Text Answers Submitted

ACRL Distance Learning Section Membership Survey, 2005

1. What are your major responsibilities? (check all that apply)

Responses Selected	Number responding	% of respondents
Reference / Instruction	161	60%
Distance Library Services	131	49%
Interlibrary Loan	33	12%
Collection Development	83	31%
Library Automation / Systems	31	11%
Web Design	45	17%
Library Administration	104	39%
Technical Services	25	9%
Other	49	18%
Total	270	

Answers submitted for "Other" and additional comments on Question 1

Access services it's interesting that you did not have this listed as a category
above as many of the distance learning services we provide come through
Access.

Access Services, Circulation

Adjunct instructor teaching SLIS classes using DL

Archives, serials, electronic resources

Archives/Special Collections

Branch Campus Library Coordinator

Branch coordinator

Chief Librarian

Circulation and reserves, i.e. Access Services

Circulation, Reserves, Media/Microforms, Building security

Circulation/Reserve

College leadership

Conference Coordination

Consortium management - I manage a unit of a state library agency that coordinates cooperative, collaborative services that are web-based and involve all libraries of all types in the state. It includes a virtual library, a virtual reference service, a statewide ILL system, and digitization services.

Coordinate activities in three libraries

Coordinator of college Library Technical Assistant Program

Coordinator of Distance Learning

Dean – As Dean I spend most of my time coordinating distance learning for my community college, but I am also responsible for the library and

instructional media operations. Coordination of distance learning means that I administer the budget to pay for all licensed distance content. Initially these were telecourses, but most have moved from the video format incorporating electronic components in WebCT. All student evaluations for distance courses are compiled and distributed to the disciplines from my office. I advise the Vice President of Academic Affairs and the Deans Council on WebCT matters and technology in general.

Digital library services like e-reserves, ImageBase, electronic theses and dissertations, plus Special Collections (rare books, university archives, and manuscript collections)

Distance learning professor in accredited undergraduate library science program designed for support staff development.

Fund raising, grants, consortial activity

Government documents

Grants, databases

Head of a departmental library, subject specialist.

I do it all, small staff of 2½ in our library

I will be on sabbatical next year to explore library enhancements for our online web classes, although it is not a normal part of my job description.

Information Literacy Instruction

Instruction - I teach a program titled Library and Information Technology on the community college level for library assistants. We offer several options: 1) degree, 2)diploma, and 3) certificates (in cataloging, public services, programs, and technical services).

Instructional design, learning object repository manager

Liaison to School of Nursing which includes bits and pieces of everything

Library integration into Blackboard courses

Library Learning & [Staff] Development

Library/Information Science educator

LIS Faculty

Multimedia Acquisitions

Outreach

Planning and management consulting

Public Services Supervisor--includes circulation, reference, instruction, DL

Research/publishing and Service

Retired

Serials

SFX OpenURL linking

Solo librarian - I am a solo librarian as well as the Distance Education Coordinator for my institution.

SOLO that does a little bit of everything.

Student (full-time library school student)

Support for school of lifelong learning

Undergraduate services (½ time + ½ time distance ed)

University administration

We're an odd hybrid department we straddle the traditional public services/technical services line. We do some of the things that our Systems department could do. Etc. We just sort of make it up as we go along!

2. Are distance learning library services treated as a separate unit at your institution?

Response Selected	Number responding	% of respondents
Yes	61	23%
No	209	77%
Total	270	100%

3. How are distance learning library services funded and administered at your institution? (check all that apply)

Response Selected	Number responding	% of respondents
Entirely administered and funded by the library	175	65%
Partially funded by a distance learning unit	36	13%
Completely funded by a distance learning unit	14	5%
Not applicable	24	9%
Other	20	7%
Total	269	100%

Answers submitted for "Other" and additional comments on Question 3

Administered by the library but each remote site funds databases it wishes to access. Administered by the library but funded by the library, the School of Business and the School of Education.

Departments and VP offices provide some financial assistance for electronic databases and technology

Distance Learning services are treated at our library as ordinary services to remote students. That is to say, students using our resources asynchronously with our open hours and/ using our services from a remote location. Any remote location for any reason. There is no difference between a distance ed student and an ordinary student with Internet access.

Distance learning support is not treated separately from on-campus services as far as staffing and funding is concerned.

Funded by the college

Funding comes from two distance education consortia that we serve. We serve all students enrolled in their programs - whether or not they are taking a course from our university which is part of each consortia.

Funding source(s) unknown to me (impression: fully funded by library only)

I cannot speak for our library, but can say that not much DE is offered by the University at this time. The MLIS courses we will be offering and all the support for that program is currently funded by a US IMLS grant

I don't know.

In general these services are funded by the library, but when the need can not be

covered by the library I have transferred funds from distance learning.

Library services available to remote users are the same as those available to local users. All of these come to us for free through a state consortium.

Media Unit and Training budgets.

My institution is distance education only.

Not considered to be a separate funding line

Not formalized. A half-time librarian works an additional half time to support online learning (faculty pages, etc.) She is now doing online support tutorial for students and orientation. Technically this is not part of 'library' (answers to someone else outside of library), but her pay has shown this year in library budget line. Situation is 'murky. '

Only minimal library resources expenditures from library budget for satellite libraries and the rest funded by the distance learning unit

Our community college library is very small and part of a consortium. At this point we have purchased one database and the rest are through the consortium. Our online reference service is funded by the community college system.

Our library provides several databases through our budget, but we also provide an array of online databases through a state consortium which is funded by the state separately.

Partially from the library budget and through charges to students for copying in house articles/ shipping.

Partially funded by library and campus administration

Partially funded by our library development unit and partially funded by a statewide library consortium. We do not have a separate distance learning unit

Partially funded by the library, partially funded by Learning Resources dept. budget
Partly funded by the Library and partly funded by the School of Continuing &
Professional Studies

Question 2 should have included a 'both' option. Distance learning library services here are a shared responsibility of a designated unit, funded by the Academic Outreach division of the university, and the central and departmental library units, funded by the University Library.

The distance learning unit - which is a division of the university - contracts with the library of another division of the university to provide library services . . in the contract it provides for a position - mine - AND other monies

We have no structure for serving distance ed courses.

4. What percentage of your average work week is dedicated to library services for distance learners?

Response Selected	Number responding	% of respondents
100%	14	5%
76-99%	16	6%
51-75%	25	9%
26-50%	36	13%
1-25%	150	56%
0%	26	10%
Total	267	100%

5. What are the major challenges you face in your job?

All answers were manually typed as text by the respondents. The following chart is a summary of those responses, grouped into categories.

Response Category	Number responding	% of respondents
Outreach/Marketing to Students	54	23%
Time & Time Management	44	19%
Budget/Funding	42	18%
Outreach/Marketing to Faculty	40	17%
Instruction and Information Literacy	32	14%
Cooperation with Non-Library Offices (IT, Distance Learning, Administration)	27	11%
Staffing	24	10%
Information Technology Support (including authentication issues, database problems)	23	10%
Managing Technological Change (keeping up with new products, maintaining sites)	21	9%
Lack of Recognition and Support for Distance Learning	18	8%
Other	99	42%
Total # responding to this question	237	

Answers submitted for Question 5

- 1. Coordinating with the registrar's office and IT department so that students can have proper identification & account information to access our services
- 2. Copyright!!!
- 1. Keeping up with database infrastructure changes;
- 2. Time management- working with students on their time and dealing with Librarian/management issues
- 1. not enough staff
- 2. institutional admin that characterizes the library as 'anachronistic'
- 3. not enough staff
- 4. lack of information literacy standards
- 5. not enough staff
- 1. Understanding what library services make a difference for distance learners.
- 2. Wondering how best to reach distance learners to inform them about services.
- 3. Wondering how the library can receive 'credit' for its contribution to the university's distance education program.
- 4. Finding effective ways to work with faculty who are instructing in distance education programs.

- 5. Capturing the imagination of librarians to be innovative and creative in developing a distance education program.
- 6. Developing approaches and delivering actual services when mostly people want to talk about budget and how many librarians are working in distance education librarianship -- delivering library education is not the key service the distance learner wants.
- A chancellor who says he is a futurist and had told my immediate superior that libraries are a thing of the past and concomitant budget cuts. A first generation college student body, many of whom do not have computers-increased need for hands-on help and coaching being done by the library staff. Need for more staff as a result.

Adequate support for technology

An administration that is more concerned about the bottom line than about students' needs and sees nothing wrong with sending them off to other libraries.

An ever increasing off campus program and the financial resources are not there to provide all of the materials we need.

Assessing needs and service gaps. Communicating effectively with students and faculty

Assessing needs of students and faculty, marketing library services to former, providing instruction and networking with distance education students and faculty while dealing with diverse schedules and distance.

At my 'campus center', I serve students from four different universities within the university 'system'. Because the university libraries do not purchase electronic resources together, I deal with four different sets of electronic resources. Almost everything I do for or with students depends on their 'home institution' -- and they all do EVERYTHING differently.

Balancing a mix of responsibilities

Balancing the demands of different 'hats' - Web design, reference/instruction on Main Campus, and service to Distance students.

Balancing the needs and sometimes divergent philosophies of two library services serving on-campus and off-campus within the same institution.

Balancing the needs of 4 extended sites with the needs of Internet students.

Being everywhere needed.

Being informed of the new programs that are begun within campus academic units; Deans tend to forget that the Library needs to be involved or has a role in supporting distance learners

Being the only professional librarian employed by the college.

Being visible to distant students and faculty

Bibliographic Instruction for those distance students.

Boredom

Budget concerns- our university treats distance students as a free income and doesn't see a need to increase the library funds accordingly to supply resources/staff.

Budget cuts. Communicating library services to distant students and faculty

Budget cuts. Communicating our library services to faculty, staff and students.

Delivering materials on time to our students

Challenges related to distance education? Funding occurs on an ad hoc (or as available) basis rather than systematically through operations budget.

Communicating effectively with DL students all over the world, some of whom are in war zones.

Communicating with part-time faculty; lack of computer facilities off campus; technical problems with library-licensed databases

Communication with adjunct professors; funding

Communication with distance learners; being able to reach them and get them to respond in a timely fashion. Providing access to an adequate book resources. We are trying to increase the amount of e-books. Providing articles and dealing with copyright clearance to distribute an article to 100+ distance ed students.

communication with distance program administrator.

Communication with students and faculty.

Communication with students. Getting materials to them. Orientations.

Communications. Delivery of materials.

Competition / non-cooperation from IT department. Unrealistic expectations from end-users. Vendors who do not support their products appropriately.

connecting with faculty that change each semester, making sure they know library services & instruction are available at the off-campus sites

Connecting.

Constrained resources - financial, staff

Continuous updating of resources. Maintaining all web postings. Being the sole librarian at a distance ed only institution.

Convincing administration that service to distance students should be a priority.

Convincing administrators of the value of face-to-face instruction

Cooperation of distance learning units outside the library

Coordinating the need for the resources with the supply, and authenticating distance students

Dealing with copyright issues, especially for electronic reserve marketing library resources and services (especially instruction)

Dealing with decreasing funding and staffing for reference services.

declining budgets;

Delivering library instruction and information literacy instruction for distance students. designing an information literacy course for distance learners. Fall 05 will be the first time this is done. We will be offering one class as a learning community with English 1A and another stand-alone IL class.

Designing curricula & assignments that integrate interactions between professor & students (and among students) but also allow students to work at own pace/style.

Developing consortia-based services for distance ed. (Live Help reference, e-collections, e-reserves, o-tutorials)

Distance has many meanings (remote access from dorms to students in other countries). It is difficult to determine how to parse these populations in terms of the services needed and the delivery options.

Educating administration about an academic library in the 21st century. And funding. Educating distance learning students about library services.

Educating faculty, staff, students and administrators about the pros and cons of distance learning. Why it is not for everyone.

Educating our students (and faculty) how our online databases differ from Google and encouraging them to use them. Getting the word out to full & part-time faculty about library resources.

Encouraging students to look beyond the first page of Google for searches

Encouraging the library administration to be proactive in developing library programs

Enhancing outreach librarianship, collections and library services

Enough resources

Enough time to complete activities. Making distance learning faculty aware of library

services and that they are available outside of the 4 walls of the library.

Establishing electronic access to resources - making sure things are available for all students. Getting material to students in a timely fashion when it is not available online.

Explaining to students which unit to contact for which services. Rising to the occasion with long staffing hours, workshops, etc. when the distance education students come to campus once a semester, and during the summer 'boot camp' orientation week. Getting librarians in other units to remember the needs of distance ed students and faculty (since distance ed is not very big here).

Faculty who don't feel that library services are necessary in Independent Study courses. Open entry, open exit courses, making instruction and communication difficult.

Finding a convenient way to deliver and to have returned books.

Finding enough time to answer all the incoming requests with the current staffing level Finding enough time to get everything done, especially research.

Finding resources (i.e. personnel, budget) to support distance learning activities.

Finding the time to get everything done. In the days of doing more with less, we are always asked to do more with no additional staff. The illusion is that with technology, you will have more time for additional projects. The problem is that keeping the technology up and running smoothly does takes time.

Finding time to dedicate to DL job functions, like creating portfolios and planning synchronous online class sessions. I'm looking at Macromedia Breeze, hoping that it can support real-time meetings with use of voice-over IP and video. Don't know if the library will fund it, though. Maybe the larger university technology committee will recommend it for overall DL. I also find it frustrating that DL courses do not seem to be offered from a centralized office. Another challenge ensues when I'm asked to drive to satellite campuses vs. teaching online. It gets a bit confusing, because I'm technically an ed tech librarian, not an outreach librarian. Looking into getting on board with e-portfolios and embedding more library features into online courses, but time is short. Overall, it's enjoyable.

Finding time to devote to distance ed projects. Lack of support from other librarians for new projects.

Finding time to do everything well

Funding

Funding and technology

Funding for resources. Disconnect between library resources and course websites. Librarian not being part of instructional design team for online courses.

Funding for services that I think we need such as virtual reference, or direct to the doorstep delivery of materials for students as disadvantaged by time as by distance. Funding / staff shortfalls also meant that we were slow getting things like authentication in place, but many of the technological fixes either have been implemented or are about to be implemented.

Funding, administrative procedures (outside of the library)

Funding, Determining new and innovative services, Information Literacy, Instruction, Developing tutorials

Get students signed up through regular campus channels so they can access library services.

Getting accurate timely feedback from distance learners.

Getting all the players to talk to one another. Communications.

Getting cooperation from the academic centers.

- Getting distance students to use our resources-- so marketing, teaching, etc. Also, getting buy-in to add library information to DE classes and in WebCT.
- Getting everything done and trying to improve services
- Getting faculty to use library instruction via distance learning like they do for oncampus courses. Getting librarians to try videoconference library instruction.
- Getting faculty, staff, and my fellow administrators to realize that higher education is not the same model it was when they came through and that it will change even more radically in the future
- Getting in touch with distance students.
- Getting information to students and letting them know we are here
- Getting more students to realize that the library can help them with their research
- Getting my library to realize we need to publicize our DE services
- Getting students to know about our e books and virtual reference.
- Getting the best possible data about our DE students.
- Getting the separate distance ed faculty to acknowledge that their students need information about the services available to remote students.
- Getting the word out to distance learners that they can use our services. Getting the faculty who teach to distance learners to mention the library in class. Getting the public library in other areas to help our distance learners.
- Having DL be one of many responsibilities that I have. I don't feel I have enough time to focus on this aspect, also we don't have additional funds to carry out any ideas we do have.
- Having several areas that I am 'in charge' of; working in a non-collaborative environment; limited budget; no clerical support staff
- Having so many varied duties and not having a focus. I am a reference librarian, an instruction librarian and the distance education liaison.
- Having too many passwords for your distance students to use. We need a proxy server.
- Helping faculty members understand the value of integrating library resources and services into their instruction.
- Helping some library employees to recognize that library services must change as needs and expectations of students, faculty change; anticipating new skills needed by library employees, defining competencies, finding training as appropriate
- How best to deliver library instruction to users who may never set foot in our library.
- How to integrate electronic resources into the collection without short changing the printed collection.
- I have just recently started in this position. I haven't even met the distance librarian yet. However, I will be responsible for ensuring instruction needs are met for the distance learning students (primarily at another site about 30 miles away).
- I have to travel to several off-campus sites to deliver bibliographic instructions (BIs), and some of them are hard to find. The Adult and Continuing Education (ACE) School forgets to tell the library or me that a new site opened. Sometimes, I have 2 requests of BIs on the same day and time. Distance students are frustrated that there is no librarian in the site to help them, and the academic advisors and professors are not able to help them.
- I teach online, so it's a challenge to provide an atmosphere of interaction among the members of the class.
- I think the biggest challenge is making sure faculty and students know about our services and know what we can do for them. Marketing is part of it but relationship building is, I think, more important.

- I think the major one is finding something that works for our students. They don't seem to retain what they learn from asynchronous tutorials so I've been working on online synchronous orientations and workshops, with accompanying assignments called Sources Consulted, but these are very labor intensive. They seem to work much better than tutorials though, although my data is rudimentary. And then there is finding enough time in my day to do everything, the distance learning support is on top of my other duties, and seems to have just happened rather than being planned for.
- I think they are organizational. We do not have a distance learning unit. The responsibilities are spread across various administrative units. I think we need at least a Distance Education Committee to deal with this area effectively.

I work with an adult population that is not computer literate.

Identifying DL participates on a very large campus

Identifying patrons who have never been, and will never be, on our campus.

- Identifying who my distance learning constituents are is the greatest challenge I face. Distance education students on my campus are not identified by a unique code or indicator in their student records, so we often don't know someone isn't a local patron until we either 1) hear from the patron that they are unable to pick up the document from our library since they live outside of town/county/state or 2) an administrative assistant in the academic department notifies us that some of their students won't be taking classes locally and need distance ed support. Not know who qualifies for distance learning support also makes it difficult to design learning modules, to communicate what services are available to them, and to plan for budget needs to make these services work.
- In relation to distance learning, doing an adequate job of communicating how the library should be included in all syllabi and in training for all students. When opportunities follow, organizing the right resources (people, systems) to ensure student learning and support.
- In the context of distance learning, helping make sure students and faculty can connect to our resources, making sure they can find what we have, and assuring them that we are available to help at any point.
- Increasing complexity of providing resources and services in the face of decreasing budgets.
- Increasing materials costs; budgetary pressures on staffing; institution-created conflict between library and instructional technology services.

Increasing the number of options for delivering instruction

Infrastructure problems, face time with distance learners

Insufficient time to do all I would like to do in my job.

Insuring equal service and resources to distance learning students as on campus students

Integrating resource learning/library services into the distance learning curricula.

Integrating technology to users' needs.

Keeping resources working for remote users. IP's etc.

keeping students aware of new resources that are available to them as Distance Education students. Working out technology kinks.

Keeping the attention of DL people

keeping the materials relevant to a diverse audience with different skill levels; engaging attendees in discussions during the web seminars

Keeping up with changes in technology

Keeping up with changes in technology and student information needs

Keeping up with technological changes and having time to implement improvements of

services

- Keeping up with technology and change. Administering the Voyager on-line catalog. Keeping the Library web page updated. Electronic Resources, including online course reserve.
- Keeping up with technology; reading professional literature
- Lack of an organized university-wide distance learning program. Not getting paid anywhere near enough. Not enough time, not enough people, too much to do. No time to keep up on professional reading.
- Lack of cohesion among distance programs, lack of interest among faculty, lack of basic skills among students.
- Lack of direct supervision of satellite library staff. Lack of leadership from Academics.

 Lack of Administrative insight into support faculty needs for professional development for assessment and online learning
- Lack of electronic resources (both already purchased and available at all). Institutional inertia regarding distance education.
- Lack of instructional opportunities & contact with the distance students. No method to determine what they need in terms of instruction in the location & use of library resources online.
- Lack of recognition and financial support.

Lack of resources/staffing

- Learning all online databases and teaching these techniques to the students.
- Library does not have control of its own server. Tough to keep up with latest technology.
- Library is set up to provide resources to distant learners, but there is not clear integration of library's role in college's general online learning efforts.
- Making faculty aware of our resources and services. Teaching faculty to use our resources and services, before they make their student assignments.
- Making students and faculty aware of the great online resources available to them through the library.
- Making sure that our distance learners are properly identified in our patron database.
- Making sure that the services we provide are meeting the actual needs of our users
- Managing/leading in times of 'break-neck change; recruitment and retention of librarians; managing partnerships/cooperation; managing/leading four generations

Marketing of services, patron awareness

marketing the library resources to all students and adjunct faculty

- Marketing the Library Services to students. Making sure that they are using the Off-Campus Library Service instead of Google or local libraries. Stressing the importance of the Off-Campus Library Service to the new Director of Finance.
- Meeting the needs of the web-based students -- coordinating with faculty so the students have knowledge of our services. So, a marketing issue.
- Most of the Distance Learners never come to campus, so communicating with them usually involves numerous e-mail messages or phone calls to help them find the materials needed for research.
- My biggest challenge related to DL is working with the faculty, and convincing them to incorporate library resources in their courses.
- My biggest challenge right now is designing a credit bearing library instruction course with the qualification that I don't ask the students to come into the library!
- My job is fabulous. I have a home office . . and online co-browsing conference room a long distance phone. I am included as part of the faculty of the distance unit. I attend every residency where I teach and have appointments.

- My biggest challenge is boundaries so I am not online all the time . . although I often have evening and late hour appointments to accommodate all time zones.
- My library faculty faces the challenge of trying to cover a growing number of online courses and work collaboratively with the subject faculty to provide information literacy instruction to these students.
- My primary challenges are time-related; having several 'hats,' I am often swamped trying to deal with the responsibilities of one or two of my roles, to the detriment of the others.

n/a

- network not always stable; don't have an 800 # for students to call; most students don't have DSL/high speed connections, so any library tutorials must be developed accordingly.
- No policy by which DLS students can access books and journal articles housed in the library.
- No students have requested any items (ILL for articles) or document delivery of articles, or books from our circulating collection since the web pages I created for our Distance learning library services were posted in Fall 2003. It makes me think that there is no need for my position. Very disappointing since all of the hurdles I had to overcome to even make the distance learning website a reality.

No support staff and not enough time to do everything that needs to be done.

None

None

None

None really. I have noticed that even though we pay for shipping (FedEx) for all items we sent and include an envelop for the return of the materials (this is charged to the library account), few students use that service.

Not enough funding.

Not enough funding. Lack of awareness by the teaching faculty members. Lack of respect from the institution as a whole. Misguided impression that the Library is not needed.

Not enough staff or monetary resources.

Not enough staff, not enough money, not enough time to put distance education courses together.

Not enough time to develop and maintain all the resources and services that could benefit our distance learners.

Not enough time, not enough money

Not know whether patrons are seeing resources the same way that I am

Not knowing the population I'm serving. . . what are their real needs? Also, marketing library services to students and faculty.

One librarian for 4,000 students and all their faculty, mostly adjuncts. No centralized means to contact the adjuncts.

Our program is nascent. We have so few distance learners on campus that it is hard to catch them in our workflow so that adequate services can be provided.

Personnel, Budget issues and reductions, Staffing

print delivery of resources

Promoting library resources and services. Getting to know what resources and services users need.

12

Promoting service to patrons

Providing equitable access to distance learners who don't use the university email

system; providing sufficient training opportunities; marketing our services effectively.

providing initial library instruction to all new distance students, getting faculty buy-in for library services, having enough time to work on online tutorials, etc. due to high reference workload

Providing online library instruction; working with faculty to provide an information literacy component in their online courses

Providing services and resources for a varied clientele (at a public library).

Reaching adjunct faculty.

Recently - a rather large library materials budget reduction

Recruiting students!

related to distance learning? remote access, adequate bibliographic instruction in general?: time management of multiple priorities is sometimes a challenge

reliable access to library services for students - when the Microsoft upgraded the XP operating system, the default settings conflicted with some of our periodical databases. funding - need I say more?

remembering where all the free technical reports and documents are available on the web.

Right now, our distance learning library services for our students are provided by one of our system community college libraries; students can also make use of their home college libraries and their local public library. One problem with this is the inability to provide consistent library resources. The Colorado Community College system is in the process of consolidating all online learning under our umbrella, and it would be very helpful to be able to offer our own library services instead of relying on what students are using now. Funding is a major issue, as is the need for a portal. We are in the process of upgrading to the newer Banner system, so the portal will be there in a year or so, but it doesn't seem that a system wide distance learning library service is something reachable in the near future.

Setting up a one Librarian library within a larger educational system w/o funding for services.

Staffing distance sites, and coordinating four different campus administrations

Staffing, funding

Staying abreast of all the newest technology and information sources available.

Staying current with all the technological changes of our profession.

Students lack of evaluation of sources and resistance to using online databases vs. the Web.

Students thinking they 'know it all' after a paucity of introductory instruction

Teaching students to critically evaluate resources found on the web; teaching faculty to critically evaluate resources found on the web; making the librarians 'real' to students at a distance or working electronically; teaching and assessing skills; helping faculty to teach and assess skills.

Technical assistance, communication with faculty

Technology quirks and varied expertise of distance students.

Technology, scheduling, traveling to the regional centers

The fact that our student population is undereducated, many are ESL and low-income, from a culture that has little tradition of library use.

The main challenge is educating off-campus students and faculty about the services available. Other challenges include coordinating BI, delivering materials, and working with the administration to make sure they understand the importance of providing library services to distance students.

The major challenges in serving distance learners revolve around overcoming a lack of clear communication from various student support services on campus. Students call us with non-library questions.

The time it takes to explain certain procedures or limitations to distance users. At this time we're also understaffed and budget is uncertain (state university) so there's a limit to how much we can offer. Helping distance learners still involves making exceptions, and that affects workflow.

There are connectivity issues with IT Dept. over access to library online databases.

There are no major challenges.

There's not enough time in the day to do all the work. There aren't enough librarians to share the work load.

This subject is relatively a new. Not much discussion has occurred yet. A new library committee was just formed during the spring semester 2005.

Time constraints

Time devoted to discussion boards in multiple online sessions. Coordinating schedules for visiting extension campuses for instruction and service. Limitations in college technology infrastructure (i.e., server problems and multiple user names and passwords for students, library registration that requires student to come to campus)

Time limits.

Time management - so much to do, so little time.

Time to acquire new web design skills and attend conferences for networking with other dl librarians

Time to ensure distance learning gets the attention it needs

Time to get everything done!

Time, funding, resistance to serving distance learners

Too many hats to wear. I have many different roles as a librarian. It is difficult to spend all of your time in one area only.

Too many sites, students and faculty with diverse and difficult needs to fill at a distance, not enough librarians to support a 7-day-a-week service, unwillingness of other librarians on the staff to assist our users in positive and service oriented ways

Too much work and too little staff.

Training and funding

transition from volunteer work to a job as an academic librarian

Trying to ensure equitable access to resources and to information literacy instruction for off-campus students.

Trying to figure out how to incorporate library instruction into DL courses.

Trying to get funding to implement the kind of d. e. library program that I feel the University should have.

Trying to keep abreast of changes at the System level that affect distance learning library services. Many aspects of distance education/learning are in flux here.

Trying to keep up with the changing technologies. Funding.

Trying to stay current with information

Under-staffed, budgeting problems which affect services

Understanding disparate client concerns and translating those into management and planning goals

University does not have definition of distance learner, so have to use my own.

Courses (and learners) are becoming more of a grey area. . . i.e. franchised courses, blended learning

- We are 100% distance. All communication is at a distance. I have never met a student face-to-face. Information literacy is the biggest challenge. How to incorporate library instruction at a distance and getting buy-in from the faculty.
- We are not doing that much. We have been understaffed and a new Assistant Dean for Public Services begins June 20. We plan to address distance education at that time.
- We need more online help guides. Every time we get something up, an interface changes and we have to revise. We don't have online reserves.
- when I was involved, making sure students had access to materials needed.
- When students taking a distance ed. course have difficulty receiving a session of a class, they go directly to our central unit, instead of checking with me on the local end, first.
- Who supervises me? Continuing Education pays my salary but the University Librarian wants to supervise me.
- With regard to our distance learning program, which is still new and going through growing pains of sort . . a lot of administrative changes in the program since it began several years ago, I feel I am just now getting heard with regard to library support for the program.
- Working with online course faculty to include assignments that require the use of remote access library resources and making sure that faculty and students are aware of and can use remote access resources.
- Working with other parts of the University to facilitate services.

6. In how many years do you plan you plan to "officially" retire from the library and/or information science profession?

Response Selected	Number responding	% of respondents
0-5	36	13%
5-10	66	25%
11+	166	62%
Total	269	100%

7. What is the major benefit to you of DLS membership?

Response Selected	Number responding	% of respondents
Networking	78	30%
Professional Development	143	54%
Promotion or Advancement on the Job	10	4%
Other	32	12%
Total	263	100%

Extra Comment Submitted Under Networking for Question 7

The service ethic and focus on students that DLS members are committed to is inspiring and energizing. I really just enjoy being with this dynamic and caring group of people. I learn something new every time I attend the DLS discussion group.

Extra Comments Submitted Under Professional Development for Question 7

Because there are so few DLS librarians in the state - and because we are all stretched too thing, this is the only way I get to hear about other librarians and what they're doing... also it helps me benchmark the services we offer

Get to know more about planning and implementing services for off-campus users Learning what others are doing to serve the distance population

Answers submitted under "Other" for Question 7

Acquiring knowledge to effectively develop program as College deems it necessary.

All of the above and:1.Ability to learn how to resolve issues from others so I do not need to reinvent the wheel.2. Its guidelines for DELS have been used time and

Allegiance with other libraries providing services to distance students

again to argue for progress in our organization

Being a part of a group that focuses on distance learning & libraries, the newsletter has been helpful

Benchmarking

Don't know... haven't been able to attend meetings or sessions yet.

Environmental scanning--what others are doing to support DL.

Getting the newsletter to learn what is going on elsewhere

Haven't really benefited yet. You are just a check mark on my dues.

I have just joined, so I am not sure.

I haven't seen benefits yet.

I love the information you provide on copyright for distance learning.

I'm new to DLS and haven't experienced any of the above yet.

Information validation of what we do.

Information

It hasn't been that helpful because I cannot attend many meetings or conventions, but I like the idea that I am not alone.

Just joined!

Just want to be informed about library support of DE have a general interest in DE quality issues

Keep abreast of what's happening in the distance education world.

Keep up on the trends

Keeping current

Keeping informed about what's going on in this area of librarianship

Keeping informed of national trends or thinking on the issues

Keeping up on trends

Keeping up with issues and how others have solved problems

Learning how others deal with the challenges we, too, face.

Newsletter

Perhaps it's covered by 'networking,' but as someone who can rarely make it to the DLS programs at ALA conferences, the major benefit I derive is from the listserv. It stands out among the lists I'm subscribed to because messages are almost always on topic and full of practical advice, and the subscribers are truly collegial and helpful.

Since retiring, watching DLS grow

So far, I have not really seen any benefits. I have not read any 'listing' of the kinds of services others provide nor have I gotten any ideas that I have been able to implement institutionally nor have I gotten anything that I have been able to share in meetings that has served to make me look smart. Rather than think about the DLS group as helping members network, develop professionally, or get promoted, I would like the group to help me identify services and methodologies for providing distance education services and secondly, how to market and advertise those services to the students, faculty, and to the university's senior administration.

Staying up-to-date

Use the information gleaned from the section

8. What would you like DLS to offer that would enhance your membership in this section?

All answers were manually typed as text by the respondents. The following chart is a summary of those responses, grouped into categories.

Response Category	Number responding	% of respondents
More information on Current Practices/Best		
Practices/Advice/Tips	42	25%
More of the same	36	21%
Don't know	21	12%
More online workshops, online training, online meetings	14	8%
Networking	12	7%
Professional development opportunities	9	5%
• • • • • • • • • • • • • • • • • • • •	-	
Reviews of research, technology	8	5%
Research	5	3%
More regional/local programs	5	3%
More on Instruction/Information Literacy issues	5	3%
Other	120	71%
Total # responding to this question	170	

Answers submitted for Question 8

?

A more comprehensive newsletter.

A review service that examines instructional technologies useful to librarians; closer ties to ACRL committees that deal with the same services, only not exclusively in the DL medium; pay and compensation advocacy; documentation of why DL lib services are useful (to combat the criticism coming from librarians who fear that DL replaces traditional face-to-face--it's just offering more choices).

A 'show and tell' of how other libraries handle distance learning at conferences.

A 'tip' book for reaching distance students

A Web cast with programming by members to share successful aspect of distance services

Access to a selection of model online library tutorials for distance learners.

Additional guidance for faculty

additional programming

Address the needs of those of us at public libraries who also serve distance learners and other students who use public libraries because they're not aware of the resources/services offered by their own institutions or because they find public libraries more convenient, etc.

alerts to pertinent articles or books regarding distance learning

Am too new to the membership to know.

An opportunity for librarians who have been in distance education for 5+ years to develop ways of working with library and institutional administrators to promote and support library services to distance learners.

As a very new member, I cannot think of anything in particular at this point.

be more proactive in having the mindset of librarians change so that they realize their major role is outreach and getting information for people rather than serving as intermediaries

Benchmarking best practices in library services to distance learners.

Best practices types of information. IT types of info, and unique and differing ways to deliver the information needed.

Best practices. Standards.

Can't think of anything.

Case study articles

Case study, nitty-gritty advice from those who have done this for years. Info on distance ed pedagogy for librarians trying to help students via e-mail.

Clear cut suggestions - guidelines - lists on major issues. Example, I was just reading about the TEACH ACT. Ways to follow up with your institution would be helpful.

Collaborate and coordinate with other online education support venues

Continue to offer tips, workshops on marketing; keep us up to date on new technologies; discuss the career path of distance librarianship--are there market or tech developments that may effect our ability to get hired? Where's the profession going?

Create some chat rooms to have discussions about issues we face. Also, you might try video streaming as a way for interactive discussions.

Discuss the major challenges we face. Compare and see what other institutions are doing to resolve certain issues.

Discussions of problems other DLS librarians face.

Distance learning discussions for public libraries.

DLS is doing a fine job, what with the Social, Discussion Group, all-committee time, and OFFCAMP. The only suggestion -- at the Sunday a.m. meeting, have everyone introduce the person next to them, with name & institution. Or introduce self. Either way, but the former is a way to make a connection!

Don't Know

Don't know.

Due to budgetary issues, we are not allowed to travel as much as I would like. We are strongly urged not to travel out of state if possible. I would like to participate more, but I am limited due to the travel requirements. If DLS would begin electronic committee meetings and conferences, I would be able to participate more.

Due to other section obligations within ACRL at the national level, I've not had the time I would like to become involved in DLS, so I don't believe I'm able to offer any recommendations on this particular point.

Email resource lists of ideas to help in this area

Executive summaries with bibliographies of different aspects of the DLS

Focus on issues for small schools free Web casts

Forum or resource for best practices repository

Forums for libraries depending on their budgets for example 750,00 to 1 mil.

Forums on new technologies that can enhance distance services.

free online workshops for professional development

Giving us the results of this survey via e-mail will be appreciated, for starters. An annual summary of developments would be useful.

Great the way it is.

Guidelines for distance delivery of library services especially applicable to small private colleges where distance delivery is just beginning to emerge

I can't think of anything at the moment.

- I have been very happy with what DLS offers. I have found my membership in this section exponentially more beneficial then my membership in the IS section. It would be nice if regional divisions of the section could be formed so we could have an opportunity to network between national conferences.
- I have taken two very pertinent CE course on-line from ALA, both of whom helped me to deal with current trends in higher education (assessment planning and library services to distance learners). Please continue to develop to meet new needs.
- I still haven't figured out how to get involved. Often the all committee meeting conflicts with other meetings that I have to attend. Also, in the past, ACRL DLS has sometimes had conflicts with LITA's Distance IG, and that seems silly and wasteful to have those meetings conflict.

I think DLS offers a great deal already. Keep up the good work.

- I think I need to be at a different point in my career before I can truly take advantage of the section.
- I would be interested in hearing how others incorporate information literacy and its assessment in distance learning courses. We have begun experimenting with embedded librarians in WebCT courses. I would like to know of other experiences.
- I would like to learn more about what others are doing, their planning and development processes, etc.
- I would like to see more asynchronous training or professional development stuff. I find the Info Lit section's showcasing of tutorials and such to be useful and I suspect DLS could find similar things to make it easier for DE librarians to refer to good ideas when they need them.

Ideas and exchanges are needed.

Ideas for providing library services to distance learning students.

I'm a new member and I haven't taken full advantage of the section. I'd like to see examples of how other libraries have tackled typical DL issues such as lack of participation by student in BB discussions; how to bring the virtual 'stacks' to the students.

I'm new to distance services, so right now any information and contacts I can gain is useful.

Include information on Canadian aspects

Inexpensive workshops (online would be nice!) and best-practice publications.

Information about distance education services/options actually offered by libraries.

Information on trends and technology.

information sharing about distance learning support

integrate distance learning with other digital library services

Is there a listserv?

it is doing a good job now, keep to quality programming at conferences and keep OFFCAMP active

Just keep doing what you are doing

just keep up the good work!

Just switched to a distance-learning job 8 months ago, expect DLS to become more interesting as it is now more of what I do.

Keep doing what you do so well.

keep offering programs on current issues

Keep providing information about best practices.

Keeping me informed about what is happening in the area of distant learning.

Like to improve my knowledge of the scope of duties, role and functions libraries have in supporting DSL.

List of members.

Listserv

Local or regional programming

Meet at ACRL conference rather than Midwinter (in years when there is an ACRL conference).

Mentoring for librarian's that are not new in the distance learning field. I am pretty much lost in my position even though I am starting my 5th year full-time in the fall.

Mentors for new DLS faculty.

More advocacy; more research

More and new ideas--i.e., what others are doing.

More 'best practices' types of information

More collection of policies at very academic libraries relating to DLS.

More communication and networking opportunities

More communication other than email. (like a newsletter).

More contact

More continuing education opportunities and practical programs.

More frequent newsletters.

More information and/or reviews of databases and database vendors.

More information in the newsletter.

More information literacy and instruction activities.

More information on DLS.

More information on the current trends and procedures in distance education services - what are the services most libraries provide for distance students? How do they fulfill their unique needs? What opportunities are their for continued education for us the professionals- classes, etc.

More informational assistance throughout the year, not just at ALA

More networking opportunities

More networking opportunities.

More news and research on distance learning services

More opportunities for professional development

More practical tips/advice

More professional dev. programs/opportunities for smaller libraries and college libraries (not just university)

More professional development opportunities

More professional development opportunities

More programs

More programs targeted to 100% distance higher education. We have no physical campus and many conference sessions don't apply to my experience.

More regional opportunities for professional development and networking.

More research and data

More research opportunities

More technology related programming

More training. I was considering attending a distance learning conference for librarians. I need to focus more in one area.

More web-accessible information such as standards, best practices, consistent with ACRL standards.

N/A

N/A

New member-not familiar with offerings yet.

No

No clever ideas, I'm afraid. I'll let you know if I think of something later!

No ideas

No ideas at this time

No suggestions

Not sure

Not sure

Not sure at this point

Not sure; new member in this section. good meeting sessions and chances to network with others

Nothing

Nothing - fine as is

Nothing I can think of off hand

Nothing more

Offer more workshops/conferences at the regional level.

Offer to present workshops at state/regional library conferences; currently these are only available at the national conferences, such as ACRL & Off-Campus Library Services Conference

Online attendance at DLS educational seminars and conferences.

Online information forum (not email)Place to post innovative solutions to problems.

Online opportunities to network with other librarians since my institution provides limited funding to attend conferences and other professional activities.

Online resources

Online workshops

Online workshops

On-line workshops.

Perhaps a tips area about successful innovations and an area for questions and answers might be helpful.

Perhaps an electronic course through ACRL/ALA similar to an assessment course I took a couple of years ago.

Practical ways librarians are serving distance students.

Pre-conference or other professional development opportunity that prepare us to show and persuade library staff and stakeholders the strategic value of distance services to library and institutional missions

Provide more substantive opportunities to do committee work online

Publicize best practices of services that are being provided, how they are evaluated, and how they are marketed to students, the faculty who teach the programs, and internally to senior administration.

Reaching out to librarians who may not consider themselves as supplying distance services, but who do with course management software, web courses, etc.

Really, nothing I can think of right now.

Regional contact list/regional gatherings - social/business related.

Saturday night Dutch-treat dinner instead of social.

Sessions on topics of e-reserves, online instruction, how to provided service with a limited (or no) budget. Also, networking opportunities

Shared information on how other institutions are doing their distance learning.

Since I am new to the section and I am a current UIUC LEEP student an orientation pamphlet (4-6 pages) or FAQs on trends, what the current issues discussed or being faced would be nice.

Something about partnering opportunities for services

sponsor events at ACRL because I attend ACRL conferences instead of ALA

Standards are great, but in the distance education area so far beyond our means as to be of no more use than a rainbow. We regard them as general principles or ideals. Not much practical help there. We are developing strong services shared by 8-10 libraries.

Summaries of scholarship on DLS.

The conference is great!! The listserv works. The newsletter could be sent electronically rather than by mail.

Ticklers related to 'here is the latest...it might affect you'

Tools for helping to develop distance classes or online tutorials

Training and best practices web pages/tutorials/info/workshops on XML, soap, php, etc.

Two things that I haven't been able to write eloquently here but.... a study of the salaries, hours worked, benefits, tools available to DLS (web, car, cell phone, travel budget, etc.) AND how DLS is actually a cost-savings to universities which don't have to build branch libraries and/or pay other libraries to provide services and pay to improve collections at other institutions.

Unsure

Unsure.

Unsure. I have only been a librarian 7 months and am still figuring things out.

virtual conferences and workshops

Web instruction (for librarians) on teaching techniques for library instruction delivered outside the on-campus classroom. Would lighten the training load of already too busy library instruction coordinators and encourage reluctant librarians to show an interest in new teaching technology.

Wish the newsletter was 'meatier.'

Workshops in New England

Workshops on how to create synergistic relationships between ILL, Circulation, and reference to support distance learning.

Workshops or web session of interest to DLS

Workshops, more scholarships for classes

Workshops.

Yearly outline of the section's activities and committees and their charge so I can decide where to participate.

Your own conference on library distance education issues.

9. Have you ever served on an ECLSS or DLS committee?

Response Selected	Number responding	% of respondents
Yes	54	20%
No	213	80%
Total	267	100%

10. If not, why not?

Response Selected	Number responding	% of respondents
Funding for travel unreliable	55	29%
Confusion over the volunteer process	24	12%
Length of commitment	9	5%
Other	105	54%
Total	193	100%

Answers submitted for "Other" and additional comments on Question 10

Attention is focused elsewhere.
Have been working on my PhD in Medieval History.
I would love to volunteer, but I cannot guarantee that I can come to 2 annual
meetings.
Not only is funding not available support for these type of activities is not
forthcoming at my institution.
I have no idea of the amount of work involved, and since I have had no requests
for any of my distance learning services from students I don't really have
any information to share.
A mix of funding and lack of time.
All of the above
All of the above.
Already serving on community and junior college committees
Am usually on 3 ALA committees already
Because of the breadth of responsibilities for my position, I'm already over-
committed in other ALA and state association committees.
Been too busy on government documents and circulation-related committees.
Both 1 and 2 options above & lack of time
Busy on other committees for ACRL and other ALA units.
busy with other commitments to date - not an expert in DL services
changes in my primary job duties
College has not made travel money available
Committed to other sections and divisions.
Competing participation in other ALA units.
Conflict with other commitments
Didn't know what is involved; if I get on a committee, how much

- time/travel/expense is expected? I have family commitments to consider, my children are young & I limit my time away from them.
- Didn't seem appropriate for any committees. Committees don't have any impact on responsibilities in my position.
- Distance learning activities are a smaller portion of my job responsibilities than other job responsibilities such as reference, collection development, and library instruction. My committee memberships reflects these other job responsibilities.
- Distance learning support is not my major responsibility. I'm just trying to keep up with the issues involved with it.
- DL is a big undefined grey area here at my institution and I don't feel that I've done enough in the field to make a useful contribution to the group's operation and governance. Mostly I'm trying to learn what DL services SHOULD be and how I can start planning and focusing on developing them for my patrons before I worry about helping the profession in this particular area.
- DL is only a small part of my job, I've been active in other groups and haven't had the time to become involved with DLS.
- Don't attend ALA conferences and I think it would be hard to function on the committee.
- Funding for travel unavailable, time commitment
- Funding for travel unreliable, lack of time in my life to do all that is important
- Have not been able to commit the time because of other duties at ALA conference
- Have not been asked.
- Have not been in a position to do so.
- haven't been involved long enough to know what's out there to get involved in
 - Haven't gotten that involved.
 - Haven't had an opportunity to as of this time.
- Haven't yet had the opportunity to volunteer.
- Heavily involved in RUSA
- I already volunteer for two other ALA-sponsored groups.
- I am active in other committees and distant learning is not the primary focus of my position but I have an interest in the topic.
- I am already deeply involved in another ALA section, which traditionally meets at the same time as DLS.
- I am also part of the faculty of the Health Sciences division and do not have the time.
- I am heavily involved in another division (in fact, I am the incoming president of an ALA division) so simply don't have the time to be active in ACRL DLS.
- I am just starting to get active.
- I am new to academic librarianship and am nearly overwhelmed with my regular work duties, so I am not in the position to volunteer at this time. Perhaps in the future.
- I am new to distance ed
- I am new to this section, since winter 200
- I am on other ALA committees
- I can't predict when I can follow through on volunteer commitments
- I discontinued active ALA membership over 10 years ago because as a single mother I couldn't afford the time commitment, but I still rely of DLS & other ALA organizations for news, scholarly articles, and professional development.

- I don't make it to a lot of meetings and I am not sure how to get involved.
- I have been heavily involved in another section which precludes working in other sections at the moment.
- I have been heavily involved in local and statewide library activities until this point in my career.
- I have been very involved in WSS, holding office, etc. so I didn't have enough time to do both.
- I have only been a member of ACRL since January 2005.
- I have only been in this position, and a member of ALA/ACRL/DLS for a short time. I have also accepted a new position starting in the near future that will have much less to do with distance ed. services, although it will remain an interest of mine.
- I haven't been a member for very long
- I haven't got a chance --I'm not a real distance learning librarian, and I don't know if I'm eligible
- I just haven't considered it.
- I just joined and getting release time from work is difficult.
- I just joined last August. I will be on a committee starting after ALA Annual
- I just joined.
- I participate in a DLS group but it is in Canada. I enjoy this participation more as I am able to work with other librarians in Western Canada to jointly build services (such as Reciprocal Borrowing, Information Literacy Initiatives, etc.) that benefits all of our students. I would also enjoy the advocacy side of work that is done in ALA but I would need to be in Ottawa or have the money to travel.
- I was not a member of this section...I will be serving on a committee this upcoming year (05-06)
- I would like to serve on a committee in the future. I felt I needed to be a librarian for one year before I would feel comfortable jumping onto a national committee. I have 20 years experience in the business world and have lead/participated in many projects in that arena. I plan to apply for a committee next year.

I'm disorganized.

I'm geographically located in Europe.

I'm in the UK

Involved in other ALA committee work.

Involvement in other groups does not leave time for active involvement in DLS

Issues considered are not interesting

I've been on other ALA committees and they 'chose' me first before DLS replied.

Job demands

Just beginning in the profession. Would like to serve in the future.

Just joined this year.

Just joined, so I have no idea what opportunities are available.

Lack of time

Lack of time, due to personal life commitments right now as caretaker for aging parent.

My interest in DLS comes from my being a student in a Master of Distance Education program. Since I have no on the job experience in DLS, I feel that my input would not be valuable.

My involvement at the state level has taken up my time. Perhaps in another year. Never heard of it.

New member- opportunity hasn't come up yet.

New member. Already fully engaged in other ALA activities but looking to broaden activities once current obligations conclude.

New to librarianship

new to section

New to section. Do not know options. Plus, I am overloaded at work.

New to the process.

New to this position.

Newish to the job and a new baby.

No real reason.

No time to spare.

no time

Not enough time to do so.

On committees in another section and not enough time to do everything.

Other areas, on which I serve on committees, that affect my job more.

Other commitments in ALA and ACRL

Other commitments

Other responsibilities

Our institution is just beginning distance learning and distance learning is a tiny part of my responsibilities.

Overcommitted

Previously (and even currently) other professional service commitments have been more in line with / related job duties

Primary commitment to ALCTS CMDS.

Responsibilities of commitment if not supervisor approved

Right now I do not have the time

Someone else does this in my library

There's not enough time in the day without this added responsibility.

This is not a priority

This isn't my primary field.

This year was the first ACRL that I have attended. I have been a library administrator for some time, but only involved in distance learning since 2002. I will probably come to future ACRL conferences.

Time committed to other ALA committees

Too many other commitments don't attend ALA regularly

Too many other committee responsibilities, but I should have more time in the future as my other committee terms will be ending in June.

Too many responsibilities just don't make it possible to do so.

Too new as a member

Too new to the profession.

Two reasons – I'm so stretched that I barely have time to see my family - and second - because my old boss didn't value networking. It appears my new boss will is more concerned about staffing here so some of us will feel better about our professional position.

Unable to get away as in-library responsibilities take up 100 percent of my time.

Unable to take on another assignment

Understaffed and overwhelmed with duties

We have a total staff of three librarians so it is difficult to travel.

Work in a Canadian library

11. Have you ever served as chair of an ECLSS or DLS committee or as an officer of the section?

Response Selected	Number responding	% of respondents
Yes	24	9%
No	243	91%
Total	267	100%

12. If not, why not?

Response Selected	Number responding	% of respondents
Amount of work involved	42	21%
Never been asked	67	33%
Other	93	46%
Total	202	100%

Answers submitted for "Other" and additional comments on Question 12

Δαain	travel	funding	ic a	huae	ICCLIA
Aquiii,	uavci	Turiuning	ıs u	Huge	133uc

Administrative support

Again, a time factor.

Again, my participation is more in Canada.

again, not asked, not sure if qualified.

Am a fairly new member and have other, more central interests

Am drowning in work now, cannot take on anymore responsibilities now.

New to librarianship

Assume one should be active at a lower level of DLS before taking on a leadership position

Both options & no time

Both state and national library organizations have appeared to be closed cliques and I am not a political animal.

Cannot make the commitment to attend required meetings because travel funding is almost non-existent

Can't take on any more in my life. Plate is full+.

Committed to another group

Competing participation in other ALA units.

Currently serving on another ACRL committee.

Discouraged by my supervisor.

DL does not take up a large enough portion of my job to make this kind of commitment.

Do not feel comfortable with distance learning as yet.

Do not have time to travel to two week-long conferences a year.

Don't know what it is.

Due to funding issues (again), I would not want to take on a chair role since I would not be able to attend everything.

First, I want to be a committee member. Then, depending on how much work is

involved I might consider a chair.

Funding for travel unreliable

Funding to travel to conventions is unreliable.

Had other commitments w/ other committees

Have not yet become involved enough in the profession.

haven't been involved long enough to know what's out there to get involved in

Haven't gotten that involved.

Haven't participated

Heavily involved with RUSA

I am active in other sections other than DLS.

I am already deeply involved in another section of ALA.

I am fairly new to the professional and to ALA/ACRL.

I am not always able to attend ALA conventions costs are primary obstacle and scheduling is a close second.

I don't make it to a lot of meetings and I am not sure how to get involved.

I don't think I have the expertise or experience necessary

I don't think I would have time for it and I'm not an expert in the subject

I have had to choose between going to ACRL conferences and ALA which makes my attendance sporadic

I have limited travel funding that does not allow me to attend every ALA Conference and Meeting.

I haven't been a DKS member for long.

--I haven't got a chance --I'm not a real distance learning librarian, and I don't know if I'm eligible

I just joined the section

I just joined.

I never get to ALA meetings where the business of these committees takes place. I do always attend ACRL because I can afford to pay for that myself once every two years.

I only joined this section early in 2005

I will be serving as a committee chair after the Annual Conference.

If I haven't been on a committee, it would be hard to chair one.

I'm chair of another committee and can't take on any more.

I'm currently serving on one DLS committee. I'm new to the section and as previously mentioned, involved in another ACRL section (as an officer). I simply haven't had the opportunity to become more fully involved in DLS due to meeting conflicts at ALA conferences.

I'm disorganized.

I'm employed part-time and have other part-time jobs to defray expenses. If full time anywhere would consider it.

I'm in the UK

I'm new

I'm new to my distance learning position and just getting started.

involvement in WSS

Job change and work demands

Just beginning in the profession. Would like to serve in the future.

Just joined.

Just joined.

Just joined.

Just starting to serve on this section.

Lack of time

Low travel allowance

More focused on IF issues (and committees)

My major professional participation is in my state association, a very strong and active one. Funding for travel is often unreliable, as well.

N/A

Never been asked, but as mentioned before, I'm new to ACRL and ALA. However, I will be busy studying for my MLS.

Never been asked, plus the amount of work and the commitment required.

Never been on a committee

never belong to a DLS committee

new to section

New to the process

no interest in leadership roles at this time

no reason, see question 11

No time to serve.

not a member

not been asked, but other commitments would not leave me with the time required for this position

not enough time

Not interested

not interested

Not involved yet.

Not really involved in the work of the section.

Not sure what all is involved...

not sure

Once again, new to this position.

Other commitments in ALA and ACRL

other commitments

Other commitments. My involvement with Distance Education is minimal.

Previously answered.

Primary commitment to ALCTS CMDS.

Recently joined DLS

Same as for previous question

Same as previous answer.

Same as previous reply.

See answer about committees

See previous answer.

See previous response.

See previous...

Since it isn't the main thrust of my job, I do my volunteer commitments elsewhere.

Swamped with other commitments at the moment

There are other areas, in which I do serve on committees and other positions, that affect my job more.

This isn't my primary field.

Thus far I have not had time due to understaffing.

time

too new as a member

too time intensive for the result
travel funding unreliable, release time difficult to arrange
Travel funds have been cut.
Unable to take on another assignment
Was active in CJCLS until funding got too much of a hassle.
Work in a Canadian library

13. How do you keep up with the news and activities of the DLS section? (Check all that apply)

Responses Selected	Number responding	% of respondents
DLS newsletter	216	81%
Off-Camp listserv	108	40%
By attending DLS meetings at Midwinter and Annual	62	23%
I don't know what the section is doing	35	13%
Other	15	6%
Total	267	

Comments submitted with "I don't know" on Question 13

I read the newsletter and emails, but am very aware about what is actually happening within the organization. I have not been able to attend Midwinter or Annual. Regional meetings may be beneficial, if possible.

New member.

Newsletter provides a little, but I don't feel I have a good sense of what this section does.

Answers submitted for "Other" on Question 13

Attended OCLS conference.
Committee communications and meetings.
Email with members
How often does the DLS newsletter come out?
I did not know about the listserv but plan to use that too.
I haven't received any newsletters yet. I do like all the information available on the web site. I need to find out more about the off-camp listserv.
Just joined.
Just started
Look at their website
New to section
OCLS conference sponsored by CMU
Phone, email, committee listserv
Reading about activities in American Libraries and other library field journals
Whatever is sent to me

14. Which of the last 4 ALA Midwinter and Annual Conferences have you been able to attend? (check all that apply)

Responses Selected	Number responding	% of respondents
Boston, January 2005	78	29%
Orlando, June 2004	93	35%
San Diego, January 2004	67	25%
Toronto, June 2003	62	23%
None in the last two years	74	28%
Total # of respondents to this question	265	

15. Did you attend a DLS Discussion Group or Program?

Response Selected	Number responding	% of respondents
Yes	71	29%
No	169	69%
Other	4	2%
Total	244	100%

Comments submitted with "Yes" on Question 15

I don't always attend I often haven't managed to get out of bed in time to get to it.

I have limited time at conference, and that Monday morning time occasionally gets eaten by something else.

I was able to attend one of the DLS meetings in Orlando.

Comments submitted with "No" on Question 15

A group of folks got together briefly at ACRL but I don't know if that was official
or not. ALA national or midwinter is no place for DLS librarians - ACRL and
CMU's OCLS are the place we will be.
Attend ALA very briefly, usually have other commitments
Attended Mid-Winter in New Orleans to see e-book products and vendors
exclusively.
Attended other programs scheduling conflicts
Conflict with other meetings
Conflict with other responsibilities
Conflict with other sessions. Session is too long.
Conflicted with other commitments.
Conflicts with other meetings.
Conflicts with other programs.
Couldn't fit it into schedule
Did not attend conference
Did not attend conference
Did not attend conferences

Did not attend the mount conference
Did not attend the recent conferences
Did not fit in my schedule.
Didn't attend conference.
Didn't attend conferences
Didn't attend conferences
Didn't attend the conference.
Didn't have time
Didn't see anything of interest or else had a conflict with another program
Didn't have time.
DLS did exist at the timeit's been many years since I attended ALA or Midwinter
Don't go to Annual or midwinter
Full-time studies in library school don't leave me much time right now.
Funding not available
Had too many other meetings to attend
Have never attended an ALA meeting.
Have not attended ALA conferences in over 0 years.
Haven't attended an ALA Conference since Atlanta, and I don't remember what
programs I attended there.
Haven't attended any ALA conferences.
Heavy commitments to another section
I did not attend the conference.
I do more work virtually because health reasons limit my traveling.
I had not started in DLS at that time. I will be attending these in Chicago this
year.
I haven't got a chance
I may have I don't remember for sure. If I did not it was due to time conflict. I note that I DID attend the DLS discussion group for LITA instead of ACRL. (Part
of this is because I was advised it was more 'accessible' and easier for
new members to get involved and part was because it was at a more
convenient time.)
I only went to ACRL not ALA or midwinter. but I do have funds to attend these
things
I was not part of ALA or ACRL at the time?
I was unable to attending meetings due to funding issues.
I'm in the UK.
Just beginning
Just joined this year.
Just started working with DLS.
Last time I attended ALA was Annual of 996 and I wasn't a member of DLS at
that time.
Limited time
My time was heavily committed to CJCLS committees & programs
N/A
NA
Never attended a conference
New to section / ALA
New to the section- recent MLIS graduate in first professional position.
No funding available for travel/conferences.
No time

No time in schedule.
None nearby.
Not able to attend.
Not available when I last went. This month, in Chicago, my time is limited and there are conflicting priorities.
Not interesting
Not since my last attended ALA convention in San Francisco
Not yet involved in the section
Other commitments
Other commitments at ALA conference
Other commitments during the conferences
Other commitments.
Other commitments
Other competing commitments
program conflicts
Schedule conflicts with committee meetings or other events
Someone else from my library does that
Still relatively new to ACRL. have not explored all the opportunities
Time constraints
Too many programs to choose from
Unable to travel
Unaware of program(s) or time conflicts with primary commitment(s).
Was not a member of the group at that time
Was not able to attend the meetings
Was not able to find the meeting
Was only able to attend the Conference for the opening weekend due to previous
engagements at my home institution.
Wasn't at the conference
Wasn't in that section then
Wasn't there
Wasn't there.
We do not have the funds to allow us to attend ALA. The only one I have ever attended was in Atlanta and all I was able to do was present my poster session!
WSS schedule (as an officer) did not permit me to do much other than their activities.

Answers submitted in text box under "Other" on Question 15 $\,$

Can't recall	
I don't remember	
Not sure. If not, it was probably a scheduling or logistical conflict.	
Probably	

16. What other distance learning related conferences or continuing education events have you attended recently?

All answers were manually typed as text by the respondents. The following chart is a summary of those responses, grouped into categories.

Response Category	Number responding	% of respondents
None	120	49%
OCLS	44	18%
ACRL	23	9%
State, Regional or Local	31	13%
ACRL online course	11	4%
Distance Learning (Madison or Vancouver)	7	3%
EDUCAUSE	7	3%
Online course (not ACRL)	7	3%
Virtual Reference Desk	5	2%
Blended Librarian	3	1%
Blackboard Conference/Training	2	1%
Computers in Libraries	2	1%
Internet Librarian	2	1%
MERLOT	2	1%
Other conferences/sessions mentioned by only one respondent	23	9
Total # of respondents to this question	246	

17. Which of the future ALA Midwinter and Annual Conferences do you plan to attend? (check all that apply)

Responses Selected	Number responding	% of respondents
Chicago, June 2005	120	46%
San Antonio, January 2006	109	42%
New Orleans, June 2006	125	48%
Seattle, January 2007	97	37%
None anticipated in the next two years	83	32%
Total	265	

18. Check all other ALA Divisions you belong to:

Responses Selected	Number responding	% of respondents
Not Applicable	45	23%
RUSA	60	30%
LAMA	50	25%
LITA	50	25%
ALCTS	21	11%
ASCLA	6	3%
AASL	5	2.5%
PLA	5	2.5%
ALSC	3	1.5%
YALSA	3	1.5%
ALTA	2	1%
Other:	27	17%
Total	200	

Answers submitted for "Other" on Question 18

ACRL University Libraries Section	4	2%
ACRL Instruction Section	5	2.5%
ACRL CJCLS (Community/Junior	5	2.5%
College Libraries Section)		

ACRL STS, LIRT
BRASS
Chapter Councilor so attend ALA Council and Chapter Relations meetings
CLS
EBSS
Honestly, I'm unsure what my current groups are. I have been in several different positions and have switched to the most applicable groups for each one.
I hate all the acronyms of ALA. I belong to ARL too
Business reference section
LSSIRT (roundtable)
Not sure what the abbreviations stand for!
RBMS
STS
WESS

19. What associations other than ALA do you belong to?

All answers were manually typed as text by the respondents. The following chart is a summary of those responses, grouped into categories.

Response Category	Number responding	% of respondents
State, local or regional library association	146	61%
No other memberships	52	22%
Subject-specific library association	16	7%
CLA	6	3%
SLA	6	3%
Religious library association	5	2%
ALISE	4	2%
NASIG	4	2%
ACM	3	1%
AECT	3	1%
BCALA	3	1%
Beta Phi Mu	3	1%
NCLA	3	1%
ASIS	2	1%
IFLA	2	1%
Other associations mentioned by only one person	39	16%
Total # of respondents to this question	241	

20. What are your major research interests?

Responses Selected	Number responding	% of respondents
Instruction / information literacy	155	61%
Web-based library services	144	56%
Reference services	105	41%
Automation issues	41	16%
Assessment	89	35%
Administration	83	32%
Collaboration with faculty	107	42%
Other	41	16%
Total # of respondents to this question	256	

Answers submitted for "Other" and additional comments on Question 20

Adult learners
Archives, serials
Business Librarianship (lots of distance ed to deliver within this specialization).
Children's literature.
Collection assessment & increasing usefulness of use stats. Developing tools for
collection managers.
Collection development
Collection development
Collection development tools and helping Latin American colleagues develop the profession in their respective countries.
Collections
Continuing education for librarians about distance learning.
Continuing education/workplace learning
Creation of online tutorials
Digital libraries, women in architecture,
Doctoral low residency support
Document delivery services for distance ed users
Effective marketing programs to serve the needs of all library clientele and library staff ethnicities.
Gov docs
Grants, cooperative programs
Information literacy in online courses.
Interlibrary Loan and Document Delivery
Job/career paths
LIS education, Academic freedom, Political rhetoric
Live chat reference services.
mentoring, association management issues
Mobile computing
None
Not sure at this time.
Outreach

Preservation

Preservation/digitization

Promoting services to students and faculty.

Resource sharing

Retention and success of distance learning students

Scholarly Communications and Open Access - Institutional Repositories- Government Regulations (i.e. copyright)- Transformations taking place in Higher Education (technology based education, the growth in nontraditional students and adult learners.)

Social network analysis

Stress in the academic library profession

Teaching information about library activities through distance education.

technology implementation and training issues for adults, particularly women

The library as learning organization, competencies of managers and other levels of employees, recruitment and retention of library employees, succession management

Visual Resources

21. What programming topics would you like to see covered during DLS discussion groups or programs?

All answers were manually typed as text by the respondents. The following chart is a summary of those responses, grouped into categories.

Response Category	Number responding	% of respondents
Instruction / Information Literacy	39	26%
Technology, Web Issues, Automation	36	24%
Collaboration with Faculty	29	19%
Best Practices, Getting Started	23	15%
Outreach & Marketing	19	13%
Assessment	16	11%
Online instruction, tutorials	14	9%
Administration & Funding	10	7%
Partnering (w/ Administration, DL Office, Other Libraries)	9	6%
Document Delivery	7	5%
Course Management Systems	6	4%
Reference / Virtual Reference	6	4%
Other	47	32%
Don't Know or N/A	18	12%
Total # responding to the question	142	

Answers categorized under "Instruction & Information Literacy" for Question 21

Addressing library anxiety in distance education students in an online environment. Best practices for bibliographic instruction via satellite Developing information literacy courses in a learning community setting; offering credit-by-exam option via a course management system like WebCT. How do you manage this? Developing tutorials. Distance Learning issues pertaining to student age groups, i.e., older student preferences, versus younger (net generation) preferences. I am trying to educate myself on generational differences/preferences for learning methods. For example, it appears group work (either online or in person) may be a more preferred method by younger students than older students. Excellent online tutorials. I would like to know more about online instruction programs. Information Literacy/Instruction Information literacy and assessment of library instruction Information literacy curriculum. Information literacy topics. Information literacy. Information Literacy. Instruction Instruction/Information Literacy (entered by 5 different respondents) Instruction, workshops Instructional design techniques Learning styles of nontraditional adult students. Library instruction and distance learning Library instruction via Web, tutorials, and at distance sites. Online instruction Online instruction Online tutorials. Online tutorials. Practical applications for Information Literacy Pro-active collaboration with faculty concerning the value of library instruction. Programs on DL inquiry-based learning and ongoing collaborative instructional projects with faculty. How do you convert an RBLE (Resource Based Learning Environment) into the DL environment to teach information literacy skills? Teaching information literacy skills to DL students. Team-Teaching Online Tutorial creation and content presentation. Web-based information literacy instruction for distance students Web-based instruction

Web-based instruction

Web-based tutorials that serve distance students (and other students)

Answers categorized under "Technology, Web issues, Automation" for Question 21

Automation issues
Blogging and technical topics
Chat/IM
Connectivity
Creative and effective uses of new technologies to deliver library services
Delivery methods.
Designing the distance learning interface
Developing tutorials.
Electronic reserves
Excellent online tutorials.
Getting more information on databases themselves and vendors (more reviewtype information).
I have not been able to attend a short course on managing digitization projects. It is something I really need, with hands on experience.
Impacts of open access and e-scholarship on distance learning
Innovations in library technology and web design
Knowledge management systems
Maybe a more practical session, on using new technologies to serve distance learners. more of a workshop
Measuring use of services such websites, electronic journals, etc.
New or innovative delivery systems
New technologies
New technologies for providing library services
New technologies.
Online Reserves
Remote access.
Tech stuff: meta-searching, blogging, RSS
Technological integration
Technology, electronic resources
The application of new technology to distant learning students.
Tutorial creation and content presentation.
Use of new technology to serve distance students
Utilizing new technologies
Web Design
Web-based library services

Answers categorized under "Faculty Collaboration for Question 21

Collaboration with distance learning faculty
Collaboration with faculty
Collaboration with faculty in online courses.
Collaboration with faculty.
Collaboration with faculty.
Course management collaboration w/faculty - bringing resources into courses.
Faculty collaboration/cooperation
Getting faculty cooperation, more information on databases themselves and
vendors (more review-type information).
getting faculty to recognize the importance of library services for DL students.
How to collaborate better with teaching faculty.
How to connect with DL faculty.
How to imbed into curriculum.
How to work with faculty in online courses.
How to work with faculty.
Implementation of distance learning
Integrating library services or instruction into faculty's DL WebCT courses
Marketing, esp. to part-time faculty
partnering with faculty for distance education how to get and keep their
attention to the library's role
Pro-active collaboration with faculty concerning the value of library instruction.
Programs on DL inquiry-based learning and ongoing collaborative instructional
projects with faculty. How do you convert an RBLE (Resource Based
Learning Environment) into the DL environment to teach information
literacy skills?
Successful collaborations with faculty
Successful collaborations/partnerships
Use of WebCT/Blackboard in partnership with distance learning faculty.
Ways to reach not so technically savvy professors and have them become excited
to learn about web-based library service and DL etc.
Working with adjunct faculty
Working with faculty who are not on campus

Answers categorized under "Best Practices/Getting Started" for Question 21

Applying the guidelines -- common or best practices,

Best practices

Best practices for bibliographic instruction via satellite

Best practices for serving Distance Education students

Coordination with other library service groups. Everyone is doing DL services these days, we need to be bigger players in promoting the best practices in dl librarianship.

Current issues and how different units have solved problems.

Dissemination of what libraries are currently doing in all areas (in addition to basic textbook information) so that I can 'spread the word' through library-related courses. Primarily, current information is disseminated on course sites that has been retrieved through list serves and articles retrieved through my state's online electronic journals/databases collection.

Excellent online tutorials.

I would love to hear from a panel of DL students with experiences to share regarding what works, what doesn't, with library services to DL.

I'm still learning, so discussion/panels on many of the basics, i.e. document delivery, remote access, library instruction via web, tutorials, at distance sites, etc.;

Implementation of distance learning

Innovative solutions

Library services and resources for distance learners and faculty

Maybe a more practical session, on using new technologies to serve distance learners. more of a workshop...

New services and future trends.

Perhaps something for those of us who are at institutions that are just now getting into the distance learning arena.

Practical applications -- how we do it good, how we market it, how we measure it, how we expand on our successes

Practical applications for assessment

Practicalities

Something along the lines of 'best practices' in teaching at a distance.

The basics for newbies.

What types of distance learning are most effective.

What's working and what isn't in DL support.

Answers categorized under "Outreach & Marketing" for Question 21

Answers categorized under "Assessment" for Question 21

Assessing demand among distance learners
Assessment (entered by 3 different respondents)
Assessment of distance education library programs.
Assessment tools
Assessment, accreditation issues,
Cost studies
Information literacy and assessment of library instruction
Measuring use of services such websites, electronic journals, etc.
Needs Assessment approaches.
Outcomes assessment.
Practical applications for Information Literacy
Practical applications how we measure it.
Practical applications for assessment
Survey/Assessment for distance education services,

Answers categorized under "Online Instruction & Tutorials" for Question 21

Developing tutorials
Excellent online tutorials
I am not sure what has been covered recently that I missed - however, I would
like to know more about online instruction programs.
I'm still learning, so discussion/panels on many of the basics, i.e. library
instruction via web, tutorials, at distance sites, etc.;
Online instruction (entered by 3 different respondents)
Online instruction
Online tutorials
Online tutorials
Team-Teaching Online
Tutorial creation
Web-based information literacy instruction for distance students
Web-based instruction
Web-based tutorials that serve distance students (and other students)

Answers categorized under "Administration & Funding" for Question 21

Administration (entered by 3 different respondents)
Cost Studies
Distance solutions without institutional support
DL Strategic Planning
Funding opportunities to enhance programs/collections
I feel that what we offer as a service to distance education students is
increasingly in demand for those whom we deem to be on-campus
students. Many of our students now work full or part-time; have family
commitments, and are finding time to be as import
More of the administrative issues and how to obtain more funding.
Staffing models

Answers categorized under "Partnering" for Question 21

Collaboration for services and collections
Collaboration on database licensing.
Collaboration with instructional designers (external to the library)
Cooperative programs
Coordination with other library service groups. Everyone is doing DL services
these days, we need to be bigger players in promoting the best practices
in dl librarianship.
How libraries can better collaborate with the central distance learning
administration (if there is one)
How to connect the library with distance learning programs
Partnerships with public libraries and unaffiliated academic libraries
Successful collaborations/partnerships

Answers categorized under "Document Delivery" for Question 21

Alternative approaches to ILL / doc delivery
Delivery methods.
Delivery of services
Document delivery
Document Delivery
Free versus fee-based document delivery to distance education students
New or innovative delivery systems

Answers categorized under "Course Management Systems" for Question 21

Blackboard.
CMS/library resource integration
Course management collaboration w/faculty - bringing resources into courses.
Developing information literacy courses in a learning community setting; offering credit-by-exam option via a course management system like WebCT. How do you manage this?
Integrating library services or instruction into faculty's DL WebCT courses
Use of WebCT/blackboard in partnership with distance learning faculty.

Answers categorized under "Reference / Virtual Reference" for Question 21

Live reference
Reference Services
Reference Services
Online reference.
Virtual Reference
Virtual reference services.

Answers categorized under "Other" for Question 21
Academic Integrity
Accreditation
Accreditation issues
Addressing library anxiety in distance students in an online environment.
Advocacy and leadership
Anything really
Applying the guidelines
Changes to distance learning information services
Collaboration on database licensing.
Communication issues
Research and citations
Copyright
Copyright
Cost studies
Delivery of services
Distance Learning issues pertaining to student age groups, i.e., older student
preferences, versus younger (net generation) preferences. I am trying to
educate myself on generational differences/preferences for learning methods. For example, it appears group work (either online or in person)
may be a more preferred method by younger students than older
students.
Diversity and Inclusion.
DL issues geared to smaller institutions (i.e., small colleges, community colleges)
who don't have much money.
E-Books
Education services
Electronic reserves
Epistemological issues in distance learning
Getting more review-type information.
Grants
Grants for Distance Learning
How the Distance Learning services can be 'mainstreamed' into the services we
provide to all patrons
How to define distance learners
How to get service to distance learning users I feel that what we offer as a service to distance education students is
increasingly in demand for those whom we deem to be on-campus
students. Many of our students now work full or part-time; have family
commitments, and are finding time to be as import
I have not been able to attend a short course on managing digitization projects.
It is something I really need, with hands on experience.
I think that we should be discussing articles in the Haworth journal for distance
learning library services that Stephen Dew edits and the off-campus
library conference proceedings. This could be something that we do
Midwinter or as a virtual meeting for a week once or twice a year via a
web seminar. In other words, develop for ourselves our own distance

ARL seminars but open only to members of DLS.

learning cont. ed. program that is much cheaper than the ACRL, ALA, or

I would love to hear from a panel of DL students with experiences to share regarding what works, what doesn't, with library services to DL.

Impacts of open access and e-scholarship on distance learning

Institutional repositories

Knowledge management systems

Leadership

Library services at a distance for 100% distance universities.

More emphasis on research in distance learning

New or innovative delivery systems

Online Reserves

Policies allowing access to materials within the home library to DLS studies.

Programs on DL inquiry-based learning and ongoing collaborative instructional projects with faculty. How do you convert an RBLE (Resource Based Learning Environment) into the DL environment to teach information literacy skills?

Providing support for distance learning in a distributed environment. (We are one institution with more than 10 physical campuses and an online program.)

Public Policy

Research

Resource evaluation

Resource integration

Services involving 'place-bound' collections - e.g., when a faculty member needs access to non-circulating items (rare books, mss, etc), or a specialized collection (e.g., law-related materials)at a remote site.

The future of libraries in the age of Google.

There is so much on Internet-based students, would like to see more about 'satellite campuses' - where there is a 'branch' of the university with limited resources (and usually much fewer tenure-track teaching faculty), and how to best reach the students there.

What are the limits of distant learning librarianship? Environment, Capacity and Ethics

White Privilege

22. What are your most pressing distance library services continuing education needs?

All answers were manually typed as text by the respondents. The following chart is a summary of those responses, grouped into categories.

Response Category	Number responding	% of respondents
Technology and Web-Related Issues	47	28%
Funding, Staffing, and Administration	27	16%
Marketing and Outreach	21	12%
Online Instruction, Tutorials, Course Management Systems	18	11%
Collaboration with Faculty	16	9%
Instruction and Student Skills/Needs	16	9%
Getting Started/Best Practices	13	8%
Assessment	12	7%
Relationships with Other Campus Units	7	4%
Time Management	6	4%
Copyright	4	2%
Other	37	22%
Don't Know	13	8%
Total # of respondents to this question	170	

Answers categorized under "Technology & Web-Related Issues" for Question 22

A session on latest thinking about web site design would also be helpful - not the glitzy stuff, but based on usability studies. I am finding that the younger students are using a web site/ web materials differently than in the past and don't have a clear idea about it.

All aspects of technology as they relate to student access to distance library services.

Database access and chronic problems with inaccuracy of text scanning into library databases.

Designing DLS web site

Development of web content for distance students

Digitization standards, Providing E-resources and bandwidth

electronic resources in library & information science (especially reference materials & ALA books--we need ALA e-editions!)better electronic resources management (OpenURL, link resolvers, MARC records with 856 links, etc.)

Exemplary programs, tutorials, software utilized by academic libraries

Getting additional lines that provide technical support for distance library services

How to keep up with all of the changing technology

How to manage article databases.

how to resolve technology glitches so students can get to the information that is needed

image digitization

Information on electronic reserves.

Introducing blogs; using video clips in my course

Keeping current with changes in technology.

keeping track of new technologies and platforms on which to offer distance ed programs

Keeping up with myriad technologies, like blogs, RSS feeds, e-portfolios. I also need help using a Mac G5 to make multimedia presentations using clips from educational DVDs, combined with footage filmed with a digital camera. HELP! Learning Macromedia Breeze and Camtasia will also be helpful.

keeping up with new and ever changing technology

Keeping up with new technology

Keeping up with new technology

keeping up with new technology tools

Keeping up with tech issues.

keeping up with technology and finding time to learn how to use it

Keeping up with technology.

learning about new technology to help distance learners

Maximizing use of electronic resources for distance learners.

More technology training

New technologies

new technologies that are up and coming in some places but take much longer to be implemented in others...

off hours tech support

Professional development opportunities in technologies and practices

Relevant new technologies that can improve library services to off-campus and distance learners
Relevant software programs
RSS and blogging.
Technical training
technology
Technology
Technology conferencing software etc
Understanding how to incorporate new technology.
Understanding Shibboleth and other next-generation authentication strategies.
Upgrading my web skills, I need to learn java and would also like to become better with programs like Camtasia, Impatica, and SnagIt.
Using distance learning technology
Using technology to deliver instruction and reference services to distance students and faculty.
Web Design
Web technology skills - XML, search engines & tools, etc.
Web-based services.

Answers categorized under "Funding, Staffing & Administration" for Question 22

Question 22
Administering the Program.
Database contract negotiation skills
Developing information and persuasive arguments for continuing and increasing library and institutional administrative support for librarian time dedicated to serving distance learners.
Funding
Funding and travel.
Getting additional lines that provide technical support for distance library services
How to gain respect and understanding with the University administration and get them to understand that the Library is essential when discussing distance education get them to increase our funding in order to better serve this population.
How to operate on a shoestring budget with limited resources and infrastructure.
How to secure funding outside the regular operating budget to support the library needs of a distance learning program. It's something I continue to struggle with at my institution. The expectation has been so far that library services needs for our program will come from the regular operating budget for the Library (the budget traditionally used for our day program), without any additional funding. For both resources and personnel this can be a serious drain.
Inadequate staffing and funding for distance library services.
Information on how other institutions fund distance services.
Leadership; advocacy; recruitment/retention in distance library services
Making the University understand that services still need to be provided.
Not enough materials.
Not sure, most likely funding.
Personnel
resources staff and monetary funds
Resources and relationships
Retaining support service staff when private academic salaries are horrible. How do we get university officials to compensate staff appropriately, i.e., the staff are computer savvy but paid on a scale with beginning clerical workers!
Staff
The issue of leadership
Time - we are responsible for over 200 classes each semester at over a dozen sites around the state, internationally, and all online courses - both UG and GR - in about 10 different disciplines - we need two more full-time librarians.

Time and money

Answers categorized under "Marketing and Outreach" for Question 22

Advocacy training and PR for library resources in course management system. Communicating with faculty and students Connecting with students Defining user needs Finding out how to meaningfully integrate into classes. Getting students to know that the library exists and the services we can offer. Getting students to read instructions on our site. Seriously. Getting the right information to the right people at the right time. How to gain respect and understanding with the University administration and get them to understand that the Library is essential when discussing distance education get them to increase our funding in order to better serve this population. How to get students more involved with discussion boards; introducing blogs; using video clips in my course
Connecting with students Defining user needs Finding out how to meaningfully integrate into classes. Getting students to know that the library exists and the services we can offer. Getting students to read instructions on our site. Seriously. Getting the right information to the right people at the right time. How to gain respect and understanding with the University administration and get them to understand that the Library is essential when discussing distance education get them to increase our funding in order to better serve this population. How to get students more involved with discussion boards; introducing blogs; using video clips in my course
Defining user needs Finding out how to meaningfully integrate into classes. Getting students to know that the library exists and the services we can offer. Getting students to read instructions on our site. Seriously. Getting the right information to the right people at the right time. How to gain respect and understanding with the University administration and get them to understand that the Library is essential when discussing distance education get them to increase our funding in order to better serve this population. How to get students more involved with discussion boards; introducing blogs; using video clips in my course
Finding out how to meaningfully integrate into classes. Getting students to know that the library exists and the services we can offer. Getting students to read instructions on our site. Seriously. Getting the right information to the right people at the right time. How to gain respect and understanding with the University administration and get them to understand that the Library is essential when discussing distance education get them to increase our funding in order to better serve this population. How to get students more involved with discussion boards; introducing blogs; using video clips in my course
Getting students to know that the library exists and the services we can offer. Getting students to read instructions on our site. Seriously. Getting the right information to the right people at the right time. How to gain respect and understanding with the University administration and get them to understand that the Library is essential when discussing distance education get them to increase our funding in order to better serve this population. How to get students more involved with discussion boards; introducing blogs; using video clips in my course
Getting students to read instructions on our site. Seriously. Getting the right information to the right people at the right time. How to gain respect and understanding with the University administration and get them to understand that the Library is essential when discussing distance education get them to increase our funding in order to better serve this population. How to get students more involved with discussion boards; introducing blogs; using video clips in my course
Getting the right information to the right people at the right time. How to gain respect and understanding with the University administration and get them to understand that the Library is essential when discussing distance education get them to increase our funding in order to better serve this population. How to get students more involved with discussion boards; introducing blogs; using video clips in my course
How to gain respect and understanding with the University administration and get them to understand that the Library is essential when discussing distance education get them to increase our funding in order to better serve this population. How to get students more involved with discussion boards; introducing blogs; using video clips in my course
them to understand that the Library is essential when discussing distance education get them to increase our funding in order to better serve this population. How to get students more involved with discussion boards; introducing blogs; using video clips in my course
education get them to increase our funding in order to better serve this population. How to get students more involved with discussion boards; introducing blogs; using video clips in my course
population. How to get students more involved with discussion boards; introducing blogs; using video clips in my course
How to get students more involved with discussion boards; introducing blogs; using video clips in my course
using video clips in my course
Knowing what the students need in terms of instruction.
Leadership; advocacy; recruitment/retention in distance library services
Making students aware of the resources available to them.
Marketing
Marketing and outreach.
marketing library services to distant learners
Promote library resources to them.
Promoting distance services.
Publicity of library services
Reaching students who never attend on campus (most of our DLs have inductions
on campus - but very difficult to provide any instruction to those who do
not)
Resources and relationships
The issue of leadership

Answers categorized under "Online Tutorials & Course Management Systems" for Question 22

Better web-based instruction delivery skills [some of this is restricted due to how the library parses out web-based responsibility]

Creating online tutorials

Creating tutorials.

Development of an online WebCT orientation module

Distance instruction -- online etc

Effective deployment of resources into course mgt. systems and related PR.

Effective use of blackboard.

Exemplary programs, tutorials, software utilized by academic libraries

Finding the time to work on more Web-based learning tutorials

Library instruction techniques for DL classes taught with courseware like Blackboard

Online instruction development,

Online library instruction

Online tutorial development.

There are many including the need for a Virtual Reference Service; the creation of a multitude of database specific library tutorials (which we will be doing in COPPUL), direct delivery of returnable ILLs (a COPPUL issue), and desktop delivery of articles in on-campus journals (which we likely can do - despite the restrictions of Canadian copyright - because of a new ILL system that would allow someone to claim and print an electronic document - without viewing the electronic document.)

Tutorials

Tutorials for learning challenged individuals.

Upgrading my skills, I need to become better with programs like Camtasia, Impatica, and SnagIt.

Using technology to deliver instruction and reference services to distance students and faculty.

Answers categorized under "Collaboration with Faculty" for Question 22

Becoming informed of the distance learning classes being offered in the departments to which I serve as liaison librarian

Best practices for collaborating with faculty

Collaboration with faculty.

Communicating with faculty and students

Connecting and coordinating with faculty

Effective deployment of resources into course mgt. systems and related PR.

Faculty buy-in.

Faculty involvement. (entered by 2 respondents)

Finding out how to meaningfully integrate into classes.

Information literacy (the revolving-door nature of both students AND faculty make it difficult to incorporate structured library instruction -- although the professors who do seek it out are very enthusiastic).

Making faculty aware of the resources available to them.

Techniques of enhancing faculty/librarian collaboration

Working with distance learning faculty. (entered by 3 respondents)

Answers categorized under "Instruction and Student Skills/Needs" for Question 22

Better web-based instruction delivery skills [some of this is restricted due to how
the library parses out web-based responsibility]
Creating online tutorials
Defining user needs
Development of an online WebCT orientation module
Distance instruction online etc
Exemplary programs, tutorials, software utilized by academic libraries
General ideas on creating instructional units for an online class. I attended an
'Online Pedagogy 101' teleconference designed for faculty, but I'd like
something more tailored to library instruction.
Getting students to read instructions on our site. Seriously.
How best to assess distant students' needs and practices.
How to ensure accessibility and 'equal' learning levels
Incorporating Information Literacy into Distance Education.
Information literacy (the revolving-door nature of both students AND faculty
make it difficult to incorporate structured library instruction although
the professors who do seek it out are very enthusiastic).
Information literacy training
information literacy.
Instruction (entered by 2 respondents)
Instruction for distance learners. (entered by 2 respondents)
Instructional design, learning objects, assessment and assignment design
Instruction-related issues
Keeping up with library instruction
Knowing what the students need in terms of instruction.
Library Instruction
Library instruction techniques for DL classes taught with courseware like Blackboard
Meeting the needs of distance learners on an individual basis.
Online instruction development,
Scholarship on how learners learn.
Teaching distance learners to access electronic resources from remote locations.
Tutorials
Tutorials for learning challenged individuals.
Uniform instruction services and document delivery
Using technology to deliver instruction and reference services to distance students and faculty.

Answers categorized under "Getting Started/Best Practices" for Question 22

Best practices for collaborating with faculty

Exemplary programs, tutorials, software utilized by academic libraries

How to get a program off the ground. I am new here and there were SO many issues to address at one time. There was an Interim Dean for 5 years.

How to operate on a shoestring budget with limited resources and infrastructure.

How to start these services and which ones to start with.

How-to's

Information on how other institutions handle distance services

Information on practices for distance students.

Learning how others have been successful and how they have done things at their library.

More information about successful library programs which support distance ed.

Setting up good policies for an embryonic distance education program.

Starting a program. getting staffing, resourcing and convincing administration it's necessary. this will happen soon because of the push at my university to put all courses in a website format.

We're still working on getting our program up and running.

Answers categorized under "Assessment" for Question 22

Assessing use of collections.

Assessment (entered by 3 respondents)

Assessment of instruction.

Creating and implementing a plan for the new distance learning position and imitative I start this year.

Defining user needs

Evaluation of distance services.

How best to assess distant students' needs and practices.

I would also like to get some better ideas for assessment and managing all the data I collect on student learning.

Knowing what the students need in terms of instruction.

Learning how to effectively assess what I'm doing to see if it is making a difference

Answers categorized under "Relationships with Other Campus Units" for Question 22

Becoming informed of the distance learning classes being offered in the departments to which I serve as liaison librarian

Collaboration with IT.

How to connect the library with distance learning programs

How to gain respect and understanding with the University administration and get them to understand that the Library is essential when discussing distance education -- get them to increase our funding in order to better serve this population.

Institutional support.

Making the University understand that services still need to be provided.

Resources and relationships

Answers categorized under "Time Management" for Question 22

Finding time to keep up with the field
Finding the time to work on more Web-based learning tutorials
Time
Time - we are responsible for over 200 classes each semester at over a dozen sites around the state, internationally, and all online courses - both UG and GR - in about 10 different disciplines - we need two more full-time librarians.
Time and money
Time management

Answers categorized under "Copyright" for Question 22

Copyright (entered by 3 respondents)	
Copyright and the TEACH Act.	

Answers categorized under "Other" for Question 22

Access to print monographs

Any areas being promulgated and enforced by accrediting agencies (source of the requirements for planning documents and assessment plans, requirement that distance learners have equal or equitable library service but with no quantitative standards as to funding).

Awareness of the resources available

Complex ILL process makes it cumbersome to request books from out of state to send out of state to DL students. Streamlining of the process is called for.

Connectivity and Communication

Consolidating on campus services with off campus services.

Database access & chronic problems w/inaccuracy of text scanning in databases.

delivery of material

Faculty buy-in.

Getting the right information to the right people at the right time.

How to be assertive with vendors.

How to ensure accessibility and 'equal' learning levels

How to operate on a shoestring budget with limited resources and infrastructure.

Identifying activities that we can implement that support distance librarianship

Information on electronic reserves.

Information on how other institutions participate in cooperative programs.

Information on unique collection development needs for distance students.

Infrastructure.

Involvement of consortia and/or state library agencies in providing distance ed.

Just sharing information

Keeping abreast of research and trends.

Keeping up to date on latest possibilities.

Leadership; advocacy; recruitment/retention in distance library services

Meeting the needs of distance learners on an individual basis.

no funds for travel

Not being able to get journal articles within the home library to our DLS students.

Organizing the program to service these programs. No designated Distance learning librarian to coordinate efforts by individual liaisons.

Providing on-line materials to students

Reference-related issues.

Supplying online full-text articles.

The issue of leadership

The need for re-education of librarians in order to participate in DLS.

The place of distance learning in academia; accessing 'gray' literature to expand what is available to students at a distance

The real problem to me seems to be that the farther a program branches out from the main campus, the more diluted services and quality becomes.

There are many including the need for a Virtual Reference Service; the creation of database specific library tutorials (which we will be doing in our local DL group), direct delivery of returnable ILLs, and desktop delivery of articles in on-campus journals (which we likely can do - despite of Canadian copyright restrictions - because of a new system that would allow someone to claim & print the document without viewing the electronic document.)

Training in the platform itself.	
Uniform instruction services and document delivery	
Virtual & chat reference.	

23. Do you have any other comments, concerns, or suggestions regarding the Distance Library Services section?

Answers submitted for Question 23

Are there libraries offering blogs or chat rooms for DLS learners to reference
personnel? If so, what kind of hours are kept?

continue to send a paper newsletter; we're all overloaded online.

DLS and all the people in it are awesome !! Great colleagues

DLS needs to push ALA for e-resources for library schools I love the OFFCAMP list!

DLS seems to spend a lot of time preoccupied with its guidelines. I would like to see some of the time and resources devoted to guidelines diverted to more programming and events.

Friendly group, supportive of all members Can DLS increase the contacts with LITA Interest Group and other ALA entities? In addition to co-sponsoring programs, which is being done. What if we have a joint social? Informal or formal liaison to LITA et al committees?

Good survey!!

Great newsletter and list.

Happy 15th and many more to come...

Has served my needs nicely over the last 2-3 years of ideas and hope of networking.

Have you considered regional conferences?

How to get started with a distance learning program using the staff that you have.

I am always happy to return from meetings with good technical information; also not just best practices but practices that are predictably successful. A session on key issues in 2005/6 would probably be helpful.

I think the group does a great job.

I wish we could find a way to foster the volunteerism of new members. We seem to recycle many of the same people and although they are good, we need to see more activity from newer librarians.

I would be interested in serving on a committee. Now that I'm settled in my new position I'm ready to get involved in the section.

I'd like to attend your ALA social or programs, but they are usually the same time as the CJCLS ones that I like to attend. Do you have any regional programming or meetings? Every Fall we have a FL ACRL program, maybe DL could be a part of that?

In reference to a previous question about amount of time spent serving distance learners: There is actually only one service that only DL have access to; we've taken all of the improvements we made for DL and have applied them across the board here. I don't really deal with DL per se much anymore: I deal with remote users of all flavors. As for the section, I enjoy my work with the section. It's a good group of people.

Inform new members of how to get involved and find meetings

It is a friendly group

It is informative for me to keep up with the discussions as our library faculty must make some type of effort to extend our services.

It's a good section with many nice people!

It's a great section; I've enjoyed my involvement in it.

I've been unable to participate because of extensive official commitments in RUSA

just keep up the good work

Keep up the good work!

Keep up the good work! Happy 15th Anniversary!!

Kudos, Happy 15th Anniversary to us all.

Make virtual (online) attendance options at DLS gatherings a priority. If we don't, who will? If funding for this currently does not exist, perhaps grant applications could be made, or perhaps OCLC could assist.

More communication and networking opportunities --More collaboration and sharing with the non-distance learning librarians

Of all of the sections in which I have been a member, DLS is the best!

Provision of distance education for library staff throughout the state, involving all types of libraries and all levels of staff

Thank you for existing!

Thank you for helping me keep informed with distance library services issues.

Thank you from a new Distance Librarian (and librarian) who sometimes doesn't have a clue! This resource has been very helpful in times of need!

Thank you to the officers and committee members for the work they do!

Thanks for trying to make the Distance Library Services section relevant to our needs.

We are a technical college, not a university. The difficulty for me is in finding/supplying services that meet the needs of our students and employers of our students, at the level of a professional trade person rather than a research oriented grad student.

We're getting better all the time!

You're doing a fine job! Looking forward to seeing everyone in Savannah!