

Continuing Education Survey 2007: Results
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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, pod casts, 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.

[links to:]

Detailed Results

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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?

Answer Options	Response Percent	Response Count
Academic library	77.5%	290
Corporate library	9.4%	35
Government library	7.0%	26
Public library	1.1%	4
Other (please specify)	5.1%	19
	answered question	374
	skipped question	1

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

Answer Options	Response Percent	Response Count
Less than 3	19.8%	74
3-5 years	13.1%	49
5-10 years	13.4%	50
More than 10 years	53.6%	200
	answered question	373
	skipped question	2

Q3. Gender

Answer Options	Response Percent	Response Count
Female	79.3%	295
Male	20.7%	77
	answered question	372
	skipped question	3

Q4. What professional organizations are you a member of?

Answer Options	Response Percent	Response Count
ALA	64.4%	235
ACRL	55.6%	203
STS	47.9%	175
ASEE ELD	19.7%	72
SLA STD	43.0%	157
Other (please specify)	42.7%	156
	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?

Answer Options	Response Percent	Response Count
Credit courses – distance	34.9%	131
Credit courses traditional	14.4%	54
E-mail tutorials	25.1%	94
In-person workshops	67.5%	253
Mentors	16.8%	63
National conference/Pre-conference workshops	59.5%	223
Teleconferences	33.6%	126
Web based information	68.0%	255
Other (please specify)	6.4%	24
	answered question	375
	skipped question	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.

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

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, M

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 t

Intra-institutional training. What do other individuals do in the institution?

Customer service

Data curation, escience, 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 wor

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 req
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

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 communication
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 about us?
on then? Would we advocate for making all university education free? Or would we marshal our energy behind university education?
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 legacy
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
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 so different?

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

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 learning and forming learning relationships? E.g., if a student is anonymous or only identified as an avatar and an instructor as another avatar, how is the student/instructor relationship changed? What are the implications for career development? (How do you identify 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

[separate pdf]