Continuing Education Survey 2007: Results
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Jo Ann Calzonetti, Continuing Education co-chair, University of Akron

The Continuing Education Committee of the Association of College & Research Libraries (ACRL) Science and Technology Section (STS) conducts a survey every two years to identify the continuing education interest of its constituents. During the Fall of 2007, the survey was distributed through STS-L, the discussion list of the Science and Technology Section of ACRL; SLA-DST, the discussion list of the Science-Technology Division of SLA; CHMINF-L, Chemical Information Sources Discussion List; and ELD-L, the discussion list for members of the Engineering Libraries Division (ELD) of the American Society for Engineering Education (ASEE). To increase response rate, an incentive of $170 toward a 2008 conference registration was offered to one random respondent. Between November 1 and November 30, 2008, 375 responses were received, almost triple the number of responses in 2005. Presented here is the analysis of the responses.

The 2007 survey was prepared by Barbarly McConnell, Danielle Rosenthal, Diane Rein, Elizabeth Choinski, Elizabeth Jones, Kathleen Degnan, Linda Shippert, Jo Ann Calzonetti, co-chair, and Nora Hilyer, co-chair STS Continuing Education Committee. Analysis was done by Linda Shippert.

Questions about this survey may be directed to Jo Ann Calzonetti, jc44@uakron.edu.

Summary
Respondents were asked to rate twenty-five pre-selected topics according to their interest level. Topics of greatest interest included:

- Collaboration between faculty and librarian
- Evaluating existing services/developing new services
- Future roles for libraries and librarianship,
- Keeping current with technology (e.g. Web 2.0, blogs, listservs, RSS, podcasts, etc.), and
- Collection development for print and electronic resources.

Respondents were also given the opportunity to suggest other topics of interest, and subject-specific resources and issues were the most suggested. Most survey respondents indicated a preference for receiving continuing education via the web, in person, and at national conference/pre-conference workshops.

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**Detailed results**

**The Survey Participants**

Four demographic questions were presented on the survey. The questions asked were 1) Where do you work?, 2) Years since receiving your master’s degree in library science, 3) Gender, and 4) What professional organizations are you a member of?

Q1. Where do you work?

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic library</td>
<td>77.5%</td>
<td>290</td>
</tr>
<tr>
<td>Corporate library</td>
<td>9.4%</td>
<td>35</td>
</tr>
<tr>
<td>Government library</td>
<td>7.0%</td>
<td>26</td>
</tr>
<tr>
<td>Public library</td>
<td>1.1%</td>
<td>4</td>
</tr>
<tr>
<td>Other (please specify)</td>
<td>5.1%</td>
<td>19</td>
</tr>
<tr>
<td>skipped question</td>
<td></td>
<td>374</td>
</tr>
</tbody>
</table>

Other responses included:

- Association/Non-profit library
- Joint use libraries (academic/public and academic/government)
- Museum
- Publishing
- School library
- Self-Employed or consulting
- Unemployed
- Working in non-library business

Q2. Years since receiving your master’s degree in library science

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 3</td>
<td>19.8%</td>
<td>74</td>
</tr>
<tr>
<td>3-5 years</td>
<td>13.1%</td>
<td>49</td>
</tr>
<tr>
<td>5-10 years</td>
<td>13.4%</td>
<td>50</td>
</tr>
<tr>
<td>More than 10 years</td>
<td>53.6%</td>
<td>200</td>
</tr>
<tr>
<td>answered question</td>
<td></td>
<td>373</td>
</tr>
<tr>
<td>skipped question</td>
<td></td>
<td>2</td>
</tr>
</tbody>
</table>
Q3. Gender

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>79.3%</td>
<td>295</td>
</tr>
<tr>
<td>Male</td>
<td>20.7%</td>
<td>77</td>
</tr>
</tbody>
</table>

answered question 372
skipped question 3

Q4. What professional organizations are you a member of?

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALA</td>
<td>64.4%</td>
<td>235</td>
</tr>
<tr>
<td>ACRL</td>
<td>55.6%</td>
<td>203</td>
</tr>
<tr>
<td>STS</td>
<td>47.9%</td>
<td>175</td>
</tr>
<tr>
<td>ASEE ELD</td>
<td>19.7%</td>
<td>72</td>
</tr>
<tr>
<td>SLA STD</td>
<td>43.0%</td>
<td>157</td>
</tr>
<tr>
<td>Other (please specify)</td>
<td>42.7%</td>
<td>156</td>
</tr>
</tbody>
</table>

answered question 365
skipped question 10

Most respondents were members of ALA and ACRL, with more than forty percent in STS and SLA STD. Those who responded with “other” were most likely to belong to a regional library association. The other top choices were:

- Special Libraries Association (SLA) (other divisions) 29
- American Chemical Society (ACS) 25
- Medical Library Association (MLA) 20
- American Society for Information Science & Technology (ASIS&T) 15
- United States Agricultural Information Network (USAIN) 11
Continuing Education Format

Most survey respondents indicated they would prefer to receive continuing education via web based information, in-person workshops, or national conference/pre-conference workshops. Many of the responses expressed concern over the price of continuing education courses and the cost of conference attendance. There was a preference for local programming.

Q5. How would you prefer to receive continuing education?

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit courses – distance</td>
<td>34.9%</td>
<td>131</td>
</tr>
<tr>
<td>Credit courses traditional</td>
<td>14.4%</td>
<td>54</td>
</tr>
<tr>
<td>E-mail tutorials</td>
<td>25.1%</td>
<td>94</td>
</tr>
<tr>
<td>In-person workshops</td>
<td>67.5%</td>
<td>253</td>
</tr>
<tr>
<td>Mentors</td>
<td>16.8%</td>
<td>63</td>
</tr>
<tr>
<td>National conference/Pre-conference workshops</td>
<td>59.5%</td>
<td>223</td>
</tr>
<tr>
<td>Teleconferences</td>
<td>33.6%</td>
<td>126</td>
</tr>
<tr>
<td>Web based information</td>
<td>68.0%</td>
<td>255</td>
</tr>
<tr>
<td>Other (please specify)</td>
<td>6.4%</td>
<td>24</td>
</tr>
</tbody>
</table>

*Answered:* 375, *Skipped:* 0

Other suggestions for providing continuing education included:
- Auditing library school classes
- Clearing house for best practices
- Clearing house for training materials
- Directed readings
- Employee exchange programs (shadowing)
- Hybrid live/virtual seminars
- Invited lectures and talks in libraries
- More collaboration with local chapters
- Non-credit online course
- Partner with other organizations to provide specialized subject programs at ALA meetings
- Regional meetings
- Short videos
- Use Library 2.0 technologies--podcasting, webcasting, social networks, wikis, etc.
- Videoconferences
- Virtual journal clubs, where a topic is selected, key readings are identified, and discussed in virtual groups.
- WebCT
Continuing Education Pre-Selected Topics

Respondents were asked to rate twenty-four pre-selected topics according to their level of interest. Topics of greatest interest included collaboration between faculty and librarian, evaluating existing services/developing new services, future roles for libraries and librarianship, keeping current with technology (e.g. Web 2.0, blogs, listservs, RSS, pod casts, etc.), and collection development for print and electronic resources.

Q6. Please indicate how interested you are in learning more about the following topics.

<table>
<thead>
<tr>
<th>Topic</th>
<th>LEAST INTERESTED</th>
<th>SLIGHTLY INTERESTED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advocacy, generating awareness of library services</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>Alternative publishing models and the cost of serials</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Building and utilizing institutional repositories</td>
<td>48</td>
<td></td>
</tr>
<tr>
<td>Collaboration between faculty and librarian</td>
<td>27</td>
<td></td>
</tr>
<tr>
<td>Collection development, print and electronic resources</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>Consortial collaboration</td>
<td>43</td>
<td></td>
</tr>
<tr>
<td>Copyright in the electronic age</td>
<td>23</td>
<td></td>
</tr>
<tr>
<td>Designing Web tutorials</td>
<td>31</td>
<td></td>
</tr>
<tr>
<td>Enhancing access to full text through Google Scholar</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Evaluating existing services/developing new services</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Federated searching</td>
<td>35</td>
<td></td>
</tr>
<tr>
<td>Future of reference, e-mail, chat, IM, other new technologies</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td>Future roles for libraries and librarianship</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td>Improving document delivery services</td>
<td>57</td>
<td></td>
</tr>
<tr>
<td>Informatics</td>
<td>49</td>
<td></td>
</tr>
<tr>
<td>Invisible web</td>
<td>23</td>
<td></td>
</tr>
<tr>
<td>Keeping current with technology, e.g. Web 2.0, blogs, listservs, RSS, pod casts, etc.</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>Library as place</td>
<td>32</td>
<td></td>
</tr>
<tr>
<td>Library instruction, assessment and surveys</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>Management skills, budgeting, personnel recruiting, training, and evaluation, etc.</td>
<td>36</td>
<td></td>
</tr>
<tr>
<td>Managing and utilizing usage statistics</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Managing archival rights</td>
<td>79</td>
<td></td>
</tr>
<tr>
<td>Patent and trademark sources, searching, etc.</td>
<td>59</td>
<td></td>
</tr>
<tr>
<td>Professional advancement</td>
<td>29</td>
<td></td>
</tr>
</tbody>
</table>
Continuing Education Participant-Suggested Topics

Subject-specific resources and issues were the most suggested topic. There was a clear preference for focusing on STS-specific areas instead of broader topics applicable to the rest of librarianship.

Other suggested topics included:
- Academic industrial pairings
- Advanced web programming or database construction skills
- Assessment and statistics
- Balancing the use of print and electronic resources
- Beyond library as place - libraries as learning spaces
- Cataloging
- Cited reference searching beyond Web of Science and Scopus
- Collaboration among libraries.
- Collaborative publishing with faculty
- Collection assessment
- Collection management (weeding, purchasing)
- Communication, conflict resolution, negotiation, interpersonal skills, supervisory skills
- Conduct research studies with the goal of publishing an article on the findings.
- Content areas: biology, chemistry, geology, bioinformatics and genomics, Astronomy, Physics, Petroleum industry, Mining
- Contract negotiations
- Copyright - Canadian and International, current awareness
- Corporate-academic partnerships
- Costs and benefits of information services. Return on investment and other metrics in information services.
- Crafting the elevator speech - developing a 30sec - 2min discourse for faculty and students about how we can make the library better.
- Intra-institutional training. What do other individuals do in the institution?
- Customer service
- Data curation, e-science, other information about management and especially acquisition of data
- Dealing with consolidating libraries and meshing of various subject groups
- Dealing with information overload.
- Dealing with science faculty, including the teaching of science databases.
- Designing effective assignments, quizzes, and exams
- Desktop publishing
- Developing core collections to meet needs of new programs
- Digitization projects
- Do libraries need library websites anymore?
- Educating the administration about the library and its place in the academic institution of higher learning.
- Effective digital library management, including integration of digital libraries into the mainstream organization and workflow.
- Encouraging scientific literacy
- Expanding library awareness to academic constituents such as administration and staff.
- Finding Technical reports, standards and/or conference proceedings.
- Finding ways to recruit people with programming skills to work on library projects and products - e.g. how to write requirements documents, put out RFPs, work with programmers, etc.
- Forming partnerships with other libraries to provide services to students enrolled in distance learning.
- Fostering an informal learning environment -- encouraging interaction between students, students and faculty, faculty and researchers.
- Fostering innovation in the library
- Freely available online research data
- Globalization, global opportunities for science librarians.
Grant writing
Helping kids.
How our clients/users/patrons use our electronic resources and how to study this
How the way science/research is being done is changing due to technology and how this effects scholarly communications
How to best make use of listservs
How to delete email
How to get more done in less time.
If all STM information were free, what would libraries do then? Would researchers need librarians more or less? And what would libraries do on then? Would we advocate for making all university education free? Or would we marshall our energy behind universal health care?
Implementing new information technology standards in libraries
Improving the OPAC
Information for new librarians; getting in the door
Information seeking in everyday life
Information visualization
Integration of existing information technologies - blending the services we provide (and simultaneously moving away from a silo model of information technologies)
Keeping current
Leadership for librarians
Librarians as researchers and co-PI's with research faculty at the university
Library presence in social networks.
License negotiation
Management of data from researchers / Institutional Repositories
Managing and utilising usage stats.
Marketing library services
More efficient internet searching
Moving to the electronic series
New approaches for individuals to learn information literacy skills in order to work independently
New information professions; e.g. data curation in scientific databases
New subject classification approaches (FRBR), faceted searching and related catalog usability issues.
New technology applications
Online collaboration
Outreach opportunities/marketing (to not only faculty)
Patterns of information use among scientists, engineers and technology graduate students
Recruiting / succession planning.
Reflecting the institution's mission in the academic library goals
Research and publication process (particularly for newer librarians in academia)
Scholarly communication
Science e journal costs and packages
Searching strategies
Skills related to successfully serving our association, such as running volunteer groups, chairing meetings, chairing committees etc.
Social Networking and other e-environments and how they are being used relative to library and information science information
Staffing the library into the future
Strategies for changing subject specialities.
Getting proficient in the new area.
archiving born digital materials
Subject-based reference roundups
Supporting GIS use
Technical writing/report writing
Time management
Understanding undergraduates and their use of information.
Unique role of science/science librarians in research libraries. What makes science different? Why does science seem to be moving in its own direction?
Updates on OA mandates
Use of gaming for information literacy training
Using your ALA membership to best advantage - finding other people, resources and services with similar interests and needs
Vendor contract negotiation skills
Vendor updates
Web accessibility and Section 508 compliance
What are the cognitive implications of virtual worlds? If librarians have to deliver LIS instruction via Second Life, what does this mean for learning and forming learning relationships? E.g., if a student is anonymous or only identified as an avatar and an instructor is anonymous or only identified as an avatar, how is the student/instructor relationship changed? What are the implications for career development? (How can one avatar serve as a reference for another avatar?)
When to ask for legal counsel.
Whether to eliminate or streamline procedures and old best practices?
Wiki formats for subject guides: enhancing wiki-format library web pages with images, media, etc.
Will there be a universal library catalog?
Work/life balance
Working with support staff
Writing well for a web environment
Survey questions

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