

Canadian Association of Research Libraries

**Library Education Working Group:
Final Report to the CARL Board of Directors**

Project Team

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Spring 2008



Executive Summary

In November 2006, the CARL Library Education Working Group was established with a mandate to create relationships with those interested in library education and research, to identify next steps for taking identified priorities forward, to identify actions arising from the recommendations of the 8Rs Report and to make recommendations to the CARL Board.

To complete its mandate the Working Group met regularly, gathered information from a variety of sources, held discussions with potential partners and conducted a survey of CARL directors. This is its final report.

The Working Group's recommendations are focused on establishing a National Research Agenda and an Education Agenda. The Working Group also makes recommendations related to advocacy and partnership development to support these agendas.

I. ESTABLISHING A NATIONAL RESEARCH AGENDA

The goal of the CARL National Research Agenda is to:

- Determine research priorities in CARL libraries and identify priorities where collaborative research is possible or needed.
- Develop skills and competencies in research methodologies among librarians working in CARL libraries.
- Develop a repository of current and ongoing LIS research that will support its dissemination and use.

Summary of Recommendations:

Recommendation 1: That CARL establish a National Research Agenda that will have the following components:

- A set of research priorities for CARL libraries.
- A training program that will train practicing academic libraries in research methodologies.
- A repository that will gather and disseminate information on current and ongoing LIS research, sabbatical topics and substantive research reviews.

Recommendation 2: That priorities for CARL research should be established based on the 'burning questions' and priorities for research as identified by CARL directors in the CARL Education Working Group surveys.

Recommendation 3: That CARL commission an analysis of the relevant research completed to date or currently underway on the 'burning questions' and priorities for research identified by CARL directors in the CARL Education Working Group surveys.

Recommendation 4: That CARL should consider the establishment of a funding or grant program to support its research initiatives.

Recommendation 5: That CARL should promote and publish *Research Competencies for CARL Librarians*, as guidelines for CARL directors wishing to source research training for their libraries in order to further develop the capacity for conducting research that will inform academic libraries and librarians.

Recommendation 6: That CARL further investigate the viability and options for a CARL research skills training program, including commissioning an audit of research training courses that are currently available that could meet CARL's requirements.

Recommendation 7: That CARL should initiate a dialogue with CCIS regarding the training of LIS students in research methodology.

Recommendation 8: That CARL should develop on its own or in partnership with an appropriate body, a repository that will gather and disseminate information on current and ongoing LIS research, sabbatical topics and substantive research reviews.

Recommendation 9: That CARL should investigate options for keeping the 8Rs data up-to-date.

II. ESTABLISHING AN EDUCATION AGENDA

CARL libraries want to ensure that LIS students are both prepared for and interested in pursuing careers in CARL libraries. It is important for CARL to work with Canada's LIS programs to prepare students for academic library careers. To this end, the Working Group supports the formalization of relations between CARL and CCIS, the development of co-operative and internship programs for LIS students in CARL libraries, the development of Scholars-in-Residence programs for LIS faculty in CARL libraries, and the development of a profile that will identify skills and competencies needed by academic librarians. The Working Group also supports the development of a CARL position statement that outlines the expectation for continued professional development and lifelong learning for those working in academic libraries.

Recommendation 10: That CARL commission a study to identify the programs and activities currently in place in CARL libraries that support the development of internships and cooperative programs between Canadian LIS programs and CARL libraries.

Recommendation 11: That CARL examine how Scholar-in-Residence programs could benefit its education and research agendas.

Recommendation 12: That CARL develop a competency profile for CARL librarians that could be used to profile the profession and assist in education, recruitment and training.

Recommendation 13: That CARL develop a position statement that outlines the expectation for continued professional development and lifelong learning for those working in academic libraries.

III: ADVOCACY AND PARTNERSHIPS

To support its Research and Education agendas, it is important for CARL to advocate with governments, research councils, funding bodies and university administrators and to partner with associations and groups having similar interests.

Recommendation 14: That CARL should advocate for the creation of a national research agenda among research councils and other funding bodies, governments, national, provincial and international library associations and university administrators.

Recommendation 15: That the planned National Summit on Human Resources in Libraries should be used as an opportunity to meet with the appropriate government officials and funding bodies in order to move the National Research Agenda forward. CARL should also look for opportunities to speak with appropriate groups at the 2008 IFLA Conference in Quebec City to forward its research and education agendas.

Recommendation 16: That CARL partner with appropriate associations and groups to advocate for and further CARL's research and education agendas.

Recommendation 17: That a CARL delegation meet annually with CCIS for discussions around the advancement of the CARL research and education agenda.

Future of the CARL Library Education Working Group

The CARL Working Group has completed its mandate and should be disbanded. A CARL Committee on Research and Education should be established to carry out the recommendations of the Working Group.

Recommendation 18: That the CARL Library Education Working Group should be disbanded and replaced with a CARL Committee on Research and Education. This group will carry out the recommendations of the Working Group.

Conclusion

As a whole, the recommendations of the Library Education Working Group focus CARL's activities in developing a National Research Agenda and an Education Agenda. Each are important in building the body of knowledge needed to further CARL libraries and in developing needed skills in its current and future workforce. Advocacy and the development of partnerships are key to the success of its efforts.

Canadian Association of Research Libraries (CARL)

Library Education Working Group

Final Report to the CARL Board of Directors

Spring 2008

Introduction

To respond to the increasing need for research in academic library issues and to identify ways to prepare LIS students for careers in academic libraries, a meeting was held in Toronto in June 2006 between representatives of CARL and members of the Canadian Council of Information Studies (CCIS). The goal of the meeting was to discuss possible areas for ongoing co-operation between Canada's faculties of information studies and Canada's research libraries.

The following November the CARL Library Education Working Group was established with the following mandate:

- To initiate and coordinate on-going discussion and relationship building between CARL and others interested in the education of librarians, such as CCIS and the Canadian Library Association (CLA).
- To identify next steps for CARL in possible collaboration with CCIS, including the identification of areas/projects for joint action.
- Working with other groups, such the CLA President's Council on the 8Rs, identify actions arising from the recommendations of the 8Rs Study, *The Future of Human Resources in Canadian Libraries*, and other related studies as these relate to Canada's research libraries and their role.
- To recommend to the CARL Board actions arising out of the above.
- To report regularly to the Board and to the CARL membership at General Meetings.
- In conjunction with the Treasurer of the Board, to draw up an annual budget for the work of the Working Group for submission to the Board of Directors.

The Working Group was asked to submit its final report outlining its activities to date and its recommendations for further action to the Board at the 2008 CARL Annual General Meeting.

Membership

The founding members of the Working Group were:

- Dr. Vicki Williamson, University of Saskatchewan (Chair)
- Mr. Ernie Ingles, University of Alberta
- Ms. Marnie Swanson, University of Victoria
- Ms. Leslie Weir, University of Ottawa
- Mr. Jeffrey Trzeciak, McMaster University
- Ms. Joyce Garnett, University of Western Ontario
- Mr. Tim Mark, Canadian Association of Research Libraries

Ms. Margaret Haines, Carleton University, joined the group in mid-2007 upon Mr. Trzeciak's election to the CARL Board of Directors

Ms. Jane Lamothe, University of Saskatchewan and Ms. Kathleen DeLong and Ms. Allison Sivack, both from the University of Alberta and members of the 8Rs Team, and Ms. Fiona Black, President of the Canadian Council of Information Studies, assisted the group in its work.¹

Priorities

At its meeting in Seattle in January 2007, the Group confirmed the following priorities that had been determined at the CARL/CCIS meeting:

1. Development of a national research agenda to guide research related to academic libraries.
2. Development of a CARL supported/initiated professional development program focusing on research methods for academic librarians.
3. Consideration of competency standards for CARL libraries that could be used in recruitment, retention and retraining.
4. Consideration of the issues around recruitment to library schools.

Through a series of face-to-face and teleconference meetings, information gathering, discussions with potential partners and a survey of CARL directors, the Working Group developed a number of recommendations that are key to moving its priorities forward.

In alignment with its Strategic Directions, it is important for CARL to take a leadership role in academic library research and in the education of its current and future workforce. Thus, the recommendations of the Working Group focus on two key areas:

- I. Establishing a National Research Agenda
- II. Establishing an Education Agenda.

The foundations of success for these agendas are:

- advocating with appropriate groups and bodies for funding and sustainability, and
- developing relationships and working closely with appropriate partners and groups.

I. ESTABLISHING A NATIONAL RESEARCH AGENDA

The Working Group determined that the aim of the CARL National Research Agenda is to:

- Determine research priorities in CARL libraries in relation to professional, user and institutional needs, and identify priorities where collaborative research is possible or needed.

¹ Vicki Whitmell prepared this report on behalf of the Working Group.

- Develop skills and competencies in research methodologies among librarians working in CARL libraries.
- Develop a repository of current and ongoing LIS research that will support the dissemination and use of the research.

Important to the success of the National Research Agenda is the development of institutional cultures that emphasize and support professional research among academic librarians. Creating the ongoing expectation among professionals that research is an important component of ongoing learning, professional development and contribution to the profession, is imperative to developing the research base and the building of skills and experience among academic librarians.

Recommendation 1: That CARL establish a National Research Agenda that will have the following components:

- **A set of research priorities for CARL libraries.**
- **A training program that will train practicing academic librarians in research methodologies.**
- **A repository that will gather and disseminate information on current and ongoing LIS research, sabbatical topics and substantive research reviews.**

Establishing Research Priorities

In order to identify the research priorities of CARL libraries, the working group conducted a two-part survey of CARL directors. The first part of the survey that was distributed on April 10, 2007, asked the directors to identify ‘burning questions’ or problems that they determined to be in need of research. There was a 73% response rate with 112 individual burning questions/problems in need of research identified. These individual responses were then grouped into ten research categories for ranking in priority order in the second part of the survey.

Part 2 was distributed to CARL Directors on September 24, 2007. There was a 43% response rate. The results of the survey identified the following priorities for research:

1. Technology/Access
2. User Expectations/Customer Service
3. Content/Collections
4. Economics/Budget
5. Assessment/Impact/Value
6. Role/Partnerships/Operations/Management/Leadership
7. Publishing/Scholarly Communication
8. Skills/Education/Competencies
9. Intellectual Freedom/Copyright
10. Space.

The complete results of the survey are appended to this report as Appendix 1.

Recommendation 2: That priorities for CARL research should be established based on the ‘burning questions’ and priorities for research as identified by CARL directors in the CARL Education Working Group surveys.

Analysis of Available Research

An analysis is required to compare the research priorities identified by CARL directors and the research that is available or currently underway on those topics. This comparison will identify the work that has been completed to date and determine directions for future research.

Recommendation 3: That CARL commission an analysis of the relevant research completed to date or currently underway on the ‘burning questions’ and priorities for research identified by CARL directors in the CARL Education Working Group surveys.

Funding for Research

The Canadian Urban Libraries Council has established a research fund to assist with the development and implementation of its research initiatives. A similar fund is needed for CARL to initiate work on its research priorities.

Recommendation 4: That CARL should consider the establishment of a funding or grant program to support its research priorities.

Research Skills Training Program

To support the research agenda and to encourage and prepare CARL librarians to undertake research, research skills training is needed.

In order to determine the scope and content of such training the Working Group asked the 8Rs Team to prepare a business product description for a series of professional development courses focusing on research methods for academic librarians. The courses in the program are intended to serve the needs of academic librarians whose jobs involve conducting research or who have an interest in conducting research. The completed description, entitled *Research Competencies for CARL Librarians*, attached as Appendix 2 to this report, outlines the facets required in the training program and could serve as a guideline for CARL libraries in establishing their own courses, or as a starting point for the development of a CARL program.

Recommendation 5: That in order to further develop the capacity for conducting research that will inform academic libraries and librarians, CARL should promote and publish *Research Competencies for CARL Librarians*, as guidelines for CARL directors wishing to source research training for their libraries

The Working Group considered how CARL could offer such a training program. Options include:

- (a) CARL Developed/CARL Taught Program.
- (b) CARL Developed/Outsourced Teaching Program.
- (c) CARL Approved/Program developed and taught by a faculty or professional development provider.

There are pros and cons to each option and each must be explored in detail, with considerations related to quality of teaching, resource requirements, cost, long term sustainability and opportunities for partnership. There is also a need for an audit of research training courses that are currently available that could meet CARL's requirements.

Conducting a pilot skills training project should be a component in the development of the program.

Recommendation 6: That CARL further investigate the viability and options for a CARL research skills training program, including commissioning an audit of research training courses that are currently available that could meet CARL's requirements.

Training of LIS Students

While training programs are important for librarians currently working in CARL libraries, students seeking to work as academic librarians should also be properly trained in research methodologies. All Canadian LIS programs have a required introductory research methods course. These courses serve primarily as an orientation to research practice rather than the development of skills in conducting, disseminating and interpreting research. Additional training and specific methods are needed to provide librarians new to research the opportunity to develop their skills, knowledge, and confidence in this area.²

Recommendation 7: That CARL initiate a dialogue with CCIS regarding the training of LIS students in research methodology.

Research Dissemination

An easily accessible repository of LIS research, sabbatical topics and substantive reviews of research-to-date is an important component of CARL's national research agenda. The repository would support the dissemination and use of the research, encourage the

² 8Rs Research Team. *Research Competencies for CARL Librarians* (2007).

practice of evidence-based librarianship, reduce duplication and allow researchers and practitioners to build on completed research.

Recommendation 8: That CARL should develop on its own or in partnership with an appropriate body, a repository that will gather and disseminate information on current and ongoing LIS research, sabbatical topics and substantive research reviews.

Update 8Rs Research Data

*The Future of Human Resources in Canadian Libraries*³ the '8Rs Report,' gathered information important to CARL libraries related to their current and future workforce. It is essential that the data in this study be kept up-to-date to ensure that CARL and its member libraries have current and longitudinal information available to them as they make staffing, education and training decisions.

CARL should consider how best to ensure that, at a minimum, the 8Rs data on its member libraries be updated on a regular basis. Possibilities for this include partnering with other Canadian library associations, gathering the data through CARL's annual statistics exercise or commissioning the research from an outside party.

Recommendation 9: CARL should investigate options for keeping the 8Rs data up-to-date.

II. ESTABLISHING AN EDUCATION AGENDA

As one of the largest employers in the Canadian library sector⁴ CARL libraries want to ensure that LIS students are both prepared for and interested in pursuing careers in CARL libraries. Close relationships with CCIS and with individual local LIS programs are important to CARL in order to profile the academic sector and to foster the recruitment of students who will be able to fill needed roles over both the short and the long term.

To this end, the Working Group supports the formalization of relations between CARL and CCIS, the development of co-operative and internship programs for LIS students in CARL libraries, the development of Scholars-in-Residence programs for LIS faculty in CARL libraries, and the development of a profile that will identify skills and competencies needed by academic librarians. The Working Group also supports the development of a CARL position statement that outlines the expectation for continued professional development and lifelong learning for those working in academic libraries.

³ 8Rs Research Team. *8Rs Canadian Library Human Resources Study: The Future of Human Resources in Canadian Libraries* (2005). (www.ls.ualberta.ca/8rs/reports.html: Accessed February 24, 2008).

⁴ 37% of Canadian librarians surveyed are employed in a CARL library. 8Rs Research Team. *ibid*: table B.4 Librarian Representation by Library Sector, p. 30.

Cooperative and Internship Programs

Exposure to the types of work and opportunities in CARL libraries is important to attract qualified students to pursue academic library careers. Providing cooperative, internship or practicum opportunities for students enrolled in LIS programs is an excellent way for students to be introduced to academic librarianship and for CARL libraries to identify the 'best and brightest' for future recruitment. More information is needed on formal or informal programs that are currently in place and on best practices for the establishing such programs.

Recommendation 10: That CARL commission a study to identify the programs and activities currently in place in CARL libraries that support the development of internships and cooperative programs between Canadian LIS programs and CARL libraries.

Scholar-in-Residence Programs

Having CCIS faculty researching in CARL libraries would help to develop ties between CARL and CCIS and would also assist in educating faculty about the research and workforce needs of CARL libraries. It is hoped that this would serve to increase the interest of researchers in academic library issues and would also support changes in curriculum to improve the focus on academic librarianship.

Recommendation 11: That CARL examine how Scholar-in-Residence programs could benefit its education and research agendas.

Academic Librarian Competency Profile

The development of a profile that identifies desirable characteristics, knowledge, aptitudes, behaviours and skills of an academic librarian is needed. Such a profile could serve as a tool in recruitment and training and the development of curriculum for LIS students and continuing education for practitioners.

Recommendation 12: That CARL develop a competency profile for CARL librarians that could be used to profile the profession and assist in education, recruitment and training.

Need for Continuing Professional Development

The importance of commitment to professional development and lifelong learning is essential for professionals working in CARL libraries. A position statement that outlines the expectation for continued professional development and lifelong learning for those working in academic libraries is required in order to ensure that the skills that CARL libraries need in the future can be found in its workforce. This position statement is also needed to support the education agenda recommendations being made by the Working Group.

Recommendation 13: That CARL should develop a position statement that outlines the expectation for continued professional development and lifelong learning for those working in academic libraries.

III. ADVOCACY AND PARTNERSHIPS

Advocacy

Advocacy efforts with governments, research councils and other funding bodies and library associations are needed in order to gain financial support for and further CARL's research agenda. Examples of such bodies include the Social Sciences and Humanities Research Council (SSHRC), the Cultural Human Resources Council (CHRC) and the Canadian Foundation for Innovation (CFI).

Recommendation 14: That CARL should advocate for the creation of a national research agenda among research councils and other funding bodies, governments, national, provincial and international library associations and university administrators.

The Working Group believes that the national research agenda will support CARL's advocacy efforts in a number of areas, both at the institutional level and at provincial and national government levels.

As a first step, CARL should consider using upcoming opportunities of the planned National Summit on Human Resources in Libraries being held in Ottawa and the 2008 IFLA Conference in Quebec City, to make contact with appropriate individuals and groups in order to increase awareness of both its research and education agendas and begin discussions on how best to move them forward forward.

Recommendation 15: That the planned National Summit on Human Resources in Libraries should be used as an opportunity to meet with the appropriate government officials and funding bodies in order to move the National Research Agenda forward. CARL should also look for opportunities to speak with appropriate groups at the 2008 IFLA Conference in Quebec City to forward its research and education agendas.

Development of Partnerships

In the course of its work, the Working Group identified a number of associations and groups that CARL could partner with to advance CARL Research and Education agendas. These include CCIS, the Canadian Urban Libraries Council, Canadian Library Association and other Canadian and provincial library associations, the Canadian Council of University Chief Information Officers (CCUCIO), the IFLA Library Theory and

Research Section Standing Committee, and the U.K. Chartered Institute of Library and Information Professionals Library and Information Research Group (LIRG).⁵

Recommendation 16: That CARL should partner with appropriate associations and groups to advocate for and further CARL's research and education agendas.

Work has already begun in the development of a formal relationship between CARL and the Canadian Council of Information Studies. The President of CCIS was involved with the work of the Library Education Working Group and this has proven to be beneficial and informative for both associations.

Recommendation 17: That a CARL delegation meet annually with CCIS for discussions around the advancement of the CARL research and education agenda

Future of the CARL Library Education Working Group

With the completion of this report, the CARL Library Education Working Group has fulfilled its mandate. A formal CARL Committee should now be established to carry out the recommendations of the Working Group that are approved by the CARL Board of Directors. The Committee should be named the CARL Committee on Research and Education.

Recommendation 18: That the CARL Library Education Working Group should be disbanded and replaced with the CARL Committee on Research and Education. This group will carry out the recommendations of the Working Group.

Conclusion

If approved, the recommendations of the Library Education Working Group will serve to focus CARL's activities in developing a National Research Agenda and an Education Agenda. The activities are important in building the body of knowledge needed to further CARL libraries and in developing needed skills in its current and future workforce. Advocacy and the development of partnerships are both key to the success of its efforts.

⁵ Members of the Working Group met with LIRG in December 2007 at the British Library. The aim of the meeting was to learn about LIRG activities in developing a research strategy for the library profession and in making the bridge between research and practice. They also discussed the newly formed LIS Research Coalition that is developing a portal to help with information gathering on LIS research, coordinate existing and new research funding, develop research skills and disseminate research.

Possible joint activities were considered between the UK and Canadian groups, including the development of a repository to share research and reduce duplication, and developing research training courses. It is hoped that further discussions can take place during the 2008 IFLA conference and the joint CARL/Society of College, National and University Libraries (SCONUL) meetings being held in October 2008.

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York University

APENDIX 1

CARL Library Education Working Group

National Research Agenda: Survey of CARL Directors – Summary of Raw Data

CARL Directors were asked to identify not more than five burning questions/problems in need of research. The survey was conducted from April 10 – April 27, 2007. Late responses were accepted. Some Directors submitted more than five burning questions. The summary of the responses submitted have been transcribed below, in no particular order. Duplicate responses have been grouped together and the number of duplicate responses is indicated in the space beside.

22 institutions responded (73% response rate)

112 individual “burning questions / problems in need of research” were submitted.

Survey – Part 1 Results – Summary of Raw Data (as of August 27, 2007)

Repositories – institutional / regional (management, funding, responsibility); how to move institutional repositories out of the “trough of disillusionment” (Gartner hype cycle); skills, capacity, best practices; determine reasons for low interest in academic contributions; impact on library services; turn into “Trusted Digital Repositories”	5
Interoperability – technical needs for national interoperability, of repositories	
E- materials / E-journals - Digital licensing models – sustainability, long-term access; preservation	3
Impact of consortial purchasing on collection development and the impact of consortial information access infrastructures (ex. Scholars Portal; Lois Hole Campus Alberta) on services: including a cost/benefit analysis in the broadest sense	
Digitization of materials – sustainability, preservation, dissemination, funding, management, participation	2
Digital publishing, impact – changes in scholarly communication, born digital, open access, subscriptions	
Principle characteristics of a (fundamentally) digital library	
Impact of technologies (new, emerging, appropriate, knowledge discovery tools) for delivering library services; changing service models; users and staff	5
Shibboleth / Authentication / Authorization	
Article vs. Journal – purchase just in time vs. just in case	
Library role as publishers or creators of content	
The academic library’s role in the dissemination of scholarly communication	
Availability of Canadian new media resources – is this an unmet need?	
Rationalization of print collections - identification of unique holdings in each of the CARL libraries, issues relating to collaborating on retaining last copies of multiple	3

holdings, improvements needed in ILL, etc.	
Shared storage facilities	
Management education for new library graduates – what do they need and how do we provide	
Education for librarianship – core competencies for the 21 st century – expectations of library schools and expectations of new librarians	3
Librarian professional skills and competencies – for digital information, management, preservation and access, evidence-based practice	
Changing competencies/role shift amongst para and professional groups – what do academic libraries need	
Building a research culture amongst academic librarians – Everyone a researcher	
Building and supporting new models for academic liaison work	
Education vs. customer service in libraries	
Changing/evolving roles of academic librarians and libraries – current and future needs; in supporting teaching/learning/research in the digital environment	3
What new skills are required for librarians to be successful at knowledge management within the university?	
Research on reallocation of staff resources related to transition from print to electronic resources.	2
Adding value	
Workflow processes; staffing strategies to make the academic library a “nimble” organization	2
Website design and usability	2
Leadership strategies – outlined in 8Rs	
Change management	3
Search interface and resource discovery	
Library building design (interactive space, quiet space)	2
On-site library services – actual use, does it meet user needs	
User expectations - impact of technology on (have they really changed) and in particular, impact of gaming and virtual worlds like Second Life (are these the next logical steps for the web?)	
Next-Generation Learning Commons	
Information seeking behaviour - undergraduate/graduate/faculty information seeking behaviours in the digital environment; any aspects unique to Canada; with respect to enhanced cataloguing features such as enriched bibliographic records, results relevance ranking, faceted searching, clustering; impact on satisfaction	3
Customer service in libraries – aspects of; paradigm shift in service expectations	2
Criteria for quality – US-based measures shortchanging Canadian libraries?	
Assessment of teaching methodologies for IL	
Library role in teaching and course development in academic departments	2
Intellectual freedom and freedom of access to information	
Open Access - Criteria for investment of library acquisitions funds in open access projects; libraries’ support role; long term impact; collaborate with scholarly societies	5
Open source software	
Library services and literacy for indigenous communities	

Copyright - Practices around handling copyright issues at Canadian universities (or even beyond Canada)	2
E-Learning - What is the most effective role libraries can play in e-learning?	
E-books - User demand for e-books/ print books; preservation and access to e-books	4
Library 2.0 / Web 2.0 – Impact on access and organization of library resources; support, promotion	3
Future of the catalogue / New library search engines - Development of and their ability to meet users’ needs (librarything, Endeca, Primo, bibliocommons, etc.)	2
User reaction to different models of institutional OPACs, websites, and full text databases? Do best practices exist in CARL institutions and if yes could they be leveraged?	
ILS vendors - Consolidation of ILS vendors, their inability to meet changing user needs, and evolution of open source.	
Integrated Library Systems (ILS) - evaluation	
Role of the academic library in the community it serves - (collaborations with colleges, public libraries, and schools); traditional role vs. new role essential to university	2
Models for effective integration of libraries, archives, and museums as educational and cultural resources and services	
What kinds of partnerships are best for extending library influence and promote library expertise within the academic campus community?	
Document delivery - Delivery to the desktop, doing it, monitoring the impact, will there be any staffing implications for document delivery operations?	
Technical services operations – the melding of ACQ and cataloguing	
Library space - what are our users doing in our facilities, what kind of spaces do they really need and want? Socially driven	2
The academic library as a teaching and learning space	
Data collection and curation – role of for libraries; e-science strategy	2
Impact of digital content on citation patterns of faculty research at Canadian institutions: a multi-year study (since CNSLP inception?)	
Organizational identity – strategy to define consortial, individual identity (assessment, goals, benefits)	
Research activity and service activity for academic librarians – can we develop CARL-wide or Canada-wide benchmarks and support strategies?	
Key Performance Indicators for monitoring and measuring strategic success	
Success in research libraries – how to define and assess, impact of collections and services on academic success, dollars spent for library a good investment?	
Performance tools – measure quality, user perception of services	
Social networking / social software tools – methods, impact on information seeking, improve services	3
Donor funding – cost/benefit analysis, creation of fundraising handbook	
Promotion of university libraries – targeted marketing, virtual users	

APPENDIX 2

Research Competencies Course for Librarians of CARL Member Institutions: Request for Proposals

Prepared by the 8Rs Research Team on behalf of the
CARL Library Education Working Group

May, 2007

Business Product Description: Professional Development Course Suite

May 3, 2007

Submitted to the CARL Education Group by: 8Rs Research Team

Introduction:

Librarians in academic libraries are increasingly required to conduct research in order to meet institutional service needs and to further their own careers. Several factors within the field of academic librarianship have contributed to this development, including the evidence-based librarianship movement as well as the emphasis on service assessment and meaningful measures of library impact.

However, it has frequently been noted that the majority of the professional literature is not research-based (Koufogiannakis and Crumley, 2006). All Canadian MLIS programs have a required introductory research methods course (Cultural Human Resources Council, 2006); however, an introductory course serves primarily as an orientation to research practice. A number of obstacles to librarians conducting research have been identified, including skills in conducting, disseminating, and interpreting research, as well as limited time, access to funding, access to previously-published research, and employer support (Booth and Brice, 2006; Koufogiannakis and Crumley, 2006). Additional training in specific methods would serve to provide librarians new to research the opportunity to develop their skills, knowledge, and confidence in this area.

The Canadian Association of Research Libraries (CARL) Library Education Working Group has prioritized the development of a series of professional development courses which focus on research methods for academic librarians. This document describes the recommended scope of this series, and will serve as the basis for the Request for Proposal in response.

Considerations:

The proposed suite of research methods courses are intended to serve the needs of academic librarians currently working in research libraries, and whose jobs involve conducting research, or who have an interest in conducting research. The main purpose of courses is to develop or strengthen participants' abilities to apply concepts and skills learned to their own or their institutions' research projects. The following considerations will help to meet these objectives.

- Method of course delivery is assumed to be web-based or through another method of distance education
- Students' course projects should be anchored to real-workplace issues or research questions wherever possible; e.g., before class starts, ask that students bring a research question from their current workplace or position
- Hands-on / practical training with software should be part of the coursework (e.g., SPSS, Atlas.ti)

- Assignments should model the concrete steps of the research process (e.g., for research methods, etc.)
- The contents list below does not assume that each area should be its own separate course or module within a course; some subjects, such as evidence-based librarianship, may be defined at the beginning of the course suite, and then referred to throughout the course, for example.
- The proposed contents below are not listed in any suggested order for presentation
- Similarly, the Canadian Council of Information Studies (CCIS) and CARL may wish to prioritize certain areas, such as focusing more intensively on a smaller number of research methods, for example
- CCIS may consider other curricula that currently exist in online delivery by other MLIS programs or professional development groups, and whether this content could be “purchased” and modified for the purposes of the CARL library needs
- CARL directors may wish to consider further institutional commitments to the professional development of research competencies; for example, time for staff who conduct research to serve as mentors to those new to research
- CARL directors should discuss the final outcome of the course suite completion. Will completion of a certain number of courses result in a recognized credential? How is that recognized at the institution?
- Some type of communication / support mechanism should be created for those who seek further feedback or discussion of research problems beyond the courses; e.g., listserv, online forum, blog, etc.
 - o One example is that of the Data Interest Group for Reference Services (<http://blogs.library.ualberta.ca/digrs/>) where specific data reference questions are posted, and mentors respond with answers

Suggested Contents for Research Professional Development Curriculum:

- Setting a research program
 - o Methods of determining your research interests
 - o Self assessment of current competencies and competencies you need to develop
- Overview of research within the LIS field
 - o previous research
 - o noted gaps in LIS research
 - o research culture
 - o theory in research
 - o roles of stakeholders in supporting research (individuals, associations, employers)
- Formulating research question
 - o Basic vs. applied research
 - o Question sources: e.g., institutional mandate or strategic plan, individual job area or position, individual interest, etc.
- Library assessment and evidence-based librarianship

- Research design
 - o Ethics review
 - o Quantitative and qualitative methods, for example:
 - Analysis
 - Audit
 - Autobiography / Biography
 - Bibliographic
 - Bibliometric
 - Case Study
 - Cohort Design
 - Comparative Study
 - Content Analysis
 - Critical Incident
 - Data Mining
 - Delphi Method
 - Descriptive Survey
 - Discourse Analysis
 - Experimental and quasi-experimental
 - Focus Group
 - Gap Analysis
 - History
 - Life Histories
 - Meta-analysis
 - Modeling
 - Narrative Review
 - Participant Observation
 - Program Evaluation
 - Randomized Controlled Trial
 - Summing Up
 - Systematic Reviews
 - Textual Analysis
 - Unobtrusive Observations

- Evidence appraisal / critical appraisal
 - o critical appraisal of your own research?
- Statistical / quantitative analysis
- Qualitative analysis
- Data sources and analysis in academic libraries
 - o Regularly-generated statistics (inter-library loan, circulation, logs)
 - o Tools for data sources (e.g., Director's Station, OCLC Collections Analysis)
- Building research groups / partnerships
 - o Collaboration
 - o Project management
- Research support / funding
 - o Grantwriting
- Research outcomes
 - o Outline of a research paper: question, methods, analysis
 - o Moving from research to impact or action
 - o Research / conference presentation
 - o Publishing and access to research outcomes; choosing a publication venue, open access publications
- Soft skills for research
 - o Obstacles to conducting research and methods to overcome them
 - o Time management
 - o Research on little time and no money
 - o How to keep momentum
 - o Encouraging a research culture at your organization or in your community

Works Consulted:

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Brice, A. and Booth, A. "Practical issues in creating an evidence base for library and information practice." *Library and Information Research News* 30.94 (2006): 52-60.

Cultural Human Resources Council. *Training Gaps Analysis for Librarians and Library Technicians*. Ottawa: CHRC, 2006.

Elderidge, J. "Inventory of Research Methods for Librarianship and Informatics." *Journal of the Medical Library Association* 92.1 (2004): 83-90.

Koufogiannakis, Denise, and Ellen Crumley. *Research in Librarianship: Issues to Consider*. *Library Hi Tech* 24(3); 2006: 324-40.

Lowry, C. B. *Research and Scholarship Defined for "portal: Libraries and the Academy"*. *Portal* 4.4. (2004): 449-53

Appendix A: Description and Course Objectives of Required Research Methods Courses at Canadian MLIS Programs

University of Alberta

Course description:

- Describe the purposes, concepts and principles of research in library & information studies;
- Develop research questions about the theory and practice of library & information studies;
- Compare and select methods for answering research questions;
- Demonstrate an understanding of the research process by preparing a research proposal to study a user-centred problem in library & information studies;
- Evaluate the research literature of library & information studies.

University of British Columbia

Course description:

- Discuss the roles that research plays in our profession in general
- Discuss the importance of research method knowledge for today's practicing information specialists
- Describe the basic elements of social science research methods and their applications in information-based environments
- Critique a published research study
- Prepare a detailed research plan including problem identification and selection, research questions/hypotheses, relevant variables, literature review, methodological design, sampling design, development of data gathering instruments, design of codebook, and data collection techniques
- Discuss the various ethical issues relevant to certain research topics and research methodologies

University of Toronto

Course description:

Focuses on developing an understanding of appropriate quantitative and qualitative research methodologies and relevant descriptive and inferential statistics for the investigation of both practical and theoretical problems in the information professions. By considering the nature, concepts, and logic of the research enterprise, permits a critically informed assessment of published research, including data gathering and data analysis procedures.

Dalhousie

Course description:

Introduces concepts, methods (both quantitative and qualitative), and the practices of research that are appropriate to library and information studies. Addresses the nature and uses of research, tools for research, handling of evidence, analysis and interpretation of findings, reporting of results, evaluation of published reports, and the management of research.

Course Goals

1. To provide an understanding of the principles and methodologies of research appropriate to issues in library and information studies. This understanding will enable students to comprehend the role of research in adding to knowledge, advancing the discipline and profession, and providing information essential for planning and decision-making.
2. To enable students to become intelligent consumers of research, which involves the ability to read and critically analyse relevant research literature.
3. To enable students to understand the steps involved in research and to apply concepts central to the research process, e.g., to formulate a research question about an information studies problem, and to apply appropriate research methodologies to that problem.
4. To enable students to become familiar with the entire research process in order to assist clients who are themselves engaged in research.

Course/Learning Objectives

By the conclusion of the course students should be able to:

1. Demonstrate an understanding and appreciation of the research process.
2. Critically evaluate published research.
3. Develop a proposal for investigating a researchable problem in information studies.
4. Demonstrate an understanding of selected research methodologies.

University of Western Ontario

Course description:

This course provides an introduction to qualitative and quantitative research methods. Topics covered include: the research process from finding a researchable question through data gathering and analysis to dissemination of results; qualities of well-designed research; ethical considerations in research; and basic concepts and techniques in qualitative and quantitative data analysis.

Course Objectives:

1. To introduce students to the range of research methods, both quantitative and qualitative, that are used to investigate questions in library and information science in order to give students the conceptual tools to evaluate examples of LIS research in terms of reliability, validity and significance;
2. To help students understand the process of undertaking research from finding a researchable question to choosing an appropriate method to investigate the problem, satisfying ethical concerns related to research, gathering data, analysing the data, and communicating the results;
3. To illustrate the research process with selected examples of LIS research, including examples of applied research used in professional settings, such as needs assessment and program evaluation;
4. To introduce students to some basic concepts and techniques in the analysis of quantitative and qualitative data, including descriptive statistics and coding, measures of central tendency, measures of variability, frequency distributions and correlation as well as the concept of significance testing in inferential statistics and approaches to coding qualitative data.

Université de Montréal

Course description:

Méthodes de recherche sc. de l'information

Problématiques de recherche en sciences de l'information. Théorie et hypothèse.

Variation et échantillonnage. Méthodes principales de recherche. Analyse des données.

Statistiques descriptives. Régression linéaire. Corrélation. Tests d'hypothèse, etc.