Partnership / Library Association of Alberta Continuing Education Certification Pilot Project	<u>Exit this survey</u>

1. Introduction

We have now completed the study period for the Continuing Education Certification Pilot Project and we would like to receive your final feedback on the project. Below is a link to an electronic survey. This survey will take approximately 20 minutes of your time.

Participation in this survey is completely voluntary and you may choose not to proceed with the survey at any time. By clicking the link, you are consenting to participate in this study. By responding to our survey, you will provide essential information for us to use in improving the Continuing Education Certification Program. If you do participate, there are no known risks to you.

It is important to note that your responses are completely anonymous. In addition to providing us with valuable information about the continuing education certification project, data collected via this survey may also be used in research articles or professional presentations. Each stated use of the data collected will be handled in compliance with the <u>University of Alberta Standards for the Protection of Human Research Participants</u>. In keeping with required standards, before being destroyed, data collected with the survey will be retained for five (5) years.

If you have questions about this survey, please contact the primary researcher of this project:

Sandy Campbell

Public Services Librarian

John. W. Scott Health Sciences Library

University of Alberta

ph: (780) 492-7915

email: sandy.campbell@ualberta.ca

The plan for this study has been reviewed for its adherence to ethical guidelines and approved by the Faculties of Education, Extension and Augustana Research Ethics Board (EEA REB) at the University of Alberta. For questions regarding participant rights and ethical conduct of research, contact the Chair of the EEA REB at (780) 492-2514.

Next

e) Final Survey Instrument

Final Survey Instrument

Survey Questions

I.   Demographics:
   1. What is your age?
      - 16-20
      - 21-30
      - 31-40
      - 41-50
      - 51-60
      - 60+
   2. What is your gender?
      - Female
      - Male
      - I would rather not answer.

   3. What is your educational background? (choose all that apply)
      - MLIS/MLS
      - PhD
      - Undergraduate degree
      - Library technician's certificate
      - High School completion
      - Others (please specify)

   4. What is your current employment situation? (check all that apply).
      - Unemployed
      - Employed in a library setting
      - Employed (not in a library setting)
      - Volutneer in a library setting

II.   Page: Employment
   1. Are you employed in a library setting full-time or part time?
      - Full time
      - Part time
      - Not Employed

   2. At the library position in which you work or volunteer the most hours (paid or unpaid), what type of position do you hold?
      - Librarian

Technician
Library Worker
Volunteer
3. In what library sector do you work"

Academic
Public
School
Special
Non-traditional Information Employment
Self-employed Library/Information Worker
Not employed
other (please specify)

III. Page: Certification Pilot Experience:

1. Were you able to complete the requirements of the certification program during the year?

Yes
No

2. If not, why not? (check all that apply.)

a. I didn't have time to pursue the professional development necessary for the program
b. I lost interest in the program
c. I didn't know the program was still running
d. Personal reasons (e.g., family or personal illness, etc.)
e. My employment ended and I didn't pursue further professional development
f. I've left the field of library work
g. I forgot about the program
h. Certification and professional development hasn't been a major concern for me this year.
i. Other (please specify)

3. Did you have difficulty with completing the documentation of your professional development?

Yes, a great deal of difficulty
Yes, some difficulty
No difficulty at all

4. Did you have difficulty obtaining verification signatures for your form?

>   Yes
>   No

5. Did you feel your participation in this program was supported by your employer?

>   Yes, absolutely
>   Yes, somewhat
>   No, not at all

6. Please tell us how your employer supported you. (Check all that apply.)

>   Discussed professional development strategies with me for the purposes of fulfilling program requirements
>
>   Had larger discussions with me about continuing education (e.g., my long-term career plans, etc.)
>
>   Provided me with release time to pursue professional development
>
>   Suggested particular courses, workshops, or readings which would help me fulfill my requirements.
>
>   Encouraged other colleagues to participate as well.
>
>   My employer also participated.
>
>   My employer did not provide me with any support in this program.
>
>   (Other, please specify)

7. Did you use the Facebook page to seek out information on the program?

>   Yes
>   No

8. What did you like best about the program?

9. May we quote from your feedback above for our certification program publicity materials?

>   Yes
>   No

10. Please tell us how you have personally applied or plan to apply your participation in this program to the benefit of your career.

11. What did you like least about the program?

12. What changes could we make to the program to encourage participation in it?

13. The Library Association of Alberta will be continuing the certification program. Those who participated in the pilot will be able to apply the points they collected during the pilot towards the three-year program. (The pilot year serves as your first year of three.) Are you going to continue participating in the certification program?

Yes
No

IV Page: Future Plans

1. Do you think it was useful that the program required three different areas of learning (e.g., technical services, public services, management, etc)?

Yes
No

2. Did you use the Participants' Handbook to help you with the program? '

Yes
No

3. Do you think having a mentor from LAA was a useful part of the program?

Yes
No
Somewhat useful

4. Would you be interested in becoming a mentor in a larger-scale version of this program?

Yes
No
Perhaps

5. Do you think that this program should be made available to library workers across Canada?

Yes
No

6. The Library Association of Alberta is offering this program as a membership benefit. How important to you is this program as a membership benefit?

> Not at all important
> neither important nor unimportant
> so important that I would maintain a personal membership to be able to take part in it

7. This program is modelled on the Australian (ALIA) program, which charges $35.00 for the certificate at the end of each three year period. The LAA program will need to have a fee to recoup costs. Do you think $35.00 is:

> Too low
> about right
> Too high

8. Would you like to have this program offered the option of conferring post-nominal letters indicating certification status (while enrolled and staying up to date)? e.g. Mary Smith, PTCE (Partnership Technician Continuing Education). Mary Smith, PLCE (Partnership Librarian Continuing Education), Mary Smith, PLWCE (Partnership Library Worker Continuing Education).

> Yes
> No

9. What are the best ways to keep you informed of developments in the program?

> Facebook
> Google groups
> Blog
> Association page (e.g. Library Association of Alberta)
> Direct emails
> Other (please specify)

Page: Concluding Questions

1. Do you have any other feedback on the program you would like to give us?

Appendix IV: Pilot Project Recognition Letter and Sample Certificate

LIBRARY ASSOCIATION OF ALBERTA

A member of The Partnership, Canada's national network of provincial and territorial library associations.

December 2010

Dear

Congratulations on having completed the requirements of LAA/The Partnership Continuing Education Certification Pilot Program. Your certificate for the pilot phase is enclosed.

As you know, the Pilot was a testing phase of a larger national-scale project. Your participation was essential for refining the program. With your help, we have updated the program and will be presenting our recommendations to The Partnership in January.

However, the program has been so well-received that LAA has decided to continue it for its members. We encourage you to continue in the program, counting the Pilot year as your first year in the triennium. Your completion date for the triennium would be August 31, 2012. We also encourage you to participate as a mentor in program.

Going forward, please note that you will need to be sure to record continuing education in both format categories (how you learned – conferences, courses, reading, presentations, etc) and content categories (what you learned – technical services, public services, leadership, management, etc.). Also note that after the review is complete, some of the processes required by the program may change. You may be asked, for example, to record in a different way.

Congratulations again, and we look forward to your continued participation.
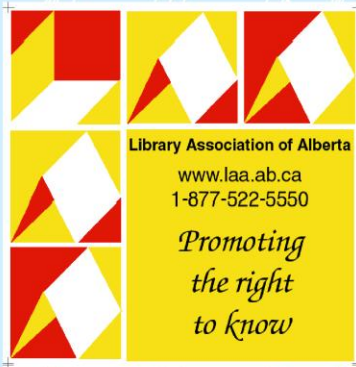
Sincerely,

80 BAKER CRES. N.W., CALGARY, ALBERTA, T2L 1R4
OUTSIDE CALGARY 1-877-522-5550

PHONE (403) 284-5818 FAX (403) 282-6545
www.laa.ca

Recognition

This is to Certify that

_____

has completed a minimum of 30 continuing education

points and met the requirements of the

Library Association of Alberta/

Partnership Continuing Education Pilot Program

and is therefore eligible to receive this

certificate and to continue in the

LAA Continuing Education Certification Program.

Signed this _____ day of _____ , 2010

_____

Mary Jane Bilsland, President, Library Association of Alberta

_____

Angie Mandeville, Chair, LAA Continuing Education Committee

Library Association of Alberta

www.laa.ab.ca
1-877-522-5550

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