

# Appendix A

## The Survey Instrument in Google Docs

### Continuing Education Survey - PAM 2012

Please help the PAM Professional Development Committee plan future programming for the SLA 2013 conference by completing this survey.

#### Where do you work?

- ☐ Academic library
- ☐ Corporate library
- ☐ Government library
- ☐ Public library
- ☐ Other:

#### Years since receiving your master's degree in library science

- ☐ Less than 3 years
- ☐ 3-5 years
- ☐ 5-10 years
- ☐ More than 10 years

#### Gender

- ☐ Male
- ☐ Female
- ☐ Other:

What undergraduate or graduate degree do you hold in addition to the master's degree in library science?

**Will funding for professional development be available to you in 2013?**

☐ \$0-499

☐ \$500-999

☐ \$1,000-1,499

☐ \$1,500 or more

☐ Other:

**Are you planning to attend 2013 SLA conference in San Diego, CA? If you answered NO, please explain why in the box below.**

☐ Yes

☐ No

☐ Other:

**What professional organizations are you a member of?**

Check all that apply.

☐ ALA - American Library Association

☐ ACRL - Association of College & Research Libraries

☐ ACRL/STS - Association of College & Research Libraries/Science and Technology Section

☐ ASEE/ELD - American Society for Engineering Education/ Engineering Libraries Division

☐ SLA/STD - Special Libraries Association/ Science and Technology Division

☐ Other:

**How would you prefer to receive continuing education?**

Rank the choices from most preferred (1) to least preferred (4). No duplicate answers please.

	1	2	3	4
Credit courses - online	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Credit courses - face-to-face or blended	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online tutorials and webinars	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conferences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If your preferred choice to receive continuing education is not listed above, please provide your preferred choice here.

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

#### COLLECTIONS

	Least Interested	Somewhat Interested	Most Interested	Not Applicable
Collection development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assessment & statistics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Data acquisitions and curation, e-science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Scholarly communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Weeding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

#### COLLABORATION

	Least Interested	Somewhat Interested	Most Interested	Not Applicable
Collaboration among libraries	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working with faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Forming partnerships with other libraries to provide services to students enrolled in distance learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Global opportunities for science librarians	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## INFORMATION SERVICES MANAGEMENT

	Least Interested	Somewhat Interested	Most Interested	Not Applicable
Recruiting / succession planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When to eliminate or streamline procedures and old best practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fostering innovation in the library	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Costs and benefits of information services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## MARKETING AND OUTREACH

	Least Interested	Somewhat Interested	Most Interested	Not Applicable
Crafting the elevator speech - developing a 30sec - 2min discourse for faculty and students about how we can make their life better	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Expanding library awareness to administration and staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Marketing library services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Outreach opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## PROFESSIONAL DEVELOPMENT

	Least Interested	Somewhat Interested	Most Interested	Not Applicable
Communication, conflict resolution, negotiation, interpersonal skills, supervisory skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Information for new librarians	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Searching strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using your PAM membership to best advantage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership for librarians	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Grant writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dealing with information overload and work/life balance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## REFERENCE AND USER SERVICES

	Least Interested	Somewhat Interested	Most Interested	Not Applicable
Encouraging scientific literacy; designing effective assignments, quizzes and exams	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Finding patents, technical reports, standards and/or conference proceedings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
New approaches for individuals to learn information literacy skills in order to work independently	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use of gaming for information literacy training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Copyright	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## SUBJECT-SPECIFIC RESOURCES AND ISSUES

	Least Interested	Somewhat Interested	Most Interested	Not Applicable
Developing core collections to meet needs of new programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strategies for changing subject specialties, getting proficient in the new area	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dealing with consolidating libraries and meshing of various subject groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Subject-based reference roundups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## TECHNOLOGY

	Least Interested	Somewhat Interested	Most Interested	Not Applicable
Information visualization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social Networking and how it is being used in library instruction in science/technology disciplines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Archiving born digital materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
New technology applications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Digitization projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Future of the library catalog	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Do you have any other suggestions for provision of continuing education opportunities? If so, type them here:**



Submit

Powered by [Google Docs](#)