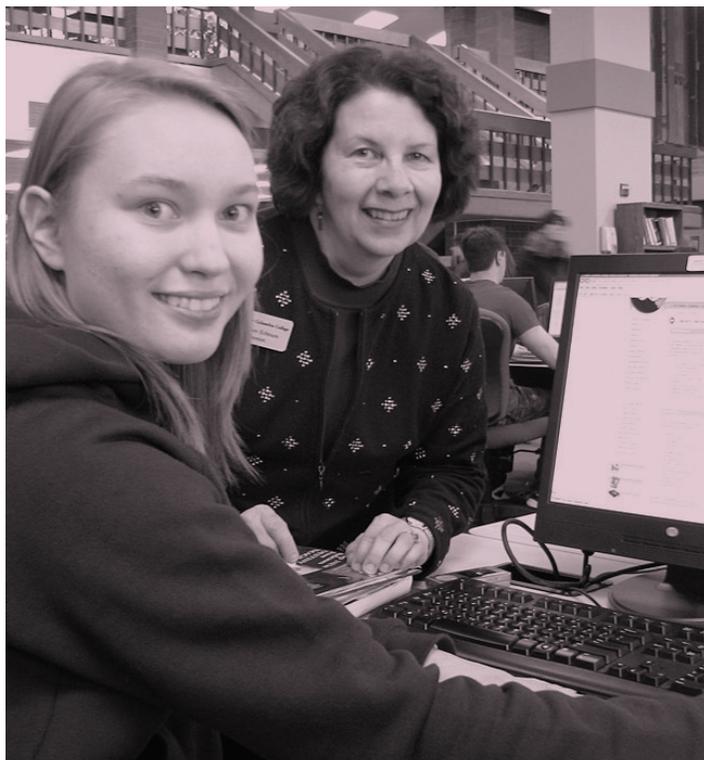# NATIONAL AGENDA

FOR CONTINUING EDUCATION AND PROFESSIONAL DEVELOPMENT ACROSS LIBRARIES, ARCHIVES, AND MUSEUMS

NATIONAL AGENDA

FOR CONTINUING EDUCATION AND PROFESSIONAL DEVELOPMENT ACROSS LIBRARIES, ARCHIVES, AND MUSEUMS

COALITION TO
ADVANCE LEARNING
IN ARCHIVES, LIBRARIES AND MUSEUMS

OCLC

PUBLICATION NOTES

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COALITION TO
ADVANCE LEARNING
IN ARCHIVES, LIBRARIES AND MUSEUMS

STRENGTHENING CONTINUING EDUCATION AND PROFESSIONAL DEVELOPMENT ACROSS LIBRARIES, ARCHIVES, AND MUSEUMS

EXECUTIVE SUMMARY

This *National Agenda for Continuing Education and Professional Development across Libraries, Archives, and Museums* provides a broad planning and evaluation framework for the systemic strengthening of continuing education and professional development (CE/PD) across the landscape of funders, professional associations, program administrators, and trainers involved.

This document synthesizes three years of planning efforts convened by the Coalition to Advance Learning in Archives, Libraries and Museums, an effort supported by grants from the Institute of Museum and Library Services, supplemental funding from the Bill & Melinda Gates Foundation, and project administration from OCLC. It includes the contributions of dozens of leaders from across the library, archives, and museum (LAM) fields, representing professional associations, training providers, and other LAM serving entities. Using Collective Impact methodology facilitated by the Educopia Institute, stakeholders identified four change goals to transform the current state of CE/PD. This agenda is a strategic action plan to meet these goals, which distributed actors can use to align and together improve the vitality of continuing education across all fields.

COORDINATING DISPARATE ACTION THROUGH A COMMON AGENDA

Changes in technology, community demographics, and work methods present ever-shifting sands for library, archives, and museum staff, through which continued education and development serves as the critical lifeline that anchors relevant, successful services for local communities. From learners to their organizational leaders, from trainers to the organizational hosts of continuing education and professional development, multiple stakeholders are situated to strengthen this nation's cultural workforce through coordinated actions. This agenda aims to assist organizational planning, alignment, fundraising, and awareness-raising, both within the Coalition to Advance Learning in Archives, Libraries and Museums and beyond. On the following pages, each change goal is explained alongside related tactics and progress indicators. Opportunities for action and project descriptions are noted

to inspire all institutions to consider how they contribute toward these collective goals.

Goal 1: Increase and strengthen collaborations among LAM CE/PD providers to build bridges between each sectors' trainers and programs, and increase awareness of the professions' strengths and knowledge bases while decreasing duplication of effort. Identified tactics include: increasing opportunities for professionals to engage and learn from staff outside of their own domains (1.1) and increasing the sharing of continuing education programming data among professional development providers (1.2).

Goal 2: Increase institution or organization-level support for CE/PD in LAMs is an advocacy oriented goal to spread the message that continuing education and professional development is necessary to keep organizational workforces "at the ready" to support the changing needs of their communities. Identified strategies target: educating leaders on the mission impacts of staff training and education investments (2.1), cultivating CE/PD champions within institutions (2.2), and developing resources for champions to use when advocating internally for professional development investment (2.3).

Goal 3: Further leverage existing continuing education and training offerings across the LAM sectors to make continuing education program instructors more efficient by establishing cross-sector means for the discovery, sharing, adaptation, and use of existing materials. Strategic tactics focus on: increasing knowledge of professional development offerings across the fields (3.1), exploring models for curricular resource sharing or licensing (3.2), and providing information on the gaps between learner needs and existing offerings (3.3).

Goal 4: Improve the quality of LAM continuing education and professional development addresses trainer efficacy by aiming to increase trainer knowledge and use of promising practices arising from the adult-learning sector (4.1) and emerging from the diverse libraries, archives, and museums fields (4.2), and bridging traditional modes of continuing education with self-directed and emerging modes of learning (4.3).

GOAL 1	INCREASE AND STRENGTHEN COLLABORATIONS AMONG CONTINUING EDUCATION/PROFESSIONAL DEVELOPMENT PROVIDERS

Institutional leaders recognize the need to use limited continuing education/professional development resources strategically. This goal aims to decrease duplication of effort across the library, museum, and archives fields while leveraging each sector's unique strengths and knowledge.

NATIONAL STRATEGY 1.1: INCREASE OPPORTUNITIES FOR LAM PROFESSIONALS TO ENGAGE, LEARN, AND CONNECT WITH STAFF OUTSIDE OF THEIR OWN DOMAINS

Why is this important? Continuing education/professional development providers constantly create and share new knowledge, curricula, and services to meet the needs and interests of their communities. To strengthen inter-organizational community networks, library, archives, and museum staff can be positioned to learn alongside their peers from other, similar fields.

INDICATORS OF PROGRESS AND SUCCESS

- Increased joint offerings and events around areas of shared interest across libraries, archives, and museums
- Increased opportunities for staff to train together in areas of mutual interest
- Broader professional networks for staff, showing increased field and professional diversity
- Increased understanding and working relationships established between the trainers serving libraries, archives, and museums

OPPORTUNITIES FOR ACTION	EXAMPLE EFFORTS/PROJECTS
A. Explore and expand cross-sector marketing and participation for sector-oriented events with broad relevance	• Partner with professional associations to cross-market continuing education/professional development offerings across member bases • Provide residency opportunities for those from other sectors to provide new perspectives on shared operational issues (e.g. advocacy, curation) • Host a pre-conference cross-sector conference meeting
B. Share calls for conference panels/posters across sectors	• Distribute calls for conferences across other sector or cross-sector listservs
C. Convene education and/or training providers and instructors to discuss continuing education challenges and opportunities	• Host a cross-sector event or meet-up
D. Develop ways for potential partners with shared interests to find each other	• Create an incubator or clearinghouse for organizations interested in collaboration to find one another
E. Jointly develop educational offerings or materials with cross-sector relevance	• Develop, with cross-sector partners, a set of training materials addressing a common role all play (e.g. leadership, advocacy, community engagement)
F. Explore the use of blended learning experiences to train cross-sector trainer cohorts	• Share experiences and promising practices from existing blended programs

NATIONAL STRATEGY 1.2: INCREASE CONTINUING EDUCATION/PROFESSIONAL DEVELOPMENT-RELATED DATA SHARING AMONG TRAINING PROVIDERS

Why is this important? Continuing education/professional development provider organizations gather data about learner needs, learner interests, and impacts of instruction; yet, this information is collected without a shared lexicon or other means to aggregate efforts and identify broad trends across library, archives, and museum fields, and their diverse sub-fields. Continuing education providers can align efforts to better identify gaps, capitalize on unique niches, and leverage each other's offerings and expertise.

INDICATORS OF PROGRESS AND SUCCESS
- Establishment and use of common data frameworks
- Increased ability to analyze and use cross-LAM information during continuing education/professional development
- Increased ability to identify trends and common areas of professional development needs for libraries, archives, and museums

OPPORTUNITIES FOR ACTION	EXAMPLE EFFORTS/PROJECTS
A. Develop joint/shared continuing education data frameworks	• Develop or leverage field or profession-wide data frameworks (e.g. for competencies, learner demographics) • Investigate common and unique data needs across the fields
B. Explore shared professional development data collection and analysis needs	• Host a working meeting/summit to identify shared data needs
C. Align CE/PD needs assessment efforts to allow for shared analysis	• Identify common areas of interest for assessment alignment • Identify frameworks or tools to enable de-identified, aggregate analysis across programs
D. Explore use of predictive data to predict future professional development needs	• Research promising practices for connecting field or profession trends to programmatic development

ABOVE: A librarian in the Lower Columbia College Library Learning Commons works with a student.

GOAL 2	INCREASE INSTITUTION OR ORGANIZATION-LEVEL SUPPORT FOR CONTINUING EDUCATION/PROFESSIONAL DEVELOPMENT IN LAMS

Continual education and training is necessary to keep the workforce "at the ready" to support the changing needs of our nation of learners. Three strategies to address this through leadership are: 1) raise leader awareness of the mission impacts of continuing education/professional development, 2) cultivate CE/PD champions, and 3) provide resources to make internal cases for professional development investments.

NATIONAL STRATEGY 2.1: RAISE AWARENESS OF THE INFLUENCE OF CONTINUING EDUCATION / PROFESSIONAL DEVELOPMENT ON MISSION AND COMMUNITY IMPACT

Why is this important? Continuing education/professional development providers constantly create and share new knowledge, curriculum and services to meet the needs and interests of their communities. To strengthen inter-organizational community networks, libraries, archives, and museum staff can be positioned to learn alongside their peers from other, similar fields.

INDICATORS OF PROGRESS AND SUCCESS

- Increased organizational commitment and resources (time and money) devoted to professional development
- Higher staff retention
- Increased professional development support shown by leadership
- Increased ability for institutions to meet the changing needs of their communities
- Better served communities
- Increased proportion of organizational leaders who demonstratively value and support professional development

OPPORTUNITIES FOR ACTION	EXAMPLE EFFORTS/PROJECTS
A. Research, define, document, and publicize the connections between organizational continuing education/professional development investments and improved understanding, service, and responsiveness to the community	• Research and publicize the diversity of existing approaches to documenting community impact derived from professional development • Research and publicize existing methods for adult education impact measurement that can be adapted by libraries, archives, and museums • Foster discussions at LAM gatherings, professional conferences, universities, etc.
B. Document the benefits and value of continual continuing education/professional development for staff	• Research and publish, sharing findings with professional communities of practice • Develop shared CE/PD impact/outcomes evaluation frameworks and instruments
C. Gather, synthesize, and share real-world stories, testimonials, and data about the organizational impacts of staff professional development	• Raise visibility of the organizational impacts of professional development • Develop and share conference presentation materials on how staff training contributes to moving the needle for organizations' missions

NATIONAL STRATEGY 2.2: DEVELOP CONTINUING EDUCATION/PROFESSIONAL DEVELOPMENT CHAMPIONS AMONG INSTITUTIONAL LEADERS

Why is this important? Leaders must be able to communicate how staff learning is critical to mission fulfillment and organizational sustainability. Leaders must be able to raise awareness of the institutional impacts of professional development among financial decision makers in order to effectively advocate for the allocation of institutional resources.

INDICATORS OF PROGRESS AND SUCCESS

- Increased awareness of the need for staff continuing education among institutional leaders
- Increased valuation of staff professional development among institutional leaders
- Increased allocation of institution resources and/or staff time to staff education and training

OPPORTUNITIES FOR ACTION	EXAMPLE EFFORTS/PROJECTS
A. Develop continuing education/professional development champions among a wide set of stakeholders, including those with budget authority	• Develop and share guidance and resource materials for different stakeholders
B. Increase leadership development of staff at all levels	• Develop a framework of common leadership competencies across libraries, archives, and museums • Develop a peer network for leadership trainers from across libraries, archives, and museums • Encourage staff to think of themselves as leaders at every stage of their career
C. Take steps to build profession-wide cultures of learning	• Develop and share conference presentation materials • Develop and share case studies illustrating the mission impacts of continuing education investments

NATIONAL STRATEGY 2.3: DEVELOP AN EDUCATION CAMPAIGN FOR ONGOING CONTINUING EDUCATION/PROFESSIONAL DEVELOPMENT INVESTMENT

Why is this important? To educate peer leaders and boards on the value of continuing education/professional development, organizational leaders require access to easily understood materials that supply background, facts, and talking points. They also must understand how to strategically contextualize, frame, and present cases to varied audiences, including peers and diverse types of institutional supporters.

INDICATORS OF PROGRESS AND SUCCESS

• Resources made available for institutional leaders to use when advocating for professional development support
• Increased peer-learning opportunities for leaders advocating for staff training and education
• Increased leader understanding of how to cultivate institutional support for professional development costs

OPPORTUNITIES FOR ACTION	EXAMPLE EFFORTS/PROJECTS
A. Prepare organizational leaders to advocate for continuing education/professional development investment	• Develop educational resources and key messaging • Share case studies showing the value or return on investment for continuing education and training
B. Foster and strengthen educational events and resources focused on advocacy for professional development	• Develop and share conference presentation materials on how to make the case for institutional investment in professional development • Conduct a literature review/environmental scan to illuminate existing approaches to training topic coverage at national/regional/association conferences
C. Foster the ability of professional development advocates to learn from each other	• Develop a peer group/platform for advocates to share resources
D. Explore developing field or profession level guidelines for professional development	• Conduct a literature review or environmental scan of existing continuing education/professional development requirements across the fields

ABOVE: Museum exhibit staff work behind the scenes to craft an engaging experience for museum visitors.

GOAL 3	FURTHER LEVERAGE EXISTING CONTINUING EDUCATION AND TRAINING OFFERINGS ACROSS SECTORS

Professional development providers for libraries, archives, and museums have an opportunity to do more with less by establishing frameworks to translate, adapt, or reuse learning materials and curriculum, and strategically develop curriculum in areas of identified need. Three strategies aim to strengthen innovation and increase the sharing, adaptation, and use of materials: 1) increase knowledge of existing continuing education/professional development offerings, 2) explore models for curriculum exchange, and 3) provide insights into the gaps between learner needs and existing offerings.

NATIONAL STRATEGY 3.1: IMPROVE KNOWLEDGE SHARING AND MARKETING OF TRAINING OFFERINGS ACROSS LIBRARY, ARCHIVES, AND MUSEUMS

Why is this important? Organizations that provide continuing education or professional development have an opportunity to increase the use or repurposing of existing programming by cross-marketing and/or allowing for adaptation of materials to fill unmet needs and jumpstart curricular development in other sectors. Similarly, professional associations can use knowledge of existing offerings to establish partnerships to customize materials or expand participation for topics that are of interest across the fields, such as leadership, diversity, and advocacy. Further, CE/PD providers can gain a clearer picture of where they can build unique offerings by understanding what already exists.

INDICATORS OF PROGRESS AND SUCCESS

- Increased cross-sector publicity of offerings addressing common continuing education needs
- Increased cross-sector learner experiences as students come together for general topic trainings
- Increased partnerships and reduced overlap during training offering development
- Increased discoverability of curricular resources for trainer community

OPPORTUNITIES FOR ACTION	EXAMPLE EFFORTS/PROJECTS
A. Take advantage of technical tools and infrastructure to widely expose existing offerings both within and outside of the originating field(s) or profession(s), to assist trainers with finding training materials	• Develop a curriculum directory/exchange • Develop a professional development event directory • Explore development of a crowdsourced professional development directory, with learner ratings
B. Research and understand shared continuing education and professional development needs across libraries, archives, and museums	• Establish sustainable mechanisms to collect and share individual-level needs assessment information across museum, library, and archives fields • Explore ways to align organizational-level professional development needs assessment with individual-level expressed needs • Develop means to explore and incorporate field or profession-level needs into existing continuing education/professional development needs assessment practices

NATIONAL STRATEGY 3.2: EXPLORE WAYS TO LEVERAGE, ADAPT, OR SHARE EXISTING CURRICULAR MATERIALS ACROSS PROFESSIONAL DEVELOPMENT PROVIDERS

Why is this important? To maximize the impact of limited resources, the organizations hosting and/or providing continuing education opportunities can explore how best to leverage existing educational materials created by others. Training providers stand to gain from understanding how other sectors have shared (and protected) intellectual property embedded within curricular resources, with an eye toward developing sharing frameworks that work across the diversity of museum, library, and archives contexts.

INDICATORS OF PROGRESS AND SUCCESS

- Increased knowledge of curriculum licensing and sharing models among professional development providers
- Increased knowledge of the pros/cons of different sharing approaches for organizational sustainability
- Decreased duplicative CE/PD curriculum development

OPPORTUNITIES FOR ACTION

A. Research, document, and contextualize existing models for curriculum exchange and/or licensing for continuing education providers

EXAMPLE EFFORTS/PROJECTS

- Conduct a literature review/environmental scan to understand existing curriculum exchange and licensing models in use across and beyond LAM fields
- Develop a clearinghouse of public domain/open access training materials

ABOVE: AmeriCorps volunteer for Delaware Division of Libraries assists library staff to learn new technologies, delawarelibraries.org.

NATIONAL STRATEGY 3.3: PROVIDE ACTIONABLE INFORMATION ON GAPS BETWEEN EXISTING PROFESSIONAL DEVELOPMENT OFFERINGS AND KNOWN EDUCATIONAL NEEDS

Why is this important? To strategically develop materials and programs that will meet projected unmet needs, providers must combine their knowledge of what's under development with information on the gaps between existing offerings and the needs expressed by the professions, institutions, and staff.

INDICATORS OF PROGRESS AND SUCCESS
- Increased "time-to-delivery" for specialized program development to meet newly identified needs
- Decreased duplicative curriculum development

OPPORTUNITIES FOR ACTION	EXAMPLE EFFORTS/PROJECTS
A. Provide ongoing synthesis of continuing education and training offerings across the museum, library, and archives fields	• Establish a sustainable mechanism to view existing CE/PD offerings across the LAMs • Research the current state of professional development offerings in a given subject domain
B. Provide ongoing data on common professional development needs shared by the fields	• Develop instruments and means to follow individually expressed needs over time • Develop instruments and means to follow organizational-level needs over time • Develop the means to follow projected trends at the field level and profession level
C. Provide recurring gap analyses of what's missing between existing offerings, known needs, and projected needs	• Develop analytical tools to surface CE/PD topic coverage gaps given existing offerings and known needs
D. Develop shared continuing education needs assessment methods	• Develop common needs assessment instruments for use across the spectrum of LAM organizations

<table>
<tr>
<td>**GOAL 4**</td>
<td>**IMPROVE THE QUALITY OF CONTINUING EDUCATION AND PROFESSIONAL DEVELOPMENT TARGETING LIBRARIES, ARCHIVES AND MUSEUMS**</td>
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Learners should benefit from the most promising vetted practices that have surfaced for adult education, both within and across archives, libraries, and museums. This goal aims to increase trainer knowledge of adult learning practices, while also providing opportunities for trainers to learn from each other, across the sectors. This goal also recognizes a need to connect with emerging or innovative modes of education and training, as learners are increasingly looking to diverse, self-directed sources for their continuing education needs.

NATIONAL STRATEGY 4.1: INCREASE AWARENESS AND USE OF ADULT LEARNING BEST PRACTICES FROM OTHER FIELDS

Why is this important? The need for professional development is not limited to institutional staff, but extends to continuing education trainers as well. To be the most effective, educators can remain abreast of developments both within the broader adult learning field and across the museum, library, and archives sectors.

INDICATORS OF PROGRESS AND SUCCESS

- Increased use of adult learning practices for libraries, archives, and museums
- Increased continuing education/professional development for the trainers and instructors working with libraries, archives, and museums
- More effectively trained libraries, archives, and museums staff

OPPORTUNITIES FOR ACTION	EXAMPLE EFFORTS/PROJECTS
A. Research, define, and contextualize existing adult learning practices from other sectors for adaptation by libraries, archives, and museums	• Develop resource list of books, matrices, and other resources on the best approaches for defined learning outcomes • Develop train-the-trainer materials on adult learning best practices
B. Research, define, and develop common standards for effective continuing education/professional development delivery practices for in-person and online learning	• Conduct an environmental scan of existing practices/standards for in-person and/or online learning

NATIONAL STRATEGY 4.2: STRENGTHEN EMERGING MODES OF CONTINUING EDUCATION

Why is this important? Delivery options will continue to evolve over time. By strengthening emerging modes, education and training providers can meet evolving learner needs, while also potentially extending programming to new or underserved populations.

INDICATORS OF PROGRESS AND SUCCESS

- Increased recognized promising practices for evolving modes of continuing education
- Increased rates of innovation and adoption for emerging modes of continuing education

OPPORTUNITIES FOR ACTION	EXAMPLE EFFORTS/PROJECTS
A. Establish, support, and connect to indicators of strong online continuing education for staff	• Establish shared indicator frameworks for online continuing education topics, approaches, or subject domains • Adapt online professional development offerings to meet recognized or promising practices
B. Communicate how informal learning modes (e.g. networking, meet-ups) align with or connect to other types of continuing education and/or professional development	• Develop materials highlighting and comparing different types of informal professional development opportunities for learners from libraries, archives, and museums (e.g. meetups, networking events)
C. Increase awareness of "Best in Show" offerings	• Develop platform for library, archives, and museum trainers to share and recognize high-quality professional development programs, events, and curriculum

ABOVE: Assistant archivist at the Illinois State University Archives working on the Gene Budig Presidential Papers.

NATIONAL STRATEGY 4.3: PROMOTE SELF-DIRECTED LEARNING/TRAINING

Why is this important? Learners have opportunities to incorporate learning activities into their everyday work. By promoting cultures of self-directed learning and training, leaders can increase and complement staff knowledge and formal professional development efforts.

INDICATORS OF PROGRESS AND SUCCESS

- Increased staff value of lifelong learning
- Increased prevalence of "cultures of learning" across museums, archives, and libraries
- Increased staff participation in self-directed learning or training

OPPORTUNITIES FOR ACTION	EXAMPLE EFFORTS/PROJECTS
A. Encourage/facilitate self-driven continuing education actions	• Develop resources for sustaining and applying learning after professional development events • Develop resources for peer-to-peer knowledge-sharing post professional development event
B. Support organization leaders with materials related to self-directed learning and training	• Develop or share resources for staff on the value and sources of self-directed learning/training • Develop platform/mechanism for leaders to share guidance and promising practices around encouraging self-directed learning
C. Provide guidance, resources, and communications on the variety of existing and emerging types of self-directed learning	• Document and contextualize existing and emerging types of self-directed learning for libraries, archives, and museums
D. Create incentives for individuals to value lifelong learning	• Develop digital badges for social media

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