The Libraries Assessment Committee discussed at its meeting on Dec. 15 the RUL Steering Committee on Training and Development questionnaire. Here are our comments for those questions that are relevant to our committee.

1. We think we should learn or improve our abilities to do web log file analysis, conduct focus groups, and use appropriate software (e.g. Statistical Package for Social Sciences). The web log file analysis will allow us to measure web-based services and provide sense of users and locations from which access the services, server traffic, type of technology users have, errors encountered, and other important data and information. Focus group meetings will allow us to identify key issues and problems related to library services, resources, management, and performance. Being able to use some SPSS and other software more effectively, the committee will be in a better position to develop survey instruments and analyze data and advise other library committees/groups in their analysis and assessment of activities.

2. We think the above competencies or skills will be critical to our work over the next five-year period and beyond.

3. N/A

4. N/A

5. It goes without saying that, with respect to the development of an effective training and learning program for the Libraries, commitment and adequate funding on an ongoing basis are crucial. We also think that assessment of training program and efforts should be conducted on a periodic basis.

6. A useful web site for learning and training should contain, among other things, relevant training documents, training schedules, online registration form, training opportunities available elsewhere at the University, and links to other web sites that are related to assessment methodologies and techniques, both qualitative and quantitative.
Questions on Training and Professional Development for System-wide Committees

Cabinet
12/7/99
L. Mullins, discussion facilitator

1. What are the competencies or skills or areas of expertise that your committee thinks are or will be needed by committee members or by others in the Libraries over the next two years that will require training or learning?

Leadership and management – at a time of change, when we are re-creating libraries
Working in a digital environment – copyright, intellectual property, multimedia
“Soft skills” – advocacy, negotiation (incl. vendor negotiation), persuasion, educating, lobbying, building consensus, delegation
Fund-raising, budget modeling, collaborating
Facilities development – in new spaces, with new technologies
Core competencies – defining, addressing, building an inventory
Change management
Planning and assessment
Working with ambiguities
Learning environment
Working as a team
Self-appraisals
Effective communication, time management
Sensitivity to others
New instructional methodologies, using technologies
Cost-effectiveness

2. Are there other competencies or skills or expertise that you believe will be critical to your committee's work as the Libraries implement the long-range plan over the five-year period?

Awareness of changes in higher education
Internet II
Understanding high school learning
Collaboration
Learning how to learn, how to interpret, learning when we work – all within the context of the changing technologies
3. Has your committee sponsored or offered any training activities over the past few years? If so, please list these activities and comment as desired.

- Fund-raising (capital campaign)
- Strategic planning
- Budget modeling
- Copyright
- Scholarly communication

4. Are there new kinds of instructional delivery or learning modules that your committee might be interested in exploring or developing over the next few years?

- Web-based module development
- Videoconferencing
- Use of graphics
- Use of links to vendor tutorials

5. What else would you like the Steering Committee to know about or consider with respect to the development of an effective training and learning program for the libraries?

- Training needs to be ongoing, integrated with our work
- Follow-up after programs important
- Use of multiple approaches
- Use of University sources e.g. SCILS
- A set-aside training period
- Training for students
- “Train the trainers”
- Specific outcome goals for programs
- Use of an ongoing advisory body
- Ongoing evaluation/reviews

6. What might a useful web site for learning and training contain?

- FAQs, documentation, handouts
- Use of threaded discussions
- Links to University and other training resources
- Links to ARL sources
- Information on teaching and learning
- Clearinghouse of learning/training information
- Calendar of programs
- Site should be searchable
Collection Development

General Comments
By Bob Sewell

These questions sparked far more debate than I had anticipated, reflecting the current stresses we feel in librarianship at the end of the century. All expressed how rapidly things are changing and the difficulty of keeping up. Some felt we need constant training, updating of skills in more frequent formal sessions; others felt that formal training is not what professional librarians need. It is the responsibility of the individual to learn what is required to keep up on his/her own need in small peer groups spontaneously.

1 & 2. What competencies or skills … needed by committee members

- Collection assessment skills including statistical skills, cost benefit analysis, e-resources evaluation, in general as well as for program reviews. Need to take a fresh look and develop skills to produce collection development policies for the 21st century.
- Acquisitions procedures and fund management
- Strengthening liaison relationships, including advocacy and communication skills

3. Has your committee sponsored any training activities?

Fund Management Workshops, Fall 1999; e-resources evaluation

4. Are there new kinds of instructional delivery or learning modules …

Nothing specific came up

5. What else would you like the Steering Committee to know about …

The time and commitment need to do proper training and create learning opportunities. Need to focus on key issues, don’t train on everything that comes up. Need to develop RUL common knowledge, basic competencies that all who work in the system need to know. Need to “normalize” training and learning activities, integrate them into work-life, don’t treat them as extraordinary events. RUL needs to make financial commitment to training and learning activities, including travel outside of RUL. Individuals who get training outside RUL must make commitment to train others when they return.

6. Web site for learning and training

All workshops with PowerPoint demos should be mounted on the Website. Finding aids for collections and collection policies, lists of training and learning events inside and outside RUL should be maintained.
RUL Steering Committee on Training and Development

Questions on Training and Professional Development for System-wide Committees

Response from the Coordinating Committee

November 1999

2. What are the competencies or skills or areas of expertise that your committee thinks are or will be needed by committee members or by others in the Libraries over the next two years that will require training or learning?

- How to organize and manage efficient meetings and programs
- Basic competencies - desktop applications
- Defining our role as faculty:
  - Balance of responsibilities internally and externally
  - Ability to distinguish the faculty vis a vis administrative role/role of faculty as leaders and initiators
  - Orientation for new faculty
- Raise collective awareness among RUL faculty of broad national issues and trends/create better sense of the "big picture." Some examples:
  - Leading edge programs, initiatives, management strategies at other institutions
  - Innovative services/technologies e.g. virtual reference
  - Changes in information delivery/access, e.g. electronic publishing trends
- Sensitivity training - in atmosphere of increasing demographic diversity and globalization of information
- Change management (See also Question 2)
  - How to facilitate change, and optimize for best service to our users
  - Regulating workload/avoiding burnout
  - Working collaboratively with teaching faculty in changing information environment. Advocacy.
- Recommend that the Steering Committee promote awareness of resources available in RUL to support professional development/training, and of related policies and practices.
- Recommend that programs offered by the former SACs (now Councils) be revived

2. Are there other competencies or skills or expertise that you believe will be critical to your committee's work as the Libraries implement the long-range plan over the five-year period?

- Change Management: (See also Question 1)
  - Representation of information in the electronic environment - tendency to treat information "granularly" (bibliographically) - are we addressing change adequately?
  - Prioritization (of goals, services, etc.) - a skill we need to develop
• Building Scholarly Communities/Learning Communities
• Shared decision making
• User/Needs assessment and analysis:
  • Who are our users - particular emphasis on off-site users, e.g. overseas students
  • What are their (changing) needs? Are we meeting them?
• Facilitating communication with both colleagues and teaching faculty
• Become knowledgeable about the 5 Year Plan/serve as its advocates

3. Has your committee sponsored or offered any training activities over the past few years? If so, please list these activities and comment as desired.

Coordinating Committee has restructured the RUL faculty meetings to include thematic discussions, e.g. Distance Education, Virtual Reference.

4. Are there new kinds of instructional delivery or learning modules that your committee might be interested in exploring or developing over the next few years?

This question is not applicable to the Coordinating Committee. However, we recommend that various media be considered: Teleconferencing and taping of Library programs; use of the new RUL TV; Web-based instruction; Virtual Public Services.

5. What else would you like the Steering Committee to know about or consider with respect to the development of an effective training and learning program for the libraries?

Please consider:
• Is the Human Resources office responding adequately to changing environment?
• Should HR/s training and development role be targeted for increased resources?
• Exploring further the concept of "learning organizations."
• Programs should be given in a variety of formats to suit different learning styles.

6. What might a useful web site for learning and training contain?

• Technical Services training site on RUL web site is a good model; however, is very deeply buried in the Staff Resources section
• Library programs should all be announced on one place on the RUL web site - under News/Events, and not deeply buried.
• Links to other effective library training webs
• Make an "online suggestion box" available
RUL Advisory Committee on Diversity:
Responses to questions presented by the
RUL Steering Committee on Training and Development
Fall 1999

1. What are the competencies or skills or areas of expertise that your committee thinks are or will be needed by committee members or by others in the libraries over the next two years that will require training or learning?

Centralized, uniform, ongoing diversity training for all employees at every level that include:

Sensitivity to foreign languages in the development of IRIS, e.g. accents and diacritical marks in bibliographic citations, etc.;

Diversity awareness at all levels in the library system;

Enhance communication skills for diversity that respect and value all;

Mentoring for diversity in all aspects of work in the library system;

Broad-based communication skills to raise awareness about our diverse community and how to employ these skills to better serve our students and customers;

System-wide training for students, staff, and faculty in how to respond to insensitive public patrons whose behavior and attitudes toward the public service employees are inappropriate. Examples of such include members of the public who refuse to communicate with, or who responds in a very negative manner to persons working at the public desk because the person at the public desk is of a certain gender, ethnic group, or national origin.

Ongoing increasing knowledge and access to wider range of software in the office workstations; training/computer literacy and instruction on creative ways to use the software for a variety of purposes;

Competencies necessary for stronger ongoing promotion of inclusiveness/ inclusion of all people in our diverse community, especially among faculty, staff, and students;

Raise awareness about the library’s mission as it pertains to diversity in collection development policy;

System-wide training in techniques and methodologies for incorporating diversity as part of day to day collection development, public services, administrative, and technical services. Selectors
need not wait to have special funds to collect materials to serve diverse population. Often small presses publish some of the best materials that represent the culture. Public services staff and faculty need ongoing training in appropriate sensitivity for diversity, attitudes, knowledge, services that reflect a philosophy of high quality services and acceptance for all;

Ongoing training for administrators and supervisors at every level on the importance of training and participation for the staff -- commitment and support for training programs. Supervisors need training in planning in manners that provide ongoing time and encouragement for staff to participate in diversity work and programs as part of the workday;

Ongoing increase in knowledge of a variety of software and training system-wide at all levels in the numerous options and possibilities for using them for work and for personal development. Often employees are not aware of how to use certain software until demonstrations of possibilities and options are presented, and employees are given time to practice using components of the software. To say that certain employees in the library system do not need to know about certain types of software because it is not a part of their work should no longer be an option. Or, to say that the system has to provide a core group of specialist who provide "trickle down" training should no longer be an option in our learning organization -- ALL EMPLOYEES NEED ONGOING TRAINING IN THE USES OF TECHNOLOGY IN COLLECTION DEVELOPMENT, PUBLIC SERVICES, ACCESS SERVICES, TECHNICAL SERVICES, AND IN SUPERVISION AND ADMINISTRATION;

System-wide computer training program not only to enrich present skills, but also to demonstrate possibilities and capabilities for employing technology in a variety of modes for work and for personal development. ALL Employees need ongoing computer training to learn possibilities and how to use electronics in their work and personal development.

2. Are there other competencies or skills that you believe will be critical to your committee's work as the libraries implement the long-range plan over the five-year period?

Expertise and skills in planning work and programs for diversity will be needed that include:

Ongoing, in-depth programs for international students and other students;

Ongoing, in-depth training programs for transfer students and new staff;

Language coping skills for public services desks - increase the number of people who are able to speak more of the dominant languages in the community;

Ongoing International Awareness Day Programs for all;

Workshops and programs on diversity;
Competencies necessary to incorporate diversity into performance measures for the evaluation of faculty and staff. Incorporate in a manner to compensate faculty, staff, and students who members make significant contributions or leadership that promotes or furthers diversity in the organization;

Research, professional activities to incorporate global perspectives and partnerships in diversity;

Leadership skills as part of diversity and diversity training.

3. Has your committee sponsored or offered any training activities of the last few years? If so, please list these activities and comment, as desired.

Literary Series, Seminars, workshops and symposia that focused on aspects of diversity and international services, as follows:
Cultural activities-theater participation
Internship/Residency Program
Disability Workshops

4. Are there new kinds of instructional delivery or learning modules that your committee might be interested in employing over the next few years? Please comment, as desired?

Integrated media Internet sites that employ the newest technological advances - now and in the future;

PowerPoint and other technical delivery of reports, lectures, presentations, etc.;

Expertise and skills in video taping and integration into reports, etc.

5. What else would you like the Steering Committee to know about or consider with respect to the development of an effective training and learning program for the libraries?

All training program should reflect:

Training and programs that promote inclusiveness in technology education within the library system – system-wide training now and in the future to continue to learn; employ varied teaching methods and management styles that accommodate diverse learning styles;

Sensitivity and awareness of the fact the Camden and Newark and New Brunswick are integral components of the university; and that programs can be shared through remote and distance training support embrace and impact all three campuses.
Training in Leadership skills as part of diversity training. Provide programs and meetings on diversity issues for the friends and encourage a more expanded base of friends on the board and as members to develop programs and services in support of diversity;

Expanded base of fundraising to develop programs and services that include and support diverse group;

Easy access to the Website with links to appropriate related external Websites;

Universal skills for student workers, staff, and faculty, especially on how to interact with the people at the public desks and on the telephones;

Minimum standards and competencies for all students employed, and type 4-5 staff members in departments and at the desks throughout the system.

6. What might a useful web site for learning and training contain?

A Webpage for the committee with links to internal and external sites;

Awareness and training documents for staff, faculty, and students;

Instructions for students on how to interact positively with the public;

Instructions, HTML and other markup languages for developing Webpages;

Instructions for learning scanning techniques and the use of graphics;

Techniques for developing integrated media products and sound cards for use in the workstations; and

Guidelines for writing manuscripts for publication.

And, any Webpages created need to be reviewed at regular intervals for updates, technology changes, etc.
December 17, 1999

TO: Lynn Mullins, Chair
Steering Committee on Training and Professional Development

FROM: Sandra Troy, Chair
RUL Health & Safety Committee

RE: Response to Questions on Training and Professional Development for System-wide Committees

1. What are the competencies or skills or areas of expertise that your committee thinks are or will be needed by committee members or by others in the Libraries over the next two years that will require training or learning?

The Health and Safety Committee's mission is "awareness" about health and safety issues. The Committee keeps up-to-date, provides information, and recommends training and informational sessions on health & safety issues. Although the Committee has invited speakers to its meetings for informational purposes, it does not see a need for training its members as its primary focus.

The Committee recommends for RUL employees:

1. CPR and CPR re-certification;

2. Ergonomics awareness: new employees receive an ergonomics orientation at hire and be advised as to to avoid eye problems, carpal tunnel, back pain and other physical problems related to improper use of computers and other office equipment. Similar programs for all other employees are also recommended.

3. Programs and education about physical and mental health issues, nutrition and weight management, exercise, stress management (depression, isolation, harassment). This could be through workshops or links to other Rutgers' sites which provide information about these topics.

4. Programs on fire and emergencies

5. Workshops on working in libraries: the environment; rudimentary preservation and care of books; physical handling of books and other library materials to avoid injuries. This may be presented in collaboration with relevant library committees and councils.

6. Informational Programs on Facilities, e.g. changes in technologies, physical changes in building environments.
2. **Are there other competencies or skills or expertise that you believe will be critical to your committee's work as the Libraries implement the long-range plan over the five-year period?**

From the committee's viewpoint, we see change as the primary force in the long run that will necessitate particular programs. That is rapid and constant technological change, changes in the way work is carried on, i.e., more group process and team work; and living with life threatening violence, disasters, demonstrations, and people with emotional problems. We envision more stress in the workplace developing out of work situations, harassment, and external pressures and recommend programs to enhance stress reduction, coping with change, and dealing with problem people and disaster/emergency situations.

3. **Has your committee sponsored or offered any training activities over the past few years? If so, please list these activities and comment, as desired.**

For RUL Employees:

Our most successful program was CPR training offered on all campuses. It was very well received and we see a need to follow-up on re-certification. There have also been workshops on emergency situations presented by fire and emergency services.

The Committee has had the following speakers at its meetings:

Speaker, Helen Stead R.N., from RUL Occupational Health Department addressed dealing with emergency medical problems.

Speaker from REHS, Mark McLane, spoke about electrical emergencies; at another meeting, he spoke to the committee about ergonomics issues. (TAS presented an outstanding ergonomic fair with equipment, speakers and demonstration)

4. **Are there new kinds of instructional delivery or learning modules that your committee might be interested in exploring or developing over the next few years? Please comment, as desired.**

We recommend reaching out to more employees and to the Newark and Camden campuses through distance education and video conferencing. These kinds of web based training will also enable us to use programs from other institutions, universities, government, and the private sector on health and safety issues.

We would like a Health and Safety Website to inform employees with text, graphics, and links to other university and government information. The Website will need the services of a Webmaster.
5. **What else would you like the Steering Committee to know about or consider with respect to the development of an effective training and learning program for the Libraries?**

An interest in geographic issues so information is available to employees on all campuses, including Newark and Camden.

More attention paid to timing of workshops. Programs to be scheduled during winter break, spring break, summer (not August) and not on Fridays.

Greater use of video conferencing from sites in the libraries or nearby so that more library employees may participate.

6. **What might a useful web site for learning and training contain?**

A schedule of training and learning events for the semester/year posted on the Web and available to all employees.

Information and links to other training and learning programs offered at RU and beyond.
Responses from the PC Working Group

1) Need to understand the basics of email, Workflows, and the Novell Network and how they are distinct systems. How email and other electronic means are a better way to communicate than fax. We are moving to Windows 2000 next fall (probably) so training on new operating system again. Need to have knowledge of records management principles – particularly how long electronic records need to be archived.

2) There will be increased use of multimedia hardware and software and staff will need familiarity with this. Atmosphere of continually shifting and upgrading platforms will continue to make our lives interesting.

3) No.

4) Not directly.

5) All new hires should have general introduction to the computer setup at Rutgers. Existing employees should be offered a refresher. All training sessions should be interactive. Emphasis should be placed on standardized scripts for trainers. Additional training methods like interactive CD or web tutorial or a video presentation should be offered for different learning styles. We should avail ourselves as much as possible of campus-wide training opportunities offered by other departments.

6) All documentation from session along with training examples. FAQs. The names and email addresses of contact people. Problem reporting procedures.
The RUL Planning Committee met today and discussed the RUL Steering Committee on Training and Learning questionnaire. We know that you all are working under deadline and so I am e-mailing brief comments for each question.

Ferris Olin, Co-Chair
Planning Committee

1. Training skills for supervisors; decide on core competencies for each level of worker in system and for future hires; everyone in RUL should learn and use the same consistent software, i.e. WordPerfect or Microsoft Word or Netscape mail or zmlite to help with planning for core competencies; some agreement needed on minimum level of equipment all library workers should have available to work on/ or access to (there are too many older machines in use that are not appropriate given the changing technologies -- Apples, 286, etc. -- therefore handicapping our workers’ need to inventory equipment to know what should be replaced; develop training and skills in public services area for dealing with our patrons, as well as minimum standards of acceptable services; develop and mentor staff so they can move up to next levels; work on acceptance of difference/ diversity-- training for those who are resistant, as well as those who are willing to change.

2. We NEED a Training and Development Office within Human Resources. Whatever is done, we should not raise people's expectations or make promises if we can not meet them.

3. Last year, the Planning Committee organized and sponsored a RUL faculty program on issues around publishing, pricing of journals and copyright as well as lunch programs on all 3 campuses for teaching and library faculty to discuss these topics. This was an outgrowth of our initiative to send several faculty members (library and teaching) to a national conference on the topic and to develop expertise in these areas. These individuals then reported back to the University community on national trends and current perspectives.

4. We recommend that meetings, programs, training sessions be teleconferenced, audio and/or videotaped and lent out to staff and faculty who could not attend the sessions. For example, those individuals who travel between Camden, Newark and New Brunswick could gain from staff development forums by listening to tapes of brown bag lunches, etc.

5. We urge the committee to recommend a study and revamping of the RUL HR office to better meet the needs of the libraries and its employees in this every changing environment constantly
impacted by new technological developments. This includes all aspects of the hiring process, as well as the retention of our workers. We also strongly suggest that at least one person be responsible for assessing and developing training programs. Make HR a major commitment of RUL to handle digital initiatives.

6. We felt this question was not applicable because the most effective way to handle training is to have a person in place whose sole job is developing and providing training programs based on an assessment of current and future needs.
Public Services Council Response to 
Training and Development Committee survey 
December 1999

1. What are the competencies or skills or areas of expertise that your committee thinks are or will be needed by committee members or by others in the Libraries over the next two years that will require training or learning?

Information sharing techniques and processes:
- How to share documents on the network (accessing T drives system-wide, sending and receiving attachments)
- Understanding the organization and our individual roles within it (knowing how to be faculty and how to be staff and where and how each fits and contributes, to whom to address memos, the right persons to cc, what it means to be cc’ed and not a prime addressee)

Advocacy
- How to get things done within the organization
- Who to contact for what

Managing the information overload:
- How to organize email messages and computer documents
- How to pare down email message sending and receipt

Our bibliographic utility
- Understanding the structure of our basic bibliographic utility – IRIS, the overall system, cataloging
- Requires a “Cataloging 101” course for reference librarians

Electronic Resources
- Evaluating, selecting, and using Internet search engines
- Base level training on all networked indexes for everyone by internal trainers, as, LSM librarians teach science indexes to non-science librarians
- Detailed training by database vendors, especially if the resource is different, complex
- Everyone needs basic information on law resources and legal research, especially since so much government information is on the Web
- How and when to make referrals

Assessment techniques
- How and when to use focus groups
- Selecting and using statistical assessment methods
Teaching techniques for staff for online resources and services, as, using IRIS, placing a request, using self-services
- How to interpret something
- How to explain a process

Web page design

New Media Center Software, as Dreamweaver
- What is available
- Its potential usefulness
- How to get it
- How to use it

2. Are there other competencies or skills or expertise that you believe will be critical to your committee’s work as the Libraries implement the long-range plan over the five-year period?

Instructional technology
- Creation of multimedia instructional packages, both intellectual and technical aspects
- How to teach using technology

Working and learning in groups
- How to influence the organization
- How to establish support systems for the organization
- How to pass the buck and share the work
- How to lead in groups

3. Has your committee sponsored or offered any training activities over the past two years? If so, list these activities and comment as desired.

- The Access Services Committee has been heavily involved in Unicorn training
- The Instructional Services Committee has begun a series of open discussion meetings for instruction librarians to share their experiences and expertise
- Susan Beck was keynote speaker and Jeanne Boyle was coordinator for the joint standing advisory committee / planning committee meeting: What Shall We Do / How Shall We Do It?
- Susan Beck and Howard Dess facilitated a discussion at a library faculty meeting about acquiring networked resources

4. Are there new kinds of instructional delivery or learning modules that your committee
might be interested in exploring or developing over the next few years? Please comment, as desired.

- The Access Services Committee is working to present its documentation on the staff web pages; there is interest in developing modules for training in such areas as how to read a call number, student training, and other similar areas

- The Instructional Services Committee is working to develop tutorials for distance learning students; the committee plans to develop modules for general topics, as IRIS, that can be connected to specific, subject nodules for student instruction; these modules could also be used for librarian and staff training

5. What else would you like the Steering Committee to know about or consider with respect to the development of an effective training and learning program for the Libraries?

- The Council notes the small number of representatives on the Committee from the library faculty
- Training / knowledge sharing must be ongoing
- The Libraries must give individuals the opportunity to attend training outside the university, and encourage them to do so
- Different learning styles must be considered
- We need ways to keep on top of technology, to be aware of what is here and what is coming

6. What might a useful web site for learning and training contain?

- A discussion of different learning styles and the best way to adapt to meet them
- Interactive or multimedia modules for refreshing, follow-up, point of need after training
- Site should follow the technical services model of uniform presentation
- Information should be easy to find
Technical Services Council
Response to Questions on Training and Professional Development

1/6/00

1. What competencies or skill or areas of expertise

* wide array of access methods and technologies
* understanding of how traditional technical services jobs will evolve as a result of developing technologies
* retraining and reducing stress in workplace

2. Other competencies or skills or expertise critical to 5 year plan

* basic competencies: i.e., managing email and other desktop applications
* get all of RUL on single platform
* use of web page editor, scanning, image manipulation
* expand use of SiteSearch software - use to create local databases
* visionary approach to alternative work flows/use of resources that will save time and money
* fund raising; seeking alternative sources of funding
* writing grant proposals
* management of grants after they have been received; i.e., statistics, reports, audit
* evaluation of web resources for cataloging
* develop search refinement tools
* web interface of listserves
* develop awareness of and usage of metadata

3. Has TSC sponsored or offered training activities

* many LIS training sessions
* intro to internet and digital libraries
* participated in cooperative efforts such as VALE, and state interlibrary loan program

discussion developed into what other training sessions could TSC sponsor, offer:

* assume leadership role in NJ in training sessions for academic and public libraries
* explore possibilities for other cooperative state projects
* question raised: become source for outsourced cataloging for the state?
4. New kinds of instructional delivery or learning modules

* interactive training modules
* online tutorial for LIS training
* discussion reverted to several topics discussed in #2, listed above, and also to #5

5. What else should Steering Committee consider

* follow up and assessment of LIS training
* try different models of training: trainer go to unit; customized training for individual or for unique group of tasks
* increase software support/library operation support expertise among staff
* recognize that there will always be new training, continuing training needs
* develop means by which continuity in trainers and structure for training exists

6. What might useful web site for learning and training include

* who to call for help
* training outline: basic instructions for trainers, basic training structure
To: Lynn Mullins  
From: R. Jantz (for the Web Advisory Committee)  
Re: Input to the RUL Steering Committee on Training and Development

1. What are the competencies or skills or areas of expertise that your committee thinks are or will be needed by committee members or by others in the Libraries over the next two years that will require training or learning?
   - Critical reading/evaluation of web resources
   - Awareness of formal/informal web standards (e.g. XML, metadata, etc)
   - Understanding of user behavior and marketing techniques
   - Survey methodology and how to use the results to improve library service
   - Internet reference with special attention deciding when to use electronic versus print resources and to handling of large files for downloading and printing
   - Basic understanding of the RUL website and online resources
   - Time management and holding effective meetings

2. Are there other competencies or skills that you believe will be critical to your committee's work as the Libraries implement the long-range plan over the five-year period?
   - Understanding the overall information structure and how the various components should complement each other (e.g. IRIS, indexes, guides, virtual libraries, virtual universities, etc).
   - Knowledge management - organizing and providing access to knowledge that is not written down or formally published.
   - Integrating the Libraries with distance learning.
   - Virtual collaboration and virtual instruction - how to do it effectively and incorporating groupware technologies such as teleconferencing to complement face-to-face instruction and collaboration.
   - Techniques for establishing a shared vision and getting buy-in so that we are all moving in the same direction. Designing and deploying processes to increase overall efficiency.
   - People networking techniques and how to cultivate contacts.
   - Web page design and dealing with the issues of both educating and information delivery within the same website.

3. Has your committee sponsored or offered any training activities over the past few years? If so, please list these activities and comment as desired.
• Training on the RUL website
• Netscape tips and tricks
• Libraries' network infrastructure
• Effective meetings and the use of teleconferencing

4. Are there new kinds of instructional delivery or learning modules that your committee might be interested in exploring or developing over the next five years? Please comment as desired.
   • Guidelines on web page design
   • Guidelines for designing special resources such as research guides
   • Orientation to the RUL website

5. What else would you like the steering committee to know about or to consider with respect to the development of an effective training and learning program for the Libraries?
   • Workshops on specific indexes are very important (e.g. Dow Jones, Web of Science, etc).

6. What might a useful website for learning and training contain?
   • Good documentation, especially short "crib-sheets" or "cheat-sheets".
   • A library of workshops
   • A research guide for online tutorials on such popular tools as Microsoft office, html/xml, macros for MS-Word, etc.