

The Trustee Learning and Development Project: Report and Framework

Barbara Kelly

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Executive Summary

The Trustee Learning and Development Project was initiated by the British Columbia Library Trustee Association (BCLTA) to examine how public library trustee learning and development could be more effectively implemented and supported across British Columbia. The project's research challenge was to consider how trustees want to learn, what they want to learn, and who has responsibility for trustee learning. This research report will be of interest to public library trustees and the many stakeholders who are involved with, or are impacted by, the role of trustees in the governance and leadership of B.C. public libraries.

The project's research challenge led to the development of a consultation and interview process with trustees and other stakeholders. This primary research methodology was designed to be conversational and to encourage a more generative process than is possible with a formal survey. The drawbacks to this more open and generative process is that it does not result in easy to use and measure comparative data. The benefits of this methodology are that it engages the community of trustees and other stakeholders and provides opportunity for that community to inform the process and steer the results.

The primary research began in May 2016 and finished in September 2016. Sample interview questions can be found in Appendix A. The researcher conducted over 30 hours of interviews

with 43 trustees. The trustee interviews focused on their needs for, and experience with, learning and development opportunities that supported the success of their public library trustee role. During this same time period the researcher conducted over 20 hours of interviews with 24 other stakeholder representatives that included executive directors of library associations from across Canada, local government officials and staff, BCLTA Trustee Orientation Program (TOP) trainers, governance and board development professionals, and chief librarians.

The interviews focused on the participants' experience with supporting trustee learning and development and their observations of what has been successful. The key findings from the primary research were:

- Learning and development needs vary across the province, and as such trustees and boards need to be involved in determining their unique learning and development needs.
- Trustees are community leaders and have learning and development needs that can be met outside of the library with other community leaders.
- Trustee learning and development takes place inside the library and within the context of public libraries and the *British Columbia Library Act*;
- Learning and development is successful when it is easy to access, is aligned with individual learning styles, and meets defined goals or needs.
- Stakeholders, such as chief librarians, associations, local government, and community based organizations are interested in, and committed to, supporting trustee learning and development.

The project research methodology also included an investigation of literature regarding adult learning, community leadership, and governance. Of particular interest was adult learning theory that advocated for learner self-determination and learner-led initiatives. Other themes found in the literature included learner motivation, such as pride or community results, for learning; connecting learning and development to community needs or development; and the importance of community leadership in board work.

The analysis of the research included the use of the diagnostic tools SOAR (Strengths, Opportunities, Aspirations and Results), found in Appendix B; SWOT (Strengths, Weaknesses, Opportunities, and Threats) found in Appendix C; and a stakeholder matrix, found in Appendix D. The analysis considered the need for, and the impact of, a learning and development framework that is built on the emergent research themes of trustee led, community leadership, and cooperation, collaboration and coordination.

Trustee led means that, where appropriate and relevant to trustees, the tools and strategies of a learning and development framework need to be developed in consultation with, and led by, trustees. Community leadership can be understood as the role that trustees have through their board work. Community leadership can also be understood as a development goal that strengthens the governance of libraries through community connections and a deep understanding of community needs and aspirations. As a theme, cooperation, collaboration and coordination, acknowledges the diverse learning and development needs of trustees and the variety of resources and supports that are available for meeting those needs.

The research findings informed, and the analysis built, the learning and development framework. The framework provides a high-level approach to understanding and supporting the learning and development of trustees across the province. The purpose of the framework is to inspire, connect, and align local, regional, and provincial trustee learning and development initiatives. Applying the framework will increase the availability and effectiveness of learning and development for all trustees across the province.

The implementation of the framework will include initiatives that are trustee led or support trustee led learning; will focus on community leadership; and will leverage the benefits of cooperation, collaboration, and coordination. The framework and its implementation will be assessed for the positive difference it makes to:

- Trustees being engaged in learning and development.
- B.C. public library boards being confident in their ability to fulfill their roles and responsibilities as outlined in the *B.C. Library Act*.
- Community members and stakeholders being confident in the governance, oversight, and strategic leadership of B.C. public libraries.
- Public libraries thriving across B.C.

The research findings and analysis informed thirteen recommendations for the implementation of the trustee learning and development framework. The recommendations address the three themes that emerged in the research; trustee led, community leadership, and cooperation, collaboration and coordination. As well, the recommendations take into consideration challenges,

such as funding, and opportunities such as the availability of trustee expertise and stakeholder support. The recommendations for implementing the trustee learning and development framework are:

1. BCLTA continues, with the support of the Libraries Branch, to develop and deliver the Trustee Orientation Program (TOP).
 2. BCLTA works with boards and trustees to develop and share board role descriptions and expectations and to develop and share tools for self-assessment and development planning.
 3. BCLTA develops the tools, and supports the opportunities, for a trustee learning and development network.
 4. BCLTA establishes trustee committees for learning and development initiatives.
 5. BCLTA creates an online resource of community based organizations, leadership development agencies, and other learning and development organizations that trustees, boards, and other stakeholders can work with for developing and accessing learning opportunities.
 6. BCLTA shares the stories of trustees as community leaders.
 7. BCLTA prioritizes advocacy, as a role of the association and as a trustee skill.
 8. BCLTA, as the association representing boards and trustees, and the Libraries Branch, as the overseers of the *B.C. Library Act*, continue to work together on B.C. public library board development and trustee learning and development to achieve strong governance of public libraries across B.C.
 9. BCLTA works with the Libraries Branch and with the library boards to ensure guaranteed funding for trustees and boards to assess, plan, and achieve their learning and development needs.
- [updated April 2017]

10. BCLTA works with InterLINK and the library federations (federations) to find opportunities for collaborating on trustee learning and development.
11. BCLTA works with the B.C. Library Association (BCLA) on strengthening the conference experience for trustees.
12. BCLTA collaborates and works cooperatively with other library sector associations and stakeholders to provide trustees with information on accessible resources for learning.
13. BCLTA develops an approach for assessing the results of implementing the trustee learning and development framework.

Implementing these recommendations will require the leadership of the BCLTA, the support of stakeholders such as the Libraries Branch, B.C. Ministry of Education, and the strengthening of partnerships and cooperation across the library sector. It will take at least three years to achieve concrete changes and to realize the beneficial outcomes of implementing the framework. This length of time accommodates the province-wide scope of the recommendations, the building of relationships and initiatives, and the ongoing assessment of needs, resources, and results. Implementation will have immediate and positive impact on trustee learning and development with trustee participation on committees and an increase in information and resource sharing.



Introduction

“To be a trustee is to be responsible for one of the most important public institutions in our community. We need to know the *B.C. Library Act*, our community, how to behave like a board, and how to manage like a board. There is a lot to know and learn to lead our libraries into the future.” — *B.C. Library Trustee*

Public library trustees act on behalf of their communities to govern what is one of the most critically important public spaces in B.C. communities. The public library embodies the values of equitable access, intellectual freedom, and privacy for learning and personal growth; all foundational to civic engagement and democracy, human rights, and healthy community development. It is understood that the world is constantly changing and adapting, and so must public libraries to continue to meet the needs of their communities. This is true, globally, nationally and here in B.C.

Three reports are worth noting for understanding the context

in which the trustee learning and development project has taken place. The first is the report from the 2011 Salzburg Global Institute, *Libraries and Museums in an Era of Participatory Culture* (Mack, 2011). At this international seminar, David Lankes, who also presented at the 2012 B.C. “Changing Times, Inspiring Libraries Summit”, declared that, “The library, if it remains the way it has been ten years ago, will be an endangered species ... if it changes and adapts as it has over centuries, it can thrive and be even more important in the future” (Mack, 2011 p. 10). The report captures many other similar thoughts from library leaders and provides a global perspective on the value of libraries and museums connecting with and reflecting the stories, needs, and aspirations of their communities.

The second report is the 2014 Royal Society of Canada Expert Panel Report - *The Future Now: Canada’s Libraries, Archives, And Public Memory*. This report is far reaching and pivotal to any work pertaining to the advancement of libraries and archives in Canada. Of particular interest to this project, were two of the questions that led the work of the expert panel:

- “What expectations do the Canadians of today, including our rapidly growing aboriginal [sic] and immigrant populations, have for these repositories of knowledge and insight?” (RSC, 2014, Preface)
- “And perhaps of most importance, what changes are needed in the resources, structures and competences in our libraries and archives to ensure that they continue to serve the ‘public good’ well into the future?” (RSC, 2014, Preface)

These questions, along with the report’s examination of current

practices, gaps, and opportunities, provide a community leadership lens with which to understand the enduring roles and responsibilities of public library trustees in times of social and technological change.

The third report is the recently released (October 2016) Libraries Branch, B.C. Ministry of Education strategic plan, *Inspiring Libraries, Connecting Communities: A Vision for Public Library Service in B.C.* This plan is in response to change and early in the document states:

Our world is changing.... Trends in community demographics, global economic markets, and technological changes are driving the ways that libraries deliver services, develop staff, communicate and make decisions. Given the impact of these significant trends and drivers, it is critically important that all stakeholders work strategically with a clear vision in mind. (Libraries Branch, 2016, p.3)

These three reports represent the direction that is being pursued globally, nationally, and provincially for the future of public libraries. A direction that requires public library trustees to be responsive to change, community focused, and prepared with the skills, abilities and knowledge, for governing and providing strategic oversight for the advancement of B.C. public libraries. This is the environmental context for this project's research direction and resulting framework and recommendations.

British Columbia public libraries are established by the *B.C. Library Act* which also sets out the roles and responsibilities for library boards. At any given time there are approximately 700 public library trustees in B.C. providing governance and oversight

to public libraries on behalf of their communities. As members of public library boards, trustees need certain skills, abilities, and knowledge to provide effective governance and strategic oversight.

There is a concern, that during this time when many B.C. public libraries are looking for ways to strengthen their community connections, develop more responsive services and programs, and increase access to innovative technology, spaces, and resources, that there is an inconsistent approach to, and uneven results from, trustee learning and development. In many cases, this inconsistency and unevenness is related to the disparity in access to resources and funding between large, small, and rural public libraries. Of note for this report, there are, at this time, no public libraries or public library boards, as defined by the *B.C. Library Act*, in B.C. First Nation communities.

This report examines how public library trustee learning and development can be more effectively and consistently delivered and supported across British Columbia. The research challenge for this report was to consider how trustees want to learn, what they want to learn, and who has responsibility for trustee learning. A framework, or approach, for trustee learning and development was the expected result of the research and is included in this report.

Addressing the research challenge led to exploring the current and ideal state of B.C. public library trustee learning and development through consultations and interviews. Over fifty hours of consultations and interviews for this project are represented in this report. The research findings from the consultations and interviews reveal a strong interest in increased access to, and a greater variety of, learning and development opportunities.

The subsequent literature review regarding adult learning,

community leadership, and governance supports the experiences of trustees interviewed as well as the observations and expertise shared from other stakeholders. Of particular interest, from the literature review, was adult learning theory that advocated for learner self-determination and learner-led initiatives.

The analysis section of the report informs the main components of the trustee learning and development framework. The analysis makes meaning of the research and includes the use of the diagnostic tools SOAR, SWOT and a stakeholder matrix. The analysis confirms the importance of learning and development being trustee led, embedded in community leadership, and supported through local, regional, and province-wide collaboration, cooperation and coordination.

The analysis section of the report also identifies the challenges and opportunities for the successful implementation of the learning and development framework. The challenges include leadership succession, funding, building organizational capacity, and upgrading information technology and facilities. The opportunities that can be leveraged for a successful implementation include the abilities and expertise of trustees and staff and the broad stakeholder interest in the success of public libraries in B.C.

Outcomes and success indicators, such as engaged trustees and thriving libraries, are informed by the analysis and are included as a critical component of the framework, with the understanding that each initiative will require its own outcomes-based planning and appropriate metrics.

The research findings and analysis informed thirteen recommendations for the implementation of the trustee learning and development framework. The recommendations consider

the challenges and opportunities and address the themes that emerged in the research and analysis: trustee led, community leadership, and cooperation, collaboration, and coordination. The recommendations are intended as a beginning to implementing the framework, and to realizing the possibilities for increasing access to, and improving outcomes from, trustee learning and development.



Methodology

This project included both primary and secondary research. The purpose of the research was to build a response to the following challenge: how can B.C. public library boards and trustees have increased access to, and use of, learning and development opportunities so that boards, along with funders and other stakeholders, can be confident in their ability to fulfill their governance and leadership role? The primary research focused on interviews with B.C. public library trustees regarding their needs for, and experience with, learning and development opportunities that supported their success as public library trustees. The secondary research included a review of current adult learning theory and an investigation into literature regarding board and trustee development.

Primary Research

The primary research was accomplished through telephone interviews with current B.C. public library trustees and other stakeholder representatives. Email interviews and telephone discussions were conducted with executive directors and managers of library related organizations, board and organizational development organizations, provincial and local government

representatives, and community based organizations with an interest in trustee learning and development.

All B.C. public library trustees and chief librarians were invited to participate in the interview and consultation process. Consultation invitations were included in an email announcing the project to board chairs, four consecutive issues of the monthly BCLTA *Bulletin*, and through the Association of B.C. Public Library Directors (ABCPLD). The trustees and chief librarians who were interviewed may be considered self-selected and as such their responses reflect their interest in the process and research outcomes. It is noted that they may not be representative of their peer trustees and chief librarians and that the other stakeholder representative interviews and the secondary research will compensate for this research challenge. Other stakeholder representatives, such as executive directors of library organizations, local government officials and staff, and leaders in adult learning and board development, were individually approached by the researcher, or were directed to the researcher through a third party.

The primary research methodology was designed to be conversational and to encourage a more generative process than is possible with a formal survey. The drawbacks to this more open and generative process is that it does not result in easy to use and measure comparative data. The benefits of this methodology are that it engages the community of trustees and stakeholders, and provides opportunity for the community to inform the process and the results.

The primary research phase of the project ran from May 2016 through to the middle of September 2016. The researcher conducted over 30 hours of interviews and discussions with

43 trustees and over 20 hours of interviews with 24 other stakeholder representatives that included executive directors of library associations from across Canada, local government officials and staff, TOP trainers, governance and board development professionals, and chief librarians.

The trustee interviews explored ideal learning and development experiences, access to learning and development, learning and development needs, and roles and responsibilities for learning and development. The following is a sample of the questions asked of trustees:

- Tell me about a trustee learning experience that stands out for you – for whatever reason that it stands out (the people, the learning, the place...).
- Who should be involved with trustee learning and development and how should they be involved?
- What is the ideal situation for trustee learning and development in B.C.?
- What did you, or do you need to know, to feel like a connected and contributing member of your board?

The following is a sample of the questions asked of the other stakeholder representatives:

- In your experience, what do you think trustees need from a province-wide learning and development framework?
- Do you see your organization contributing to trustee learning and development? If yes, how?
- How do you see a province-wide learning and development framework being implemented?

The research questions were not tested prior to entering the consultations. The research was designed to be generative and to capture the nuanced experiences and thoughts of the interviewees. The questions (Appendix A: Sample Interview Questions) were sent to participants in advance of the interview and where appropriate the questions were adjusted to meet the unique experience or needs of the interviewee. Of the 43 trustees interviewed, 39 answered all of the questions as designed, three trustees passed on one or two questions, and one trustee chose to not use the interview guide and instead provided their own story of learning and development. The topics and questions for other stakeholder representatives varied to reflect their diverse roles and experiences with trustee learning and development.

This report acknowledges that the primary research methodology and results did not capture all of the diversity of trustee needs for, and experiences with, learning and development. Ongoing engagement with trustees is required to ensure that their learning and development needs are understood and met at the individual, local, and province-wide levels. The interviews and discussions were a rich opportunity to hear from trustees and to engage the community with the project. The results were compiled and analyzed for common and outlier themes. These themes influenced the direction of the secondary research and informed the project framework and recommendations.

Secondary Research

The secondary research investigated adult learning theory, leadership development, and board governance practices. The

research included peer review and trade articles. The following lines of inquiry guided the secondary research:

- What research is available regarding public library trustee learning and development?
- What are the current and emerging principles in adult workplace or team learning and development, particularly in regards to leadership, governance, and board work?
- What are the current and emerging practices in adult workplace or team learning and development, particularly in regards to leadership, governance, and board work?
- What types of organizations provide learning and development opportunities that may be appropriate for trustees?

The peer reviewed research was predominately conducted through online databases such as *Academic Search Premier*, *Business Source Premier* and *Emerald Insight*. Open-access peer reviewed publications were found through *Google Scholar*. Specific subject term searches depended on the database, but common search terms included “adult learning”, “andragogy” “boards and development“, “leadership development”, and “trustee skills and development”. The peer-reviewed research was purposefully not exhaustive, but did provide the necessary theoretical understanding of how adults learn, particularly as members of a board or team. The peer-reviewed research informed the learning and development framework, and strengthened the final recommendations.

Trade journals and articles published through industry websites were accessed through the same methods as the peer reviewed research as well as a *Google* search. Key search terms included “adult learning and development and organizations”,

“library governance”, “boards and development” and “leadership development”. Much of the information found through these searches provided a community leadership or organizational development perspective of the current issues, discussions, and opportunities applicable to trustee learning and development. Using these search terms also returned specific learning and development opportunities such as webinars, workshops, and conferences. These learning and development opportunities, along with those shared through the consultation process, connect the theoretical elements of a province wide learning and development framework with the real world of B.C. public library trustees and will be revisited during the implementation of the framework.



Research Findings: Consultations and Interviews

Beginning in May of 2016, B.C. public library trustees, chief librarians, and other stakeholders were invited to participate in interviews, discussions, and brief online surveys. The trustee learning and development framework project was designed to engage trustees and others in directing the project and informing the results. While there was limited response to the online surveys and the offer of focus groups, there was a highly positive response to the opportunity to be interviewed. The over 30 hours of interviews and discussions with 43 trustees and over 20 hours of interviews with 24 other stakeholders that included executive directors of library associations from across Canada, local government representatives, TOP trainers, governance and board development professionals, and chief librarians provided rich information and direction for designing a learning and development framework. Importantly, those who were interviewed felt strongly that the implementation of the framework must continue the engagement process and should encourage an iterative and responsive approach to meeting trustee needs.

For this project the interview questions explored ideal learning and development experiences; access to learning and development;

learning and development needs; and the responsibility of delivering, resourcing, and evaluating learning and development opportunities. Sample questions can be found in Appendix A. The interview responses will be discussed in greater detail within the three themes that emerged for this report: trustee led; community leadership; and cooperation, collaboration, and coordination.

Trustee Led

“We know our communities, our libraries and what we want and need to know to be trustees; every trustee wants to be a successful trustee.”
— *B.C. Library Trustee*

The theme of trustee led learning and development emerged in all 43 trustee interviews and in 17 of the 24 other stakeholder interviews. None of the interview questions explicitly used the term “trustee led”. Question #5 in the trustee interview guide asked, “Who should be involved with trustee learning and development, and how should they be involved?” In response to this question 31 trustees mentioned the board or trustees in their answer to this question. Throughout the interviews trustees used terms such as “trustee led” (21 interviews), “trustee control” (15 interviews) and “trustee designed” (2 interviews) as well as comments such as, “as adults we should be responsible for our learning and what and how we learn”. Seven of the other stakeholder interview responses included the term “trustee led” and a further 10 included comments such as:

- “We find that work place or team development is most successful when the learners chose what and how they learn.” (board development consultant)
- “When the trustees on my board attend workshops or webinars on their own and of their choice, and then bring that learning back to their board work, I can see a difference, they own it and use it.” (chief librarian)
- “Adults enjoy learning, and seek learning, when it is something that they want to learn and when it is fairly painless to access.” (executive director of a leadership development organization)

Throughout the engagement and consultation process there was a strong emphasis on understanding and meeting trustee needs. The interview responses from trustees and other stakeholders suggest that a successful learning and development framework will include trustee led as a priority.

Community Leadership

“Of course it’s all about community leadership.”
— *B.C. Library Trustee*

Community leadership was not considered as a specific topic in the development of the interview questions for trustees or for the other stakeholders. This was a design oversight and community leadership emerged as a theme in all 43 trustee interviews and as a theme in 21 of the 24 non-trustee stakeholder interviews and discussions. All 43 trustees interviewed mentioned “community

leadership”, “leadership in their community [town or city]”, or being a “leader” as part of their learning and development. The importance of community leadership was confirmed in the other stakeholder interviews and discussions, with 21 of the 24 stakeholders directly referring to trustees as providing “community leadership” and 19 of those 21, mentioning the need for “community leadership” skills training or development for trustees. The stakeholder interviewees used the following language in regards to trustees and community leadership:

- Critically [very, most] important (11 responses)
- Integral to their work (1 responses)
- Underlying [part of, is, should be] everything they do (9 responses)
- The priority [main thing, thrust, focus, number one, top concern, most needed] for learning and development (17 responses)



Advocacy or promoting the library was frequently mentioned as part of community leadership. All 43 trustees interviewed mentioned the importance of learning how to advocate for, or how to promote, the library with 27 of those trustees mentioning these skills as part of community leadership. Twelve of the stakeholder representatives recommended advocacy or “telling the library’s story” as an important community leadership skill for trustees.

Community leadership is important to trustees and other stakeholders as seen by how frequently it was mentioned and the emphatic language with which it was discussed. As such, community leadership is considered important to the building of a trustee learning and development framework.

Cooperation, Collaboration, and Coordination

“We’re busy people, make it easier.” — B.C. Library Trustee

The interviews and discussions with trustees and other stakeholders included questions regarding who needs to be involved in trustee learning and development and the roles and responsibilities of individuals or organizations. As well, research participants were asked to describe or advise on the ideal future of trustee learning and development in B.C. The ideal future, based on the responses from all 67 research participants included:

- An abundance of support and funding for board work and

- development (67 similar responses).
- More collaboration with community based organizations for learning with other community members and leaders that is not about libraries but about leadership and community development (64 similar responses).
 - Cooperation among the library federations, InterLINK and the various associations to deliver learning and development that is relevant, flexible, engaging, fun, applicable, and professional (59 similar responses).
 - Others turning to, and learning from. library trustees as experts in community leadership, board skills and advocacy (59 similar responses).
 - Coordination of learning opportunities so that they are easy to access wherever a trustee lives and whatever a trustee has time for (26 similar responses).

These responses suggest that cooperation, collaboration and coordination are critical to a successful building and implementation of a trustee learning and development framework. All 43 trustees interviewed responded to the question, “Who should be involved with trustee learning and development, and how should they be involved?” Eighteen of the 24 other stakeholder representatives contributed opinions and ideas regarding roles and responsibilities for a successful trustee learning and development framework. The responses from the 43 trustees and the 18 stakeholder representatives have been grouped thematically and are represented in Table. A.

Table A: Trustee Learning and Development Roles and Responsibilities

Theme	Representational Responses
Initiating	<ul style="list-style-type: none"> • “Conference and other library and BCLTA committees should include trustees.” (38 similar responses) • “TOP should have a trustee advisory group.” (33 similar responses) • “Board chairs are responsible for leading and getting what their board and trustees need for learning.” (44 similar responses) • “Trustees should decide and then go out and find what they need.” (41 similar responses)
Development	<ul style="list-style-type: none"> • “The ministry should be creating learning resources for trustees.” (44 similar responses) • “Federations and InterLINK should work together to develop more workshops for trustees.” (41 similar responses) • “BCLTA needs to keep TOP going.” (28 similar responses) • “We can just use what is already out there for boards, governance and leadership.” (47 similar responses)
Delivery	<ul style="list-style-type: none"> • “Boards can do this on their own; they know what they need.” (29 similar responses) • “Federations are best placed to be responsible for providing trustee learning and development.” (46 similar responses) • “BCLTA needs to focus on advocacy not creating courses.” (38 similar responses)
Assessment and Evaluation	<ul style="list-style-type: none"> • “Trustees know when they are doing well and what they need to do better.” (57 similar responses) • “Boards can do their own needs assessment and should be doing a yearly board evaluation on their work.” (38 similar responses)
Funding and Resources	<ul style="list-style-type: none"> • “Libraries need to budget for this; stronger boards will mean stronger libraries.” (34 similar responses) • “The ministry is responsible for the <i>B.C. Library Act</i> and so they should be providing enough funding to libraries, federations and BCLTA for supporting the work of boards.” (42 similar responses) • “Trustees shouldn’t have to pay for this; they are volunteers.” (10 similar responses) • “Part of being on any board is being responsible for what you need to learn to do the job; it isn’t a job training program.” (37 similar responses)

Forty-one trustees and all of the 24 other stakeholder representatives shared suggestions and opinions on the role of BCLTA in fostering or leading cooperation, communication, and collaboration for trustee learning and development. These suggestions and opinions were compiled and themed, and are presented in Table B. The table includes the theme, the total count of trustees and other stakeholder representatives whose responses informed the theme, and brief explanations or examples drawn from their responses.

Table B: BCLTA Roles and Responsibilities

Theme	Response Count	Explanations and Examples
TOP	51	<ul style="list-style-type: none"> • Continue to develop and deliver TOP. • Increase TOP participation throughout the province • All trustees interviewed felt strongly about the importance of TOP and cited the benefits of TOP in orienting new trustees, building board cohesion, and providing a shared understanding of governance. The last benefit was frequently noted as being most successful when the chief librarian also attended the session.
Networking	65	<ul style="list-style-type: none"> • More time for networking at BCLTA sponsored events such as the conference and TOP sessions. • Trustee networking receptions at other events such as BCLA conference and federation/InterLINK gatherings. • An online discussion forum for trustees. • A listserv for trustee discussions and resource sharing. • BCLTA to facilitate more connecting and then to support networking after the connections are made at events or workshops.
Communicating	65	<ul style="list-style-type: none"> • Library related organizations (for example federations, InterLINK and BCLA) promote their learning and development opportunities that may appeal to trustees through BCLTA <i>Bulletin</i>, listserv, and website. • BCLTA strengthens and finds new methods for two-way communications with trustees and boards.
Annual Trustee Gathering	64	<ul style="list-style-type: none"> • Annual BCLTA conference or an annual in-person networking meeting at BCLA conference. • A time for trustees to come together and share their experiences and hear ideas from each other.

Theme	Response Count	Explanations and Examples
Discovery	62	<ul style="list-style-type: none"> • BCLTA website as a clearing house or repository for learning and development opportunities. • 44 suggestions that this clearing house or repository would be “open” for users to add resources to and leave comments.
Coordinating	32	<ul style="list-style-type: none"> • Working with other organizations to involve trustee learning and development needs at conferences, workshops, and other events.
Development and Delivery of new opportunities	23	<ul style="list-style-type: none"> • Board internal development session topics and guides. • Workshops in addition to TOP such as advocacy, financial management, and metrics/evaluation.

All 67 of the research participants expressed strong interest in who should be involved in trustee learning and development and how they should be involved. Many of the responses focused on roles and responsibilities and how a successful learning and development framework could leverage those roles and responsibilities with cooperation, collaboration, and coordination.

Research Findings: Literature

A select group of articles from academic journals and trade publications provided theoretical context for this research project. This literature confirmed and underscored the challenges and opportunities for trustees and boards to define and manage their learning and development needs. As well, academic and trade publications were reviewed for applicable insights on the practices of board development, adult learning, and community leadership. This research was informed by the primary research, and together they informed the analysis, the framework, and the recommendations.

Trustee Led

“We are always learning, at work, in the community, and at the board table. We don’t need to be spoon-fed, we need to identify it and get it.” — *B.C. Library Trustee*

The literature regarding adult learning theory and practice is vast. A common theme in the literature is that adults have the most

successful learning outcomes when they are able to define their own learning needs, and direct or control their learning plans and environments. Cranton's (2013) research traced successful outcomes in adult learning back to the moment that an individual reflected on who they are, the challenge they are being required to meet, and then taking the lead on their own self-defined motivation and plan for meeting that challenge. Congruent with this research is Stine's (2012) belief that board members are adult learners participating in a "real-life context" of learning and that they will perceive learning as important when it is their personal definition of success that is at stake (p. 17).

In Pigg's (2014) frequently cited work on adult learning and community leadership, empowerment is posited as critical for leadership development. Pigg (2014) argues that leadership development flourishes, and so do communities, when adults lead their own learning "in environments where they can address the barriers and control their development" (p.44). According to Considine (2014) the research suggests that "successful boards" take responsibility for their development which includes strategies for recruitment, training, evaluation and dismissal. For trustees and boards, taking responsibility for a learning and development plan that is based on empowerment and is self-defined would build on the unique skills and knowledge that trustees bring to their board work. As well, this approach for trustees would encourage a learning environment that is suitable to their own self-identified needs, learning styles, temperament, and goals.

Merriam (2014) identifies that adults are learning all the time in a changing context of globalization, technology, and social needs, and that they learn through experience, intellectual pursuit, and reflection in informal, formal and non-formal

settings. Merriam (2014) expands on what many researchers have noted, that adult learning is “motivational specific”; meaning that adults learn when there is a compelling need to learn. The motivation to learn can be internal or external, but it needs to be compelling or personally felt such as physical security, pride, or curiosity (Merriam, 2014). Blyth’s (2010) research into the development of social sector boards in the United Kingdom supports the significance of personal motivation and argues that this motivation forms the basis of a commitment to learning. In addition to motivation, Blyth (2010) and Berry (2012) emphasize the importance of the organization’s staff supporting trustees with appropriate resources, information, and assistance for their board-work based learning and development.



Community Leadership

“First and foremost, we are community leaders and our development should focus on community leadership; community leadership is where we make a difference to and for our libraries.” — *B.C. Library Trustee*

In general, the literature reviewed addressed community leadership as a variety of roles and responsibilities that benefit a cause, fulfill the mission of an organization, or develop an aspect of a community. Brennan (2014) argues that community leadership is different than organizational leadership, in that it relies less on positional or formal power, and more on relationships, networks, and working with the capacity of others to accomplish shared goals and outcomes. It can be challenging for a board of trustees to find a balance between community and organizational leadership in their learning and development plans.

Murray and Harrison (2014) found that many boards recruit for a perceived need of traditional management skills such as human resources, accounting, or marketing in order to have a positive impact on the organization through their positional or formal power, mostly by way of providing senior staff with “invaluable free advice” (p. 54). Murray and Harrison (2014) point out that this emphasis on traditional management skills and organizational leadership may result in a board that focuses on operations, rather than on governance and the community that they represent and serve. Furthermore, they, as well as Simmons

and Oliver (2012) suggest that rather than management expertise, boards should consider the importance of attributes such as creativity, self-awareness, the ability to see the big picture, and the skills to build respectful relationships and influence public conversation. (Murray, p. 55; Simmons, p. 24). These attributes and skills align with Brennan's relationship based community leadership.

Community leadership requires being connected to and understanding the community. *In Libraries and Museums in an Era of Participatory Culture*, Mack (2014) points out "that recent economic disruptions, demographic shifts, technological innovations, the globalization of the work-force, and changing audience expectations have required libraries and museums to revisit and rethink their roles and mandate" (p. 3). This "rethink" is reinforced in the report, *The Royal Society of Canada Expert Panel Report: Canada's Libraries, Archives, And Public Memory* (2014), which found that there is a growing expectation from funding bodies that public libraries demonstrate outcomes, the meaningful difference they make in their communities, not just "input/output statistics" to "justify" annual budget allocations (p. 119). Kaczmarek et al (2012) suggest that in this changing environment board members may need to strengthen their role as networkers and community experts in order to secure sustainable resources, partnerships, and funding (p.339). Irwin (2012) cautions boards to have the skills and abilities to "emphasize democratic, community-based evaluation" and to be informed by local knowledge and community connections when aligning with the priorities and desired outcomes of partners and funders (p. 3).

Holley (2014) argues that the board provides leadership on behalf of the community and is responsible for the use, allocation

and outcomes of library funding for the community. (p. 727) Simmons and Oliver (2012) suggest that once the right library director is hired, the trustees only need to monitor to ensure desired outcomes, and should then focus their work on the “job of engaging stakeholders and telling the library’s story” as this is where a trustee can have the greatest impact on the success of the library (p. 24). This is similar to the findings of Stenstrom and Haycock (2014), which point to building long-term relationships, seeking reciprocity, being aligned with the funding government’s political agenda, and being able to provide some sort of social proof of effectiveness and outcomes as critical to advancing library funding and development (p. 6).



Photo Credit: Tracy Bains (Flickr)

Cooperation, Collaboration, and Coordination

“My best trustee learning experience was through our local Chamber of Commerce. Spending the entire day in a workshop with educators, business owners, faith leaders and other community boards; learning about how to measure community and economic development was not just good for what we learned that day, I walked away with stronger connections with other people that I continue to work with for our community. And now we are talking about what other kinds of workshops, such as board governance or community financial management that we can do together.” — *B.C. Library Trustee*

Adults have diverse and complex learning and development needs. They also have busy and complicated lives that can make finding time and space needed for learning and development challenging. Learning networks are frequently mentioned in the literature as an effective approach for increasing access to, and support for, learning. Brennan (2014) urges learners to build networks and effective communication channels to meet learning needs through

cooperation. Merriam (2014) noted that the research into how to help adults learn frequently points to the importance of networks, or communities of learning, for increased access to information; to spaces designed for learning; and to environments that allow adults to pace themselves and to participate in ways that suits their variety learning styles.

Murray and Harrison (2014) argue that for boards to provide strategic leadership they need to have more than the industry knowledge that they may be receiving from within their organizations; they also need information and development from external experts and information systems. Pynes (2011) finds that boards need outside information, connections, and development for a deeper understanding of, and focus on, community outcomes that are often “complex and perhaps even intangible” (p. 65). Leblanc and Lindsay (2014) advocate for trustees to have “structured learning” about governance and that this should be delivered by the board chair, another experienced board member, or an external facilitator, so that board members can fulfill “their fiduciary responsibility and not be misguided or ill-informed by staff and stakeholders” (p.14).

The research findings in this report suggest that there are compelling reasons, grounded in adult learning theory, board development literature, and trustee and other stakeholder experiences, for a learning and development framework that encompasses the three themes of trustee led learning; community leadership; and success through planned cooperation, collaboration, and coordination. Building the framework around these three themes aligns with the research findings and supports the continuation of what is already working in trustee learning and development, such as the BCLTA TOP sessions or internal

board development led by the board chair. In the next section, the themes of this report will be further investigated and will be used as a lens to understand the need for, and the impact of, a learning and development framework for B.C. public library trustees.



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Analysis: The Building of a Framework

An analysis of this project's primary and secondary research informs the building of a learning and development framework for B.C. public library trustees. The analysis considers the need for, and the impact of, a learning and development framework and includes the use of:

- The diagnostic tool SOAR (Appendix B) to reveal the strengths of the current trustee learning and development environment and to highlight the voices of stakeholders and their aspirations.
- A SWOT analysis (Appendix C) to ensure that the framework addresses strategies for the weaknesses in, and threats to, the trustee learning and development environment.
- A stakeholder matrix (Appendix D) to assess stakeholder interest in, as well as possible roles and responsibilities for, a trustee learning and development framework.

These tools brought focus to the scope of the research findings. The following sections build the learning and development framework on the emergent research themes of trustee led, community leadership, and cooperation, collaboration and coordination.

Trustee Led

“TOP is a great start, all trustees should take it as soon as they join the board. And then, after TOP we need to decide what we need as trustees and a board to govern our library; there can’t be one lesson plan for the whole province.” — *B.C. Library Trustee*

The research strongly suggests that the tools and strategies of a learning and development framework need to be developed in consultation with, and led by, trustees. A general principle of adult education is that adults engage in learning when it is meaningful and applicable to their needs. Cranton (2013) argued that it is “almost universally the one thing they [adult learners] have in common, is that learning builds on any individual’s ability to reflect on who they are ... and the situation or challenge that they are being required to meet” (p. 270). This argument acknowledges the unique skills and abilities that trustees bring to their board work and supports a learning and development framework that includes opportunities for trustees to identify and meet their own development goals in an environment that accommodates their learning styles and busy lives.

The interviews conducted for this project overwhelmingly revealed a belief, held by both trustees and other stakeholders, that trustees hold the expertise on what is meaningful and applicable to their learning and development needs. The trustees interviewed differentiated between their general or shared learning

needs as trustees across the province, and their unique individual learning needs informed by factors or situations specific to their situation. General or shared learning needs included their roles and responsibilities as defined by the *B.C. Library Act*, and included general governance skills, basic knowledge required for fiduciary oversight, acumen for advocacy and influence, and board meeting procedures. Unique learning needs were commonly described as those skills or knowledge, such as community leadership, local economic development, and social planning, that they believed were best learned within the context of their community or region, and with their community peers.

Approaches to developing trustee led tools and strategies include increasing trustee involvement in initiating and creating province-wide learning and development opportunities; improving communication channels among trustees and between trustees and other stakeholders; and providing trustees with the building blocks and resources to coordinate and direct their own local and regional learning opportunities and environments. BCLTA is positioned in the province to champion and support trustee led tools and strategies due to its strong membership base among the public library boards and its longstanding learning and development relationship with the trustees.

BCLTA has the mandate and ability to work with its membership to build an online and in-person environment where trustees can share challenges and best practices, access resources and tools, connect with learning partners, and propose and lead learning and development initiatives. As well, BCLTA has an active board of directors, strong stakeholder relationships, and organizational capacity for supporting and coordinating trustee led learning on an individual and system-wide level.

Community Leadership

“We are community leaders” — *B.C. Library Trustee*

A successful trustee learning and development framework will include community leadership development. In interviews, the trustee and other stakeholders frequently referred to the role of trustees as community leaders and the importance of continued leadership development for trustees. In the literature reviewed, leadership development was commonly found as a compelling reason for adult learning. In the context of libraries, Irwin (2012), Koizumi, (2014), Parker (2014), and Simmons (2012) strongly suggest that trustee development is community leadership development. Furthermore, the literature found that governance on behalf of the community improves when board members develop their community connections and leadership skills (Irwin, 2012, Pigg, 2012, & Simmons, 2012).

All trustees need to know or learn governance skills, knowledge required for fiduciary responsibility and strategic oversight, acumen for advocacy and influence, and board meeting procedures, within the context of B.C. public library board work and as defined by the *B.C. Library Act*. Additionally, a trustee may want learning and development that is more easily accessed, or more suitably delivered, outside of the library context with other boards and community leaders. Many community and public sector boards are addressing the need for good governance with development opportunities regarding authentic leadership, delivering value, social impact, transparency and accountability,

role clarity and responsibility. This is resulting in increasing opportunities for trustees to connect with local governance peers through learning and to further develop their own community leadership skills.

Effective partnerships with local and regional agencies who deliver leadership development, or agencies who would be interested in collaborating on leadership development opportunities, are available to many boards across B.C. During the trustee interview process it was found that boards, particularly those outside of the metro areas, are collaborating with local agencies such as district Boards of Education, Chambers of Commerce, and faith-based organizations for workshops on community development, shared impact, measuring outcomes, effective governance, team development and individual leadership skills.

The BCLTA can support boards to explore and build successful learning partnerships with tools and resources for assessing their development and learning needs; with a centrally coordinated online resource of community leadership development opportunities; and with strong membership engagement to ensure that trustees have the support to learn and apply community leadership within the roles and responsibilities of a public library board.

Improving BCLTA membership engagement and communications, including improved methods for trustees to communicate with each other and with BCLTA, could deepen community leadership culture throughout the province. The BCLTA through its regular newsletter, the *Bulletin*, its website, and other communication tools, can support community leadership development through sharing resources, coordinating learning opportunities, and telling trustee community leadership

stories.

Cooperation, Collaboration, and Coordination

“We have our boards, ABCPLD, BCLTA, BCLC, BCLA, InterLINK, federations, local partners, educators, board development experts, and the world at our fingertips through the internet. But we don’t have the time to find and make sense of it all.” — *B.C. Library Trustee*

An effective learning and development framework will require purposeful and planned cooperation, collaboration and coordination locally, regionally, and provincially among trustees, boards, and other stakeholders. In the interviews with trustees and other stakeholders, it was found that the need for this approach has been long known, but challenging to initiate and implement. The challenges cited included limited resource and staffing capacity in provincial associations and federations, and turnover in provincial and regional leadership positions.

Interviewees also noted areas of success that this project could learn from, such as the cooperation among the member libraries of InterLINK in strengthening the organization’s leadership and governance development; and the broad appeal of the BCLA conference across library sectors and roles, including public library trustees. These examples highlight the possibilities for, and the

positive impact of, purposeful cooperation, collaboration, and coordination on a trustee learning and development framework.

To be effective, a learning and development framework will need to strengthen cooperation, collaboration, and coordination between boards, local community based organizations, library federations, board development agencies, provincial associations, the Libraries Branch, local and regional government, educational institutions and a host of not-for-profit organizations. Within all of these learning and development relationships BCLTA has a pivotal role to play in ensuring that all B.C. public library trustees and their boards benefit. Many trustees and other stakeholders interviewed believe that BCLTA should support these relationships by:

- Assisting trustees and boards with finding appropriate learning partners.
- Meeting regularly with library federations, InterLINK, the Libraries Branch, and other provincial organizations to encourage collaboration on developing new initiatives for trustees, and cooperation for delivering trustee learning and development throughout the province.
- Investigating opportunities with board and leadership development agencies that could be delivered throughout the province.
- Coordinating and sharing learning and development resources and relevant information through the use of improved BCLTA online and in-person communications.
- Ensuring that trustees learning and development needs are heard and understood through the use of improved BCLTA online and in-person communications.

The research revealed many examples of boards and trustees collaborating and cooperating with community stakeholders for learning and development. Stakeholders such as local government, Boards of Education, community-based organizations, and business associations have contributed to trustee learning and development in the following ways:

- The local government chief financial officer supporting boards through financial workshops and their SOFI preparation.
- Community board directors and school trustees including library trustees in leadership, community development, and governance workshops.
- Mentoring or supporting trustee experiential learning through work on inter-sectoral boards, committees, and community engagement activities such as fundraising and networking events.

It is critical to the successful implementation of the framework that BCLTA has the resources to provide leadership and support for building and sustaining cooperation, collaboration, and coordination among the trustees, boards and stakeholders. Many trustees reported that there was too much information regarding learning and development resources and opportunities, and that they would like to have the communications “streamlined” or “curated” to make better use of their limited time as trustees. Trustees commented that the amount of information, surveys, and organizations that they are expected to engage with, in addition to their board work, was a barrier to learning and development. One trustee said, “There’s so much going on out there and we don’t

even know who all you players are.” BCLTA is uniquely placed, with a mandate to support and represent trustees, to facilitate communications among the trustees, boards, stakeholders and potential learning partners.

Challenges and Opportunities

A trustee learning and development framework will be implemented in, and impacted by, a public library sector that is facing challenges and opportunities. Recognizing the challenges and opportunities, that are of particular significance to a trustee learning and development framework, will highlight the importance of finding new and innovative ways to ensure that all trustees across the province benefit from accessible and engaging learning and development.

Significant and shared challenges in the public library sector include leadership succession, funding, building organizational capacity, and upgrading information technology and facilities. The ways in which these challenges are experienced and managed varies across the province due to population size, historical legacies, geography, and current social and economic conditions. These challenges can make it difficult for trustees to access a breadth and depth of learning and development.

Leadership succession challenges apply to both the boards and the senior staff at public libraries. In small towns and rural areas there tends to be a small pool of potential volunteers for everything from the Parent Advisory Council to the volunteer fire department, keeping those who have desired skills and abilities in demand with community commitments. Succession planning for senior staff, particularly for the position of chief librarian,

is a challenge across regions. Trustees noted in the project interviews that support from senior staff for trustee learning and development lessens or is “non-existent” during times of senior staff turn-over or when the chief librarian is new and learning the library’s operations.

While there are libraries throughout the province that are managing to fund trustee learning and development, there are others, due to the rising costs of operations, that may decide to underfund or remove learning and development budgets, for both staff and trustees. This short-term budget decision undermines the long-term capacity building and viability of public libraries.

The unevenness of technology infrastructure and facilities across the province is also a challenge for the implementation of this framework. Having the tools and spaces for learning is as important for trustees as it is for all community members. Trustees reported “slow internet” as a barrier for accessing information, and a “lack of decent space” for spending the day in a TOP session or any other workshop as a deterrent to their learning.

The opportunities in the B.C. public library sector for supporting the implementation of a trustee learning and development framework will be found through the abilities and expertise that the over 700 trustees bring to their board work; with the support of skilled library staff; through community connections; and as a result of the broad stakeholder interest in the success of public libraries in B.C. The opportunities will be leveraged through learning and development partnerships based on cooperation, collaboration, and coordination. These partnerships

will improve access to resources, local and regional learning opportunities, trustee networking, and building community connections.

Outcomes and Success Indicators

It is important that this project have stated outcomes and a direction for understanding and assessing success indicators. The successful implementation of this project will result in the following outcomes:

- Trustees are engaged in learning and development.
- Trustees are recognized as community leaders.
- All B.C. public library boards are confident in their ability to fulfill their roles and responsibilities as outlined in the *B.C. Library Act*.
- Community members and stakeholders are confident in the governance, oversight, and strategic leadership of B.C. public libraries.
- B.C. public libraries thrive and continue to develop in response to the needs of their communities.

In the implementation of the framework, BCLTA will apply an outcomes-based logic model with measurements, outputs, and outcomes for each BCLTA led learning and development initiative. Boards will be encouraged to monitor and assess the learning and development of trustees and to share their experiences and results with BCLTA. The following will be captured as success indicators for the implementation of the

trustee learning and development framework:

- Numbers
 - Learning and development initiatives
 - Partnerships
 - Reach
 - Ongoing increased funding for public libraries
- Observations
 - Learning and development experiences
 - Board and trustee self-assessment
 - Enhanced status of boards and profile of public libraries
- Stories
 - Learning and development outcomes
 - Impact
 - Stakeholder comments



The Trustee Learning and Development Framework

Purpose

This framework will inspire, connect, and align local, regional, and provincial trustee learning and development initiatives.

Applying this framework will increase the availability and effectiveness of learning and development for all trustees across the province.

Trustee Led

Trustees have the tools and resources for determining their learning and development.

Trustees are supported by their boards and the BCLTA in evaluating their learning and development needs and in designing their learning and development plans.

Trustees define their learning styles, needs, and ideal learning environments.

Community Leadership

Trustees are community leaders and learn with and from their community.

Trustees develop their community leadership through building relationships of reciprocity and cooperation, and by engaging in and influencing community discussions and development.

Cooperation, Collaboration, and Coordination

Trustees access collaborative learning and development opportunities in their local communities and across the province.

Trustees benefit from the federations, InterLINK, and BCLTA coordinating learning opportunities.

Trustees are well informed of learning and development opportunities through the coordination of communications through their association, BCLTA.

Outcomes

Trustees are engaged in learning and development.

Trustees are recognized as community leaders.

All B.C. public library boards are confident in their ability to fulfill their roles and responsibilities as outlined in the *B.C. Library Act*.

Community members and stakeholders are confident in the governance and strategic oversight and leadership of B.C. public libraries.

Public libraries are thriving across B.C.

Success Indicators

Numbers

- Learning and development initiatives
- Partnerships
- Reach
- Ongoing increased funding for public libraries

Observations

- Learning and development experiences
- Board and trustee self-assessment
- Enhanced status of boards and profile of public libraries

Stories

- Learning and development outcomes
- Impact
- Stakeholder comments

Recommendations and Implementation

The research and analysis in the previous sections informed the following 13 recommendations for successful implementation of the trustee learning and development framework. The recommendations address the three themes that emerged in the research; trustee led, community leadership, and cooperation, collaboration and coordination. The recommendations take into consideration the challenges, such as funding, that are facing the public library sector and have an impact on trustee development. The recommendations leverage opportunities, such as the availability of trustee expertise and stakeholder support. The recommendations are presented in the order of the themes found in the report and each recommendation is followed by a high-level implementation plan that, where it is relevant, includes potential sequencing, timing, and resources.

Trustee Led

Recommendation 1. That BCLTA continues, with the support of the Libraries Branch, to develop and deliver the Trustee Orientation Program (TOP). This program ensures that trustees

demonstrate community leadership within the context of governing public libraries and the *B.C. Library Act*.

Implementation. This recommendation has already begun implementation with the development of BCLTA TOP procedures (Appendix E. TOP Procedures). Any further development of the TOP curriculum, training of TOP trainers, or additional promotion of TOP will require additional resources and funding than what is currently available. Next steps begin in early 2017 and include:

- Continued leadership from BCLTA in ensuring that the TOP learning experience meets trustee needs through TOP review and development, TOP trainer recruitment and development, and through BCLTA staff support.
- Continued and increased funding from the Libraries Branch. In 2016 participant fees for attending TOP cover approximately 50 percent of the cost of TOP. Increased Libraries Branch funding is necessary for the sustainability of, and access to, the program.
- Increase trustee engagement with TOP through communications and marketing. Participant feedback reveals that TOP makes a difference to governance, but more trustees need to take TOP for that difference to impact governance across the province.
- In 2107 BCLTA will create a TOP Advisory Committee that will include a consultant from the Libraries Branch.

Recommendation 2. That BCLTA works with boards and trustees to develop and share board role descriptions and expectations and

to develop and share tools for self-assessment and development planning. These resources will support trustees with setting their learning and development goals.

Implementation. Work on this recommendation is to be led by BCLTA and can begin in 2017. Most of this work can be accomplished with the resources currently available. As this work expands with success, more resources may be required. Some in-kind staff support from libraries may be necessary for supporting the submission of relevant library board documents to the proposed committee.

- The work can be introduced at the BCLTA conference in April 2017 with an invitation to participate in a BCLTA trustee committee on assessment tools for learning and development.
- Through the summer of 2017 the committee will request and compile a collection of current policies and other relevant board documents, board and trustee assessment tools, and board and trustee learning plans.
- In 2017 the committee will present and make available through the BCLTA website sample trustee role descriptions, tools for self-assessment and development planning and any other documents relevant to this recommendation.

Recommendation 3. That BCLTA develops the tools and supports the opportunities for a trustee learning and development network. The tools and opportunities will encourage more effective communication among trustees and between trustees and BCLTA.

This will result in an increase of sharing practices, initiatives, and will support the advancement of trustee learning and development. These tools and opportunities may include:

- BCLTA board director telephone and in-person meetings with board chairs and trustees.
- Monthly BCLTA hosted conference calls where trustees can have a Q&A with an expert on topics such as the *B.C. Library Act*, marketing, finances, and advocacy.
- BCLTA website redesign which will potentially have functions, such as a trustee's forum that will improve online communications.

Implementation. Work on this recommendation will be initiated and executed by BCLTA. Resources needed for this work include BCLTA director volunteer time, trustee time for advisement and participation, and costs of specific initiatives, such as conference calls and website redesign. The website redesign will be impacted by BCLTA staff time and resources. Next steps include:

- BCLTA director meetings with boards and trustees may begin in March with introductory phone calls and with BCLTA greetings at TOP sessions.
- The hosted monthly calls with an expert will begin in May to build on the networking and discussions from the BCLTA conference in April.
- The development of a new BCLTA website is pivotal to this recommendation and the website redesign is expected to begin in the summer of 2017.

- BCLTA will initiate discussions with stakeholders, such as appropriate departments and schools (for example SLAIS) at post-secondary institutions, for opportunities to collaborate on projects that would benefit trustee learning and development.

Recommendation 4. That BCLTA establishes trustee committees for learning and development initiatives.

Implementation. This recommendation will begin in the late spring of 2017. This recommendation will require additional volunteer time from trustees. This work can be supported with the resources available, but may require more resources in the future. Committees might be formed in regards to the following:

- The creation of board development mini-sessions.
 - Example sessions topics may include reading financial reports, Truth and Reconciliation, and decision making.
- The development of trustee monthly phone conferences with an expert.
 - Example conference call sessions may include an expert on recruitment and retainment, gender neutral policy, and acknowledging First Nation territory.
- Conferences.
- BCLTA website design.
- TOP review and development.
- Board and trustee assessment.
- Advocacy toolkit update.

Community Leadership

Recommendation 5. That BCLTA creates an online resource of community based organizations, leadership development agencies, and other learning and development organizations that trustees and boards can work with for developing trustee community leadership.

Implementation. Work on this recommendation will be initiated and executed by BCLTA, with advisement and content from trustees and other stakeholders. Once the resource page is established, the work of ongoing information updates can be accomplished with the resources available. Any expansion of this work will require increased resources. Next steps include:

- The development of a new BCLTA website. This is pivotal to this recommendation and the website redesign is expected to begin in the summer of 2017.
- Compiling, assessing, and creating access to resources will begin in June of 2017.

Recommendation 6. That BCLTA shares the stories of trustees as community leaders. These stories will demonstrate the value of trustee learning and development to trustees and to other stakeholders.

Implementation. This recommendation requires the time and effort of trustees, boards, and chief librarians to share their stories with BCLTA. Sharing stories is a critical component of BCLTA's communication strategy and will be managed with

available resources. Further improvements will require an increase in resources and funding. Next steps include:

- The development of a new BCLTA website. This is pivotal to this recommendation and the website redesign is expected to begin in the summer of 2017.
- The development of a communication plan implementing this recommendation. The plan will be ready for execution by September 2017.
- BCLTA will initiate discussions with stakeholders, such as appropriate departments and schools (for example SLAIS) at post-secondary institutions, for opportunities to sponsor student projects that would benefit trustee learning and development.

Recommendation 7. That BCLTA prioritizes advocacy, as a role of the association and as a trustee skill. BCLTA has a responsibility to demonstrate strong advocacy skills and to support boards and trustees with advocacy skill development for their own local initiatives.

Implementation. This recommendation will build on current advocacy initiatives and the coordination and sharing of advocacy information and ideas with partners. Strengthening advocacy and advocacy skills will require volunteer time from BCLTA directors, trustees, and boards. Staff support can be managed with available resources. Next steps will begin in early 2017 and include:

- Updating BCLTA's advocacy plan.

- BCLTA working with a trustee advisory committee to update the Advocacy Toolkit.
- BCLTA working with InterLINK, the federations, ABCPLD, and BCLA on coordinating advocacy skill building for trustees.

Cooperation, Collaboration and Coordination

Recommendation 8. That the BCLTA, as the association representing boards and trustees, and the Libraries Branch, as the overseers of the *B.C. Library Act*, continue to work together on B.C. public library board development and trustee learning and development to achieve strong governance of public libraries across B.C.

Implementation. This recommendation is already being implemented as the Libraries Branch generously supports the Trustee Orientation Program and provided the funding for the trustee learning and development framework project. The following steps will ensure a continuation and strengthening of this collaboration:

- In 2017 BCLTA will create a TOP Advisory Committee that will include a consultant from the Libraries Branch.
- BCLTA will coordinate quarterly meetings with the Libraries Branch to review trustee learning and development needs and opportunities.
- BCLTA and the Libraries Branch will find opportunities to

collaborate on trustee learning and development initiatives.

Recommendation 9. That the BCLTA works with the Libraries Branch and with the library boards to ensure guaranteed funding for trustees and boards to assess, plan, and achieve their learning and development needs. The funding needs to be made available locally through each public library budget and needs to be recognized, and specifically funded, by the provincial government, through the Libraries Branch, as a necessary component in the provincial government’s responsibility to the *B.C. Library Act*. [Updated April 2017]

Implementation. This recommendation may require up to 2 years to implement as it will require discussions and planning at individual library boards, and between the library boards and the Libraries Branch, Ministry of Education. BCLTA will support these discussions with information on the value of funding trustee learning and development.

Recommendation 10. That BCLTA works with InterLINK and the federations to find opportunities for collaborating on trustee learning and development.

Implementation. This recommendation will support many of the recommendations found in the “Trustee Led” section and as such, needs to be implemented early in 2017. The work will be led by BCLTA and can be accomplished with BCLTA’s existing resources. Next steps include:

- Collaborating on the development of workshops and other

learning opportunities, including the development of tools such as templates for board development plans and trustee learning plans.

- BCLTA will initiate the trustee learning and development framework launch meeting with InterLINK and the federations by early March 2017.
- BCLTA will coordinate quarterly meetings with InterLINK and the federations to review trustee learning and development needs and opportunities.
- BCLTA will support InterLINK and federation initiatives with communications to boards and trustees across the province.

Recommendation 11. That BCLTA works with BCLA on strengthening the conference experience for trustees.

Implementation. Work on this recommendation has begun with preliminary discussions regarding increased cooperation and coordination for the BCLTA and BCLA conferences. Work on this recommendation can be accomplished with available resources.

Recommendation 12. That BCLTA collaborates with other library sector associations and stakeholders to provide trustees with information on accessible resources for learning.

Implementation. Work on this recommendation will be led and coordinated by BCLTA. The coordination of this work can be done within the resources available. The redevelopment of the BCLTA website will be a significant investment on behalf of

the association for the trustees as it will require BCLTA staff time to coordinate and will be financed by BCLTA. Other library sector associations and stakeholders will need to give their time and expertise in sharing learning resources. Next steps include:

- In April 2017 BCLTA will produce a communications plan for trustee learning and development that will address:
 - Methods, schedules, and responsibilities for communications among the relevant stakeholders.
 - Increasing engagement with stakeholders such as the B.C. School Trustees Association, the B.C. Museums Association, the Union of B.C. Municipalities, appropriate departments and schools at post-secondary institutions, and the First Nations Education Steering Committee.
 - Methods for sharing the information with trustees.
 - Engaging trustees with accessing, sharing, and contributing to this body of information.
- The information will predominantly be made available through the BCLTA website which is expected to begin redevelopment in the summer of 2017.
- The information may also be made available through social media, federation and InterLINK communications, ABCPLD communications, and through other communication channels.

Recommendation 13. That BCLTA develop an approach for assessing the results of implementing the trustee learning and development framework.

Implementation. This recommendation will be implemented in early 2017 to ensure that assessment is built into the planning of the project initiatives. BCLTA will demonstrate and encourage the use of an outcomes-based logic model with measurements, outputs, and outcomes for each BCLTA led initiative. Boards will be encouraged to use or adapt this approach with their local learning and development initiatives. This work will take place throughout the initial implementation phase, 2017-2018. Most of this work can be accomplished with available resources. Any large scale assessment plans, evaluation studies, or engagement strategies will require additional resources.



Conclusion

This research project investigated the challenge of how trustees want to learn, what they want to learn, and who has responsibility for trustee learning. The result of the investigation is a framework, or approach, that will guide how learning and development can be more effectively delivered and supported across British Columbia. The report includes thirteen recommendations for the success of the framework. Each recommendation is followed by a high-level implementation plan to demonstrate the feasibility of the framework and its immediate applicability to trustee learning and development.

The framework and the recommendations have been informed by primary and secondary research. The primary research investigated trustee and other stakeholder experiences with current learning and development opportunities and elicited their input for improvements. The secondary research was a literature review with a focus on adult learning theory, community leadership, and governance. The synthesis and analysis of the research focused on the emerging themes of trustee led, community leadership, and cooperation, collaboration, and coordination. The analysis also considered challenges, opportunities, success indicators and outcomes for the implementation of the framework.

While the research challenge and expected deliverable of the trustee learning and development framework project has been

met, there is still more work to do. The thirteen recommendations are intended as a beginning to concretely implementing the framework and to realizing the possibilities for increasing access to, and improving outcomes from, trustee learning and development. As the framework is implemented, there will be unexpected opportunities and challenges that will build on the findings and recommendations of this report; new partnerships that will expand cooperation, collaboration and coordination; and a trustee network that will lead the next phase of learning and development.



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Appendix A

Sample Interview Questions

The following are sample questions from the trustee interview guide:

- What are your questions or initial thoughts regarding the project?
- For my understanding, could you please tell me a bit about yourself, your library and your community?
- When you became a trustee, did you think of public library trusteeship as a learning experience?
 - Do you currently think of public library trusteeship as a learning experience?
 - If so, what were, or are, your expectations for learning and development?
 - In what ways have those expectations been met?
- Tell me about a trustee learning experience that stands out for you – for whatever reason that it stands out (the people, the learning, the place...).
- Who should be involved with trustee learning and development, and how should they be involved?
- In your experience, is there a difference between trustee

- learning and development and board development?
- How are they different?
 - How are they the same, or how are they connected?
 - What is the role of the board and the board chair in supporting or leading trustee learning and development?
 - What is the role of your library director in supporting or leading trustee learning and development?
 - What is the ideal situation for trustee learning and development in BC?
 - Based on your experience, what does a trustee need to know to feel like a connected and contributing member of the board?
 - BCLTA and learning and development:
 - Tell me about your experience or opinion of TOP? Have you, or anyone you know, tried the webinars?
 - Do you visit the website?
 - What would draw you, or other trustees that you work with, to the BCLTA website for trustee and board development support?

The following are sample questions from the library director interview guide:

- What are your questions or initial thoughts regarding the project?
- For my understanding, could you please tell me a bit about your library and community?
- As a library director, what are your thoughts on public library trusteeship as a learning experience?
- What are some of the things you do, as a library director, to support or lead trustee learning and development?

- What is the role of the board and the board chair in supporting or leading trustee learning and development?
- In your experience, is there a difference between trustee learning and development and board development?
 - How are they different?
 - How are they the same, or how are they connected?
- Based on your experience, what does a trustee need to know to feel like a connected and contributing member of the board?
- How do you see any of the following organizations working together on trustee learning and development?
 - BCLTA
 - ABCPLD
 - BCLA
 - Libraries Branch
 - Federations and InterLINK
 - Local post-secondary institutions
 - Organizations such as Vantage Point or Diversity on Board
 - Other
- What is the ideal situation for trustee learning and development in BC?
- BCLTA and learning and development:
 - Tell me about your experience or opinion of TOP? Have you, or anyone you know, tried the webinars?
 - Do you visit the website?
 - What would draw you, or the trustees that you work with, to the BCLTA website for trustee and board development support?

The following are sample questions from other stakeholder interview guides:

- Do you have any questions about this interview process or the Trustee Learning and Development project?
 - Purpose, current status, deliverables, findings to date.
- What is the ideal situation for trustee learning and development in BC?
- How do you see the following organizations collaborating on trustee learning and development?
 - BCLTA
 - ABCPLD
 - BCLA
 - BCLC
 - Libraries Branch
 - Federations and InterLINK
 - Local post-secondary institutions
 - Organizations such as Vantage Point or Diversity on Board
 - Other
- What is your understanding of the roles and responsibilities of the above organizations in trustee learning and development?
- What components would you expect to see in a trustee learning and development framework?
- What outcomes would you expect from a trustee learning and development framework?
- Please provide any other comments, or advisement, regarding the trustee learning and development project.

Appendix B

SOAR Analysis for B.C. Public Library Trustee Learning and Development

Strategic Inquiry		Appreciative Intent	
Strengths	Opportunities	Aspirations	Results
<p>TOP participation</p> <p>Connecting with other community based and not-for-profit organizations for community, leadership and governance learning and development.</p> <p>Integrating skills learned elsewhere (work, faith institutions, schools, other boards) into public library board work.</p> <p>Commitment to understanding library trends and services and the needs of staff to deliver library services.</p> <p>Governance orientation support from the library director.</p> <p>Support for trustee learning and development.</p> <ul style="list-style-type: none"> The project consultations revealed a large amount of support for a framework for trustee learning and development. 	<p>Demonstrating outstanding governance and leadership development.</p> <p>Learning partnerships with other community based and not-for-profit organizations for leadership and governance learning and development.</p> <p>Strengthening learning opportunities through the Libraries Branch, Library Federations and InterLINK.</p> <p>Coordinating and sharing learning opportunities across the province through the Library Federations and InterLINK.</p> <p>Strengthening BCLTA's role as a communications hub for learning opportunities across the province.</p>	<p>In addition to board roles as mandated by the <i>B.C. Library Act</i>, trustees demonstrate community leadership and community engagement.</p> <p>Local and in-person learning and development.</p> <p>Province wide network (Federations, associations, InterLINK, local boards) of learning and development opportunities that are specific to the needs of public library trustee.</p> <p>Trustees have the tools, resources and support to self-assess and self-direct their learning and development.</p>	<p>Strong local networks that benefit the library.</p> <p>An increase of community advocates and champions for the library.</p> <p>Greater community understanding of library board leadership results in stronger board recruitment and succession planning.</p> <p>Effective provincial coordination of and cooperation for trustee and board development resulting in strong boards with shared expectations, experiences and outcomes across the province.</p>

Strategic Inquiry		Appreciative Intent	
Strengths	Opportunities	Aspirations	Results
<ul style="list-style-type: none"> Organizations, including BCLTA and ABCPLD, have a commitment to strong public libraries and to supporting good governance. The Libraries Branch is mandated with the enforcement of the <i>B.C. Library Act</i>. The <i>B.C. Library Act</i> outlines the role of the Board and of the Chief Librarian. Roles best fulfilled with ongoing learning and development. <p>Library director and library staff skills and expertise.</p> <ul style="list-style-type: none"> The Chief Librarian is critical to supporting the learning and development of trustees through accurate, timely, and relevant reports and through support, with the board chair, for orientation and other development opportunities. 	<p>Strength in diversity. With over 700 trustees throughout the province there is an abundance of trustee expertise and experience to harness and share for advancing public libraries and better serving communities.</p> <p>Public investment and broad stakeholder interest</p> <ul style="list-style-type: none"> Public investment deserves public accountability and responsibility and the assurance that boards have the learning and development opportunities adequate to their role is both a responsibility of, and to, that public funding. With public investment comes a broad group of stakeholders, including local government management which has an interest in the financial oversight of public funds, facilities and the achieving of community goals such as found in OCPs. Other community stakeholders, such as Boards of Education, community and business development associations, and social service agencies also want to see the library well governed as it benefits their goals. This makes them natural allies in trustee learning and development. 	<p>Trustees can access a learning and development resources and support through their association which has the most effective tools and communication channels for connecting with and supporting trustees.</p>	

Appendix C

SWOT Analysis for B.C. Public Library Trustee Learning and Development

Internal		External	
Strengths	Weaknesses	Opportunities	Threats
<p>Support and development opportunities from BCLTA</p> <p>Professional staff support from their library.</p> <p>Professional staff support from the Libraries and Literacy Branch.</p> <p>Trustee commitment to learning and development to be successful in their board roles.</p> <p>Strength in diversity. With over 700 trustees throughout the province there is an abundance of trustee expertise and experience to harness and share for advancing public libraries and better serving communities.</p> <p>Support for trustee learning and development.</p>	<p>Access to development opportunities (time, distance, and format of delivery).</p> <p>Public library budget lines for board and trustee development.</p> <p>Over reliance on library staff for information and development.</p> <p>Too much internal information and not enough external information regarding governance and strategic direction.</p> <p>Sustaining trustee interest in learning and development.</p>	<p>Existing learning and development opportunities that are appropriate for public library trustees and boards.</p> <p>Growing interest in leadership development for community members and boards.</p> <p>Increase in the number of and scope of community based and not-for-profits organizations resulting in partnership opportunities for learning and development.</p> <p>Capacity of the Libraries Branch, Ministry of Education, to support and fund learning and development.</p> <p>Public investment and broad stakeholder interest</p>	<p>Influencers and decision makers limited understanding of the role and responsibilities of boards and trustees.</p> <p>Tax payer awareness and concerns for public sector budgets and expenditures.</p> <p>Public library concerns regarding secure and sustainable funding result in difficult decisions such as not providing enough funding and/or a budget line for trustee learning and development opportunities.</p> <p>Public library concerns regarding secure and sustainable funding result in not renewing BCLTA membership and the ability for BCLTA to support trustee learning and development erodes.</p>

Internal		External	
Strengths	Weaknesses	Opportunities	Threats
<ul style="list-style-type: none"> The project consultations revealed a large amount of support for a framework for trustee learning and development. Organizations, including BCLTA and ABCPLD, have a commitment to strong public libraries and to supporting good governance. The Libraries Branch is mandated with the enforcement of the <i>B.C. Library Act</i>. The <i>B.C. Library Act</i> outlines the role of the Board and of the Chief Librarian. Roles best fulfilled with ongoing learning and development. 		<ul style="list-style-type: none"> Public investment deserves public accountability and responsibility and the assurance that boards have the learning and development opportunities adequate to their role is both a responsibility of, and to, that public funding. With public investments comes a broad group of stakeholders, including local government management which has an interest in the financial oversight of public funds, facilities and the achieving of community goals such as found in OCPs. Other community stakeholders, such as Boards of Education, community and business development associations, and social service agencies also want to see the library well governed as it benefits their goals. This makes them natural allies in trustee learning and development. 	Capacity of the Libraries Branch, Ministry of Education, to support and fund learning and development.

Appendix D

Stakeholders

Stakeholder	What is important to the Stakeholder?	What is important about trustee learning and development to the stakeholder?	What opportunities does this stakeholder present to the learning and development of trustees?	What obligations or responsibilities does the stakeholder have to the trustees?	What obligations or responsibilities do the trustees have to the stakeholder?
Trustees	Successfully fulfilling their fiduciary responsibility and the effective oversight of the management of the library. Sound governance.	Learning and development support. Successful results.	Sharing expertise. Peer mentoring. Cohort learning and support.	Upholding legislative and regulatory framework. Due care.	Upholding legislative and regulatory framework. Due care.
Library Directors	Successful library service. Funding sustainability.	Skills and abilities to: Carry out fiduciary responsibility. Hire and support library director. Provide strategic direction and oversight. Direct and oversee policies. Understand advocacy, influence, and alignment with community priorities.	Support of board work with accurate, timely and relevant reporting. Support board orientation and development. Arrange for an appropriate diversity of information and views to be presented to the board. Inform the board of learning opportunities in the local community and from the broader board development and library world.	As outlined by <i>B.C. Library Act</i> , contract and any other legislated obligation. To be accurate, timely and transparent in reporting. Responsive to board oversight and direction.	Sound governance within legislative framework (<i>B.C. Library Act</i> , Community Charter, etc.). Effective oversight. Due care.

Stakeholder	What is important to the Stakeholder?	What is important about trustee learning and development to the stakeholder?	What opportunities does this stakeholder present to the learning and development of trustees?	What obligations or responsibilities does the stakeholder have to the trustees?	What obligations or responsibilities do the trustees have to the stakeholder?
Community members	<p>Community safety and health.</p> <p>Financial security or employment.</p> <p>Housing.</p> <p>Education.</p> <p>Access to services.</p> <p>Cost of living and taxes.</p>	<p>Skills and abilities to provide stewardship of public asset/funds.</p>	<p>Potential partners in the learning and development of trustees.</p> <p>Community members may be trainers and facilitators in specific skill such as financial management.</p> <p>Potential board candidates.</p>	<p>No official obligations.</p> <p>May feel civic or community responsibility.</p>	<p>Ability, skills and commitment to the good governance of public libraries.</p> <p>Accurate and transparent governance process and fiduciary management.</p> <p>Accurate and transparent reporting.</p> <p>Effective and transparent process in recruitment and hiring of Library Director.</p> <p>Meeting all community commitments, partnership obligations, service agreements, and regulatory framework.</p> <p>Due care.</p>

Stakeholder	What is important to the Stakeholder?	What is important about trustee learning and development to the stakeholder?	What opportunities does this stakeholder present to the learning and development of trustees?	What obligations or responsibilities does the stakeholder have to the trustees?	What obligations or responsibilities do the trustees have to the stakeholder?
Local elected government.	<p>Governing the community.</p> <p>OCP success.</p> <p>Effectively directing staff to fulfill mandate.</p>	<p>Skills and abilities to:</p> <p>Carry out fiduciary responsibility.</p> <p>Hire and support library director.</p> <p>Advocacy, influence, and alignment with community priorities.</p>	<p>Sharing and supporting of community based learning and development opportunities.</p>	<p>Delivery of library services as outlined in Community Charter.</p> <p>Current funding commitments.</p> <p>Current facility leasing commitments.</p>	<p>Budget development and oversight.</p> <p>Accurate and transparent reporting.</p> <p>Upholding legislative and regulatory framework.</p> <p>Strategic and operational planning for meeting community needs in OCP.</p> <p>Accurate and transparent governance process and fiduciary management.</p> <p>Accurate and transparent process in recruitment and hiring of Library Director.</p> <p>Due care.</p>

Stakeholder	What is important to the Stakeholder?	What is important about trustee learning and development to the stakeholder?	What opportunities does this stakeholder present to the learning and development of trustees?	What obligations or responsibilities does the stakeholder have to the trustees?	What obligations or responsibilities do the trustees have to the stakeholder?
Local Government Staff	Effective and efficient operationalizing of government mandate.	<p>Skills and abilities to meet fiduciary responsibilities.</p> <p>Provide oversight and direction to staff for effective library operations.</p>	Sharing of skills and information, such as budget process, community engagement, and government presentations.	<p>Relevant information and appropriate advisement.</p> <p>Obligations as outlined in any current agreements or policies.</p>	<p>Accurate and transparent reporting.</p> <p>Accurate and transparent governance process and fiduciary management.</p> <p>Working with legislated responsibility of CFO and CAO.</p> <p>Budget development and oversight.</p> <p>Accurate and transparent process in recruitment and hiring of Library Director.</p> <p>Due care.</p>
BCLTA	<p>Success in meeting mandate.</p> <p>Delivering on value proposition including trustee development and advocacy.</p> <p>Governance and oversight of the association.</p>	<p>Delivering on value proposition of supporting trustee development.</p> <p>Trustee skills and abilities for strong and effective library governance.</p>	<p>Developing a provincial framework.</p> <p>Continued development and delivery of TOP.</p> <p>Working with library partners, federations, and InterLINK for improving access to learning opportunities for trustees.</p>	As outlined in the association's Constitution and Bylaws.	Membership responsibilities as outlined in the Constitution and Bylaws.

Stakeholder	What is important to the Stakeholder?	What is important about trustee learning and development to the stakeholder?	What opportunities does this stakeholder present to the learning and development of trustees?	What obligations or responsibilities does the stakeholder have to the trustees?	What obligations or responsibilities do the trustees have to the stakeholder?
Libraries Branch, Ministry of Education	Public library development to meet the strategic priorities of the provincial government. Fulfillment of the <i>B.C. Library Act</i> . Funding outcomes.	Skills and abilities for strong and effective library governance for fulfilment of the <i>B.C. Library Act</i> . Learning and development funding outcomes.	Funding learning and development.	Enforcement of the <i>B.C. Library Act</i> .	Upholding legislative and regulatory framework. Due care.
Local MLAs	Community outcomes. Party strategies. Ministry or community work. Personal interest (for example youth, sports, arts).	Trustees have the skills and abilities to meet local community library needs.	Sharing of information.	Any that may be ministry mandated or encouraged. Accepting constituency meeting requests to discuss libraries and the community. In practice, support through programs such as Summer Reading Club launches and other community events.	Any that may be ministry mandated or encouraged. Due care.
Library community including: ABCPLD BC Libraries Cooperative BCLA Federations and InterLINK	Successful library services. Advocacy. Funding. Relevance to the community. Collaboration. Staff and trustee development.	Skills and abilities to: Carry out governance and fiduciary responsibility. Hire and support library director. For advocacy, influence, and alignment with community priorities.	Coordinating learning and development opportunities relevant to trustees.	Accurate and transparent planning and reporting.	Relationship building and support. Due care.

Stakeholder	What is important to the Stakeholder?	What is important about trustee learning and development to the stakeholder?	What opportunities does this stakeholder present to the learning and development of trustees?	What obligations or responsibilities does the stakeholder have to the trustees?	What obligations or responsibilities do the trustees have to the stakeholder?
Champions, supporters and donors such as Friends of the Library	Community involvement and well-being. Making a difference to something they believe is important.	PSkills and abilities to: Understand and meet community needs. Provide governance and oversight so that community support and donations have desired outcomes.	Potential partners in the learning and development of trustees. Provide community connection to, or be, trainers and facilitators in specific skill such as financial management Potential trustee candidates.	Obligations as outlined in any current commitments, such as a fundraising event or a budget report.	Provide governance and oversight so that community support and donations have desired outcomes. Support and appreciation. Relationship building and collaboration. Due care.
Other municipal organizations such as community centres, museums, police, and fire.	Community needs and strategic priorities. Effective municipal management. Effective partnerships.	Skills and abilities to: Carry out fiduciary responsibility. Hire and support library director. Understand advocacy, influence, and alignment with community priorities. Collaborate with other public sector boards and committees.	Sharing appropriate board development opportunities. For example bringing in an outside workshop facilitator on effective meetings, financial oversight, or community leadership.	Sharing of appropriate information. Cooperation for community outcomes. Obligations as outlined in any current agreements or policy.	A developed and skilled board that results in accurate and transparent reporting, governance process, and fiduciary management. Accurate and transparent process in recruitment and hiring. Working with legislated responsibility of CFO and CAO. Relationship building and collaboration. Strategic and operational planning for meeting community needs. Due care.

Stakeholder	What is important to the Stakeholder?	What is important about trustee learning and development to the stakeholder?	What opportunities does this stakeholder present to the learning and development of trustees?	What obligations or responsibilities does the stakeholder have to the trustees?	What obligations or responsibilities do the trustees have to the stakeholder?
School District Boards and the BC School Trustees Association	<p>Student success.</p> <p>Community support for public education.</p> <p>Community needs and strategic priorities for student success.</p> <p>Effective partnerships for student success.</p>	<p>Skills and abilities for advocacy, influence, and alignment with community priorities.</p> <p>An effective board that will support School District priorities.</p>	<p>Sharing appropriate board development opportunities:</p> <p>For example bringing in an outside workshop facilitator on effective meetings, financial oversight, or community leadership.</p>	<p>Obligations as outlined in any current agreements or policies.</p> <p>Relationship building and collaboration.</p> <p>Strategic and operational planning for meeting community needs.</p> <p>Due care.</p>	<p>Obligations as outlined in any current agreements or policies.</p> <p>Relationship building and collaboration.</p> <p>Strategic and operational planning for meeting community needs.</p> <p>Due care.</p>
<p>Local post-secondary institutions</p> <p>BC post-secondary institutions with library education programs (UBC, Langara and UFV)</p> <p>Other BC learning institutions with applicable learning programs: RRU, BCJI</p>	<p>Quality teaching and research.</p> <p>Faculty recruitment and retainment.</p> <p>Business sustainability.</p> <p>Student success.</p> <p>Community engagement and support.</p> <p>Effective partnerships for student success.</p>	<p>Skills and abilities for advocacy, influence, and alignment with community priorities.</p> <p>An effective board that will support local institutions.</p>	<p>Sharing appropriate board development opportunities.</p> <p>For example bringing in an outside workshop facilitator on effective meetings, financial oversight, or community leadership.</p> <p>Providing local learning opportunities.</p> <p>For example a business education instructor delivers a trustee workshop or a community engagement expert facilitating and/or presenting at board retreats.</p>	<p>Obligations as outlined in any current agreements or policies.</p> <p>Relationship building and collaboration.</p> <p>Strategic and operational planning for meeting community needs.</p> <p>Due care.</p>	<p>Obligations as outlined in any current agreements or policies.</p> <p>Relationship building and collaboration.</p> <p>Strategic and operational planning for meeting community needs.</p> <p>Due care.</p>

Stakeholder	What is important to the Stakeholder?	What is important about trustee learning and development to the stakeholder?	What opportunities does this stakeholder present to the learning and development of trustees?	What obligations or responsibilities does the stakeholder have to the trustees?	What obligations or responsibilities do the trustees have to the stakeholder?
First Nation communities and Indigenous organizations	Community wellness and success.	Skills and abilities to manage policies, service agreements, and protocol that benefit both the library and the local First Nation government. Skills and abilities to manage policies, service practices and protocol that benefits urban and away-from-home-community Indigenous peoples and organizations.	Sharing appropriate community leadership development opportunities. For example community economic development workshops or regional forums on community well-being.	Obligations as outlined in any current agreements or band council policies.	Obligations as outlined in any current agreements or policies. Relationship building and collaboration. Strategic and operational planning for meeting community needs. Due care.
Community agencies such as Neighbourhood Houses and multi-cultural societies	Community needs and outcomes. Organization's strategic priorities. Effective partnerships. Effective programs and initiatives. Secure funding and spaces.	Skills and abilities that result in effective governance and oversight so that the library has the capacity and capability to support partnerships, programs and aligned strategic priorities.	Sharing appropriate board development opportunities. For example bringing in an outside workshop facilitator on effective meetings, financial oversight, or community leadership.	Obligations as outlined in any current agreements or policies.	Obligations as outlined in any current agreements or policies. Relationship building and collaboration. Strategic and operational planning for meeting community needs. Due care.
Merchant associations, business improvement associations, and local Chamber of Commerce	Local and provincial economy. Housing and business development. OCP implementation. Business and property tax.	Skills and abilities for advocacy, influence, and alignment with community priorities.	Sharing appropriate community leadership development opportunities. For example community economic development workshops.	Obligations as outlined in any current commitments such as program sponsorship or facility agreements.	Obligations as outlined in any current agreements or policies. Outreach and relationship building. Due care.

Appendix E

Trustee Orientation Program (TOP) Procedures

Procedures guide staff for implementing board direction and policy.

- At this time there is no board policy explicit to TOP or any ongoing program delivery for trustee learning and development.
- There is board direction for staff to coordinate the delivery of TOP.
- There is a budget line for TOP delivery revenue and expenses.

These procedures may apply to other and emerging BCLTA program initiatives as appropriate. The following procedures are for a BCLTA coordinated TOP session. Library boards may use the TOP resources, such as the workbook and webinar, available online without coordinating a session with BCLTA.

1. Communications and marketing for TOP

TOP is a highly valued program delivered by BCLTA to the BC public library trustee community. Communication and marketing

will reflect and sustain the value of TOP by ensuring that communications are two way, transparent, and accessible.

- The Board of Directors is responsible for championing the value of TOP and the participation of boards and trustees in TOP, and for encouraging trustees and boards to communicate with BCLTA regarding their TOP needs and experiences.
- Staff is responsible for planning and implementing communications and marketing for TOP.
- TOP will be considered in all BCLTA communications planning and implementation including, but not limited to:
 - Website tools and content
 - Social media
 - Evaluation and assessment tools such as surveys
 - Membership news such as board chair updates and the Bulletin
 - Engagement with organizations such as the Libraries Branch, federations, BCLA, ABCPLD, BCLC and other stakeholders.
- Planning and implementation will include methods for trustees to communicate their TOP experience and to inform improvements to TOP.
- Staff will gather and share trustee TOP stories for marketing, grant writing, and reporting purposes.
- Staff will promote specific sessions to ensure full attendance through the website and through other BCLTA communication channels.
 - Host organizations will also be responsible for promoting and marketing sessions.
- Staff are responsible for communicating dates for TOP sessions

to the Libraries Branch and for inviting the Libraries Branch to present information on the Libraries Branch and the *B.C. Library Act* to session attendees.

2. *Membership service and experience*

The BCLTA is committed to providing a responsive, professional, and friendly experience through TOP. BCLTA staff is responsible for:

- The BCLTA website experience of finding TOP information and registering for a TOP session.
- Responding in a timely and professional manner to all TOP inquiries.
- Ensuring that the TOP program delivery meets the learning and development needs and over-all desired experience of trustees by:
 - Compiling and analyzing TOP evaluations and other feedback.
 - Providing feedback to TOP trainers
 - Recruiting and supporting an excellent standard of TOP trainers.
- Ensuring that the TOP workbook is current and accessible.
 - Executive director is responsible for ensuring that the TOP workbook is reviewed annually by a committee.
 - Executive director is responsible for ensuring that the TOP workbook is current for trustee needs.
- Coordinating workshop day greetings from BCLTA.
 - If possible a BCLTA board director will attend the TOP session in person to give greetings from, and overview

about, BCLTA

- If a BCLTA board director is unable to attend the TOP session in person, then an alternative method of providing greetings, and an overview of BCLTA, will be found (for example Skype or Zoom).

3. *Host Library*

- The host library is expected to work with BCLTA staff in securing a venue and a caterer.
- The host library is responsible for providing necessary technology support and basic equipment.
- The host library will endeavour to use library space. If library space is not available then an alternate and free/low-cost space will need to be agreed to and arranged.
- The host library is responsible for ensuring that someone is available and at the venue to provide venue access for the caterers, trainer, and trustees.
- The host library is responsible for security of the event and the venue.

4. *Workshop facilitator expectations and support*

- BCLTA will communicate recruitment needs as needed and as directed by the board of directors. The recruitment process will include, but is not limited to:
 - Stated criteria, competencies, and experience.
 - An interview process that will include the executive director and at least one BCLTA board member.
 - References.
- Trainer orientation and development will include, but is not

limited to:

- Attending and observing a TOP session followed by a debrief meeting with the ED before delivering any TOP sessions.
 - Annual TOP trainer workshop
 - » Attendance in person or remotely
 - » Focus on facilitation and adult learning and development
 - » Workshop will be arranged by BCLTA
 - Opportunities to meet with BCLTA directors to hear about BCLTA strategic initiatives and expectations for trustee learning and development experiences.
 - Trainers can expect the following from BCLTA:
 - Coordination of session date(s) with host library.
 - Introductions with contact person at host library.
 - Confirmation of training session at least 2 weeks in advance of session date.
 - A written contract for services.
 - Agreed upon compensation for services.
1. Support for the session.
 - Coordination with host library for venue, catering and tech support.
 - Delivery of TOP workbooks.
 - Attendee list.
 2. Post session follow-up.
 - Debrief meeting with executive director.
 - Meeting and closing of contractual obligations.
 - Sharing of evaluation/feedback.
 3. TOP session training materials.

- BCLTA is responsible for the delivery of the TOP workbooks to the host library.

5. *Funding and Revenue*

- a. Staff are responsible for recommending funding support from outside agencies, such as the Libraries Branch, to the board for direction and approval.
- b. Staff are responsible for recommending TOP fees to the board for direction and approval.
- c. Staff are responsible for recommending trainer/facilitator compensation to the board for direction and approval.
- d. Staff are responsible for managing TOP funding and revenue.
- e. Staff are responsible for funding and grant reports.

TOP Evaluation

TOP evaluation is for the purpose of ensuring that the development, delivery, and results from the program meet expectations and desired outcomes.

The expectations for and desired outcomes from TOP are evidence-based and are informed by trustee and board experience, participant feedback, and research.

TOP evaluation is used by the BCLTA and TOP trainers to improve session content and delivery and to inform changes to the program and materials.

TOP is evaluated for the session experience and for its outcomes.

- The session experience is evaluated within one week of the session.
- The session outcomes are evaluated 4-6 months after the session.

1. Experience

- The TOP session evaluation form will be reviewed and updated annually.
- The evaluation form will be sent as a link in an email from the BCLTA executive director immediately following the session.
 - This email will thank the attendees for their participation and encourage them to fill out the evaluation form.
 - Evaluations are shared with trainer along with appreciation and any suggested delivery or facilitation changes.
 - The executive director is responsible for any required evaluation follow-up.
 - The executive director will provide regular updates to the board regarding evaluations and any recommended actions.

2. Outcomes

Beginning in 2017 BCLTA will begin to evaluate the short-term outcomes of TOP.

- 4 months after the TOP session, a follow up survey link (phone

call option) will be sent to trustees.

- Where 1= not at all, 2 = very little, 3=somewhat, 4= strong, 5= extreme please rate on a scale of 1 to 5 the positive impact of TOP on your trustee work in the following areas:
 - » Determining and/or being mission focused
 - » Understanding and fulfilling role as employer
 - » Strategic planning
 - » Policy development
 - » Approving and monitoring services and programs
 - » Board development
 - » Fiscal oversight
 - » Advocacy
 - » Managing risk
 - Tell us where you think TOP needs to be improved.
 - Any other comments.
-
- 4 months after the TOP session, a follow up survey link (phone call option) will be sent to board chairs.
 - Where 1= not at all, 2 = very little, 3=somewhat, 4= strong, 5= extreme please rate on a scale of 1 to 5 the positive impact of TOP on your board, as a whole, in the following areas:
 - » Determining and/or being mission focused
 - » Understanding and fulfilling role as employer
 - » Strategic planning
 - » Policy development
 - » Approving and monitoring services and programs
 - » Board development
 - » Fiscal oversight

- » Advocacy
- » Managing risk
- Tell us where you think TOP needs to be improved.
- Any other comments.