PROFESSIONAL DEVELOPMENT FOR AN AUSTRALIAN LIBRARY AND INFORMATION STUDIES (LIS) EDUCATOR

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Abstract

The library profession in Australia, as over the world, is very feminised such that over 80% of those employed are women. Add to this the youngness of the country and the reasonably recent advent of university-level education for the LIS library professional and we find that it is rare for an Australian professional librarian who decides to become a library educator at a university to enter the academic world of LIS teaching with a PhD. An anecdotal view from some local professionals is that they "know it all" and even if they were to become an academic, they might gain a masters qualification (if they do not already have one) though it is less likely that they would wish to undertake and finish a PhD. Yet most of the universities in Australia demand a PhD qualification from anyone who is serious about continuing in an academic role. It could be argued that in the Australian LIS academic context, gaining a PhD is professional development enough, particularly since undertaking such a research project whilst working full or even part time takes dedication and time. Can the LIS academic then afford to rest? The paper discusses a number of professional development possibilities for the Australian LIS academic. Those drawn from the author's personal experience include academic management, further study, pursuing research and election to local government. How useful are such professional development ventures and for whom are they of use? What real contribution will they make to the future of the Australian LIS academic and is the future of the profession considered in such professional development pathways? The paper will evaluate professional development ventures in light of many factors including gender, age, university and professional politics, academic and professional obligation, and preference. The paper concludes with comments on the professional future for LIS academics in Australia in light of possible professional development decisions.

Introduction

It is rare for an Australian professional librarian who decides to become a library educator at a university to enter the academic world of LIS teaching with a PhD. An anecdotal view from some local professionals is that they "know it all" and even if they were to become an academic, they might gain a masters degree (if they do not already have one) though it is less likely that they would wish to undertake and finish a PhD.

> The number of academic staff members in the LIS discipline (at the undergraduate and graduate levels in Australia) has declined along with student numbers. Over the period 1996-2005, the number of educators has decreased by

> 50 per cent, from 130 people to 64. The educators who remain are 'greying' …[and] (t)here is anecdotal evidence that LIS departments are finding it very difficult to attract new staff. Credential creep is an issue: a PhD is now one of the essential criteria for an academic career. In 2002-2003, only 1.3 per cent of the personal membership of the Australian Library and Information Association (ALIA) held the title 'Dr'.
>
> There are few incentives now to become an educator. Twenty years ago, talented and motivated library professionals were able to move comfortably between academia and industry, which served to invigorate practice and to enrich the learning environment. However, there have been significant changes in the field of tertiary education that limit exchange opportunities. Without succession planning, LIS departments will be increasingly vulnerable (Hallam, 2006a).

The theme of this conference is "Libraries: dynamic engines for the knowledge and information society". Does the professional development of Australia's LIS academics fit into this picture?

Background

A recent Australian Bureau of Statistics(ABS) analysis of Australia's library labour market reveals the following characteristics:
- librarians are well paid when compared with the Australian workforce as a whole;
- librarians have a higher than average proportion of part-time workers in their ranks with 37% having part-time jobs and 63% working full time;
- librarians are markedly older than the average for Australia occupations:
  - 60% are 45 or older compared to 35% of the total workforce;
  - 86% are 35 years old or more;
  - 14% are under 35 years; and
  - the median age is 46.
- Library work is highly feminised with 89% of employed librarians and more than 97% of employed library technicians being women;
- librarians are spread across a range of industry sectors;
- unemployment amongst librarians is low at 2% compared with Australian average of 5%;
- overall job growth has been positive over the last 5 years (Teece, 2005, taken from ABS Labour Force Survey, Australia 2005a).

Australia is, in global terms, a young country. First European settlement commenced in Sydney in 1788 and the country has grown from there. Library education in Australia commenced

> in 1944 when the Australian Institute of Librarians (to become the Library Association of Australia (LAA)[1] in 1949) introduced a 'qualifying examination'.

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[1] Now the Australian Library & Information Association (ALIA)

> This was renamed the 'registration exam' and formed the main career pathway for librarians until 1980. The first academic qualification was introduced by the University of New South Wales[2] in 1960 [and was] deemed equivalent to the registration exam. In 1963 the General Council of the LAA adopted the formal position that librarians should hold a post graduate qualification…Since 1968 the professional association has accepted both undergraduate and graduate qualifications as first award courses (Hallam, 2006b, pp. 41-2).

A snapshot of the Australian LIS academic

It could be argued that in the Australian LIS academic context, gaining a PhD is professional development enough, particularly since undertaking such a research project whilst working full or even part time takes dedication and time. Yet Hallam (2006b) comments:

> (i)t is rare for library and information professionals (in Australia) to be willing to invest several years of their life to obtain a higher degree, when the renumeration they will be finally offered as a lecturer, with little or no teaching experience, is going to be substantially less that the renumeration they would receive by remaining in the workforce (p. 46)

Nevertheless. the start of university education for Australia's librarians brought with it the need for university based educators. There are currently 10 universities offering graduate and/or undergraduate LIS education in Australia with the number of university-based educators being 64. It was decided that a survey of their educational qualifications and professional development activities would assist the direction of this paper.

The survey
Many members of the Australian LIS educator community are members of the discussion list Information Studies Educators' Forum (ISEF). There are 63 email addresses on the discussion list with one member from New Zealand. This left the Australian membership at 62. It cannot be assumed that all of Australia's university educators are members since the list accommodates membership from the technical and further education (TAFE) sector and from other interested parties. It also accommodates academics whose expertise is in teacher librarianship. A short survey seeking the information was posted to the list on 23rd March 2006 with a follow up sent on 28th March 2006. A copy of the survey email is at Appendix 1.

In order to meet the deadline for writing this paper, a deadline for responses was set at 31st March 2006 by which time 23 responses had been received, i.e. a 37% response rate from the discussion list. Since there are 64 LIS academics in Australian universities, the response rate also represents 36% of this cohort. Of the respondents, 12 were male and 11 were female.

Data analysis

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[2] University education for Australian librarians at this institution ceased in 2005.

The data received are now presented as a contribution to the picture of the LIS educators' professional development situation in Australia. The first section of the survey sought *demographic* information. The age groupings of the respondents present an interesting picture and are shown in Table 1.

AGE –years	Male	Female	Total	% of respondents
20-30	0	0	0	0
31-40	2	1	3	13.00%
41-50	3	0	3	13.00%
51-60	7	6	13	56.50%
over 60	0	4	4	17.40%
Total	12	11	23	99.9%

Table 1: Age groups of respondents

The data in Table 1 show that the majority (74%) of respondents are 51 years old or more. Twenty six percent of respondents are aged between 31 and 50 years. There were no respondents in the 20 – 30 year age bracket. The data also show an almost even spread of male and female respondents: 12 or 52% of the respondents were male and 11 or 48% of the respondents female.

Australia has 6 states and 2 territories and the 10 universities which offer graduate and/or undergraduate LIS qualifications are represented in the various states and territories as shown in Table 2 (*ALIA-recognised*…, 2006).

STATE[3]	LIS schools	Number of schools	Respondents by State (and not institution)	Total Respondents
Qld	Qld University of Technology – Gardens Point (LIS); Qld University of Technology - Kelvin Grove (Teacher l'ship)	2	Male: 0 Female: 2	2
NSW	Charles Sturt University; University of Technology, Sydney	2	Male: 9 Female: 3.5	12.5
ACT		0	0	0
Vic	Monash University; Royal Melbourne Institute of Technology;	2	Male: 2 Female: 2.5	4.5
Tas	University of Tasmania	1	0	0
SA	University of South Australia	1	Male: 0 Female: 1	1
NT	Charles Darwin University	1	0	0
WA	Curtin University of Technology; Edith Cowan University	2	Male: 1 Female: 2	3

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[3] The states & territories of Australia are represented by: Qld – Queensland, NSW – New South Wales, ACT – Australian Capital Territory, Vic – Victoria, Tas – Tasmania, SA – South Australia, NT – Northern Territory, WA – Western Australia.

TOTAL	---		11	23	23

Table 2: LIS schools in Australia and responses by State.

The most populous states in Australia (population circa 20 million) are New South Wales (NSW) – population 6.7 million and Victoria (Vic) – population 5 million with Queensland (Qld) – population 3.9 million (ABS, 2005b) in third position. The data in Table 2 show that they have two library schools each, all of which are located in their capital city: Sydney, Melbourne and Brisbane respectively. The other state with two library schools is the less populous Western Australia (WA) – population 2 million - with both library schools located in its capital city Perth. The majority of survey respondents (12.5) are attached to library schools in NSW with the next highest representation of 4.5 respondents from Victoria. There were no respondents from Tasmania and the Northern Territory.

Academic qualification
Professional development for the Australian academic often includes obtaining higher degrees at either the masters or PhD level. Two questions in the survey covered this matter: Question 3 sought information on the highest degree the respondent claimed (see Tables 3 and 4) and Question 4 sought information on what degree the respondents might be studying (see Table 5).

AGE – years/Highest qualification + year obtained	Bachelor	Masters	PhD	Totals	% of males
31-40	0	2001	2005	2	16.7%
41-50	0	1992 2003	1998	3	25.0%
51-60	0	1988 1983	2003 1986 1996 2003 1985	7	58.3%
Over 60	0	0	0	0	0%
TOTAL	0	5	7	12	100.0%
%ge of Total	0%	41.7%	58.3%	100.0%	

Table 3: Highest degree obtained and year obtained – Male

The data in Table 3 show firstly that 7 or 58.3% of the male respondents were aged 51 – 60 years. Of this significant age group, 5 (71.5%) had obtained a PhD and the remaining 2 (28%) a masters degree. The degree status of the other two age groups was more evenly spread. Of the 3 respondents in the 41-50 age group, 2 had a masters degree and 1 a PhD. The two respondents in the 31-40 age groups had a masters degree and PhD each.

Of those holding a PhD, 3 males had gained this qualification 10 or more years ago and the remaining 4 had gained their PhD more recently. There were no male respondents over the age of 60 years.

AGE – years/Highest qualification + year obtained	Bachelor	Masters	PhD	Totals	% of females
31-40	0	1998	0	1	9.0%
41-50	0	0	0	0	0%
51-60	0	1981 1987 1980 2000	2003	5	45.5%
Over 60	0	1993	1988 1981 1996 1993	5	45.5%
Totals	0	6	5	11	100.0%
%ge of Total	0%	54.5%	45.5%	100%	

Table 4: Highest degree obtained and year obtained – Female

The data in Table 4 show firstly that just over 90% of the female respondents were 51 years or more in age. Of this significant group 5 (or 50%) had obtained a PhD and the other 50% a masters degree. Of those with PhDs, 4 respondents had gained this qualification 10 years or more ago and the remaining one in recent times. The other female respondent was in the age grouping 31-40 years and had achieved a masters degree.

The combination of the data from Tables 3 and 4 reveal that:
- all of the respondents to the survey over 60 years of age were females;
- 12 (52%) of the respondents had a PhD;
- 11 (48%) of the respondents had a masters qualification;
- None of the respondents had the highest degree qualification at the bachelor level;
- 4 of the 5 respondents over 60 years had obtained a PhD;
- a higher proportion of males in the age group 51-60 years had obtained a PhD;
- the spread in higher degrees in the age group 51-60 was reversed for the sexes: more males had obtained a PhD and more females had obtained a masters degree.

A further analysis of the higher degree status of the respondents was considered a necessary component of their professional development. If they held a masters degree,

were they undertaking further study to upgrade this qualification?   The breakdown of this information is shown in Table 5.

AGE –years	Male	Female	Totals
31-40	1	1	2
41-50	1	0	1
51-60	1	2	3
Over 60	0	0	0
Totals	3	3	6

Table 5: Currently studying for PhD - both sexes

Of the 5 males and 6 females who held a masters qualification, 3 in each category were now studying for a PhD.   There was an even spread in the age groupings for the males: 1 respondent each in the 31-40, 41-50 and 51-60 age groups. The spread was less even for the females, with one respondent undertaking PhD studies in the age group 31-40 and the remaining 2 females in the 51-60 age group.

Academic status

The levels of academic employment at Australian universities comprise the ranges: associate lecturer, lecturer, senior lecturer, associate professor and professor. Some other special categories (e.g. Reader, Research Fellow) also exist and these are in the minority. It would be expected that an academic with a PhD would be employed at least at the associate lecturer level. Promotion to the higher levels normally occurs on merit and this merit is generally established through the teaching and more importantly the research record of the individual as an academic rises through the ranks. Promotion can also be secured through job movement, i.e. an academic can apply for a position at another university and achieve a promotion by obtaining the new and higher qualified position. It is in the interests of a discipline to have academics employed at senior levels. This reflects positively on the status of the discipline within the Australian academic community, even if that discipline (as is the case with LIS in Australia) is fairly small. For this reason the question of academic status was addressed in Question 5 and the results are shown in Table 6 which follows.

AGE – years	Lecturer	Senior Lecturer	Associate Professor	Professor	Other	Totals
31-40	2	1	0	0	0	3
41-50	2	1	0	0	0	3
51-60	4	7	0	1	1: TAFE lecturer/University sessional	13
Over 60	0	2	0	0	1: Adjunct;	4

					1: Senior Research Fellow	
Totals	8	11	0	1	3	23
Position-%	34.8%	47.8%	0%	4.3%	13.0%	100%

Table 6: Employment level

The majority of respondents (82.6%) are employed at the lecturer or senior lecturer level. There are no associate professors and there is only one professor. Three (13%) of the respondents were employed at the "other" levels with one an adjunct which is a retired position. Of the remaining two salaried academics, one mainly worked in the TAFE system with some sessional (or contract) academic work and the other was a Senior Research Fellow.

Professional development for the Australian LIS academic

The key issue to be addressed in the survey was left until the last question. It was felt necessary to build an academic context of the LIS respondents so that a clearer picture of their professional development might be understood.

There was some degree of similarity in the items each of the respondents listed as components of their professional development. The following were mentioned by the majority of respondents:
- professional reading;
- conference and seminar attendance;
- giving conference papers;
- writing journal articles, books and/or book chapters;
- attending courses offered by the employer;
- supervising research students; and
- professional association activities and engaging with the profession. This last point included the co-authoring of papers from two of the respondents

There was considerable variety in the other professional development activities the respondents mentioned. These included:
- study tours;
- playing with software;
- consultancies;
- updating course materials;
- internal and external committee memberships;
- mentoring;
- personal study;
- participation in discussion lists;
- refereeing papers;

- editing journals, and
- formal education to enhance teaching. Another was intending to do this and another thought this should be done but had not yet done it.

In an Australian university environment which aspires to encourage research participation by academics, if we discount those who held the masters qualification and were upgrading to a PhD, only 4 respondents mentioned that they undertook research and/or were engaged in writing research grant applications.

Discussion

The professional development of the Australian academic respondents in the survey can be viewed in light of many factors including gender, age, academic and professional obligation. These are now discussed in light of the other data from the respondents.

Although librarianship in Australia is a highly feminised profession, the same cannot be said of the respondents to this professional development survey. We could deduce from the almost even spread of respondents that a high proportion of the very small number of males in the profession become university academics in LIS. However statistical information like that supplied to the Australian Bureau of Statistics at census time seeks one's occupation and it would be likely that an LIS academic would state "academic" and not "librarian" and this not be counted in the librarianship statistic.

Over half (58.3%) of the males and just under half (45.5%) of the females had a PhD. This left approximately half of each category with a masters qualification since none of the respondents had a bachelor qualification as the highest degree obtained. Of those upgrading from a masters to a PhD as part of their professional development, we can speculate that if these 6 respondents (3 each male and female) gain their PhD in the near future, 83% of the males and 81% of the females would be thus qualified. This would mean that 18 of the 23 respondents or 78% would hold a PhD qualification.

Gaining a PhD is only the first step in securing academic status in the Australian university context. It can be seen from the data presented in Tables 3 & 4 that seven of the respondents held their PhD for more than 10 years. If they had followed a research trajectory these respondents should be considered mature researchers at this stage of their career since recent Australian government documentation defines an early career researcher

> if he/she is currently within his/her first four years of academic or other research-related employment, allowing for uninterrupted, stable research development, following completion of postgraduate research training and/or equivalent research qualification or experience" (*Research Quality...,* 2005, p. 19).

The remaining 5 PhD respondents gained this qualification more recently. However, only 4 of all respondents mentioned that they undertook research and/or were engaged in writing research grant applications as part of their professional development. Before we

speculate on what the remaining academics might be doing, it is useful to consider this research activity in light of prevailing conditions in universities within Australia. This indicator lends support to a recent statement made by Smith & Harvey (2006) when discussing the new context of funding for universities in Australia:

> The research funding environment in Australian universities is under review, such that a tiered approach to funding universities is envisaged in the present 'Nelson'[4] reforms. It has not been clearly stated, though many believe, that the Australian federal government is finding it very difficult to sustain equity in funding for its 39 publicly funded universities plus the funding assistance it has chosen to give to the few private universities in the country.
>
> … a funded university is needed in order for good teaching and research to be undertaken. Academics argue that good teaching is informed by research and a number of Australian LIS academics have guided their research to better supplement and inform their teaching. Undertaking research also means that LIS academics are better able to teach research methods because they have used many of them. Yet the research environment in Australia is extremely competitive and the stakes are high. A number of Australian LIS academics have taken advantage of internally funded research grants offered by each university from the larger research funding streams that come through the federal government. However, this is small amounts when compared with the higher level of research funding through the Australian Research Council and other allied grant systems. One is considered a solid researcher once such a grant has been secured. There are currently few such LIS researchers in Australia (Smith & Harvey, 2006, p. 615).

The remaining respondents included some or all of professional reading, conference and seminar attendance, giving conference papers, writing journal articles, books and/or book chapters, attending courses offered by the employer, supervising research students and professional association activities in their professional development activities. In the highly competitive context of academia in today's Australian university, these activities will not be enough to sustain and grow the profession as a strong discipline area within a tier 1[5] research-only university. The next tier is that of teaching-research universities and even then, the indications from the survey results do not bode well for the position of the LIS discipline in this environment.   Of the 23 respondents, only one was a professor.   Of the remaining 22 respondents, there were no associate professors and of the 11 senior lecturers, 9 were over the age of 51. Promotion of these senior lecturers to professor after having jumped the research hurdle of associate professor does not loom quickly on the horizon.

The respondents' professional development does support well informed teaching. They would fit well into the third university tier – teaching only – universities. Two of the respondents mentioned teaching-related professional development in their professional

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[4] Named after the Minister initiating them: The Hon Brendan Nelson.
[5] The Nelson university funding model envisages three tiers of funding: tier 1: research only universities; tier 2 – teaching and research universities; tier 3: teaching only universities.

activity. Activities like professional reading, writing journal articles and book chapters lead us to acknowledge that these respondents are well read and active in their area of discipline interest. Supervision of research students can be at the research masters level for those holding a research masters degree themselves and also for those holding a PhD. PhD students can only be supervised by academics holding a PhD. It could be speculated that the research undertaken by the research students could augment a research strategy set in place by the supervising academic. This matter was not investigated. The author's experience of students choosing research topics does not support this direction since students tend to prefer to study a topic they are interested in and this is mostly unrelated to the research interests of the supervisor. However, the results of the completed student thesis could very easily lead to a shared authorship of journal articles and possibly book chapters.

If we take university management and professional politics into account, one academic mentioned involvement in internal and external committee work. Another revealed a role in university management as a step in professional development. This same respondent had also spent some years as an elected member in a professional association and in local government. However, none of these "political" engagements had lead to recent formal activity in the underlying managerial and political life of the university. Since the latter respondent was the author, some light can be shed on the reasons why. Much time can be spent in university management solving the problems of others with little apparent progress being made on the future of the LIS discipline as a whole. This is particularly apparent when the larger academic area of which the LIS discipline is only a part, is under constant review and restructure. Such are the experiences for many academic departments in Australian universities today. Time spent on such problem solving and project management is time stolen from research activity.

Conclusion

There is evidence of the "greying" of the educator workforce amongst the respondents. Considerable attention is being paid to this issue in analyses of the Australian workforce in general and there are some who are concerned (e.g. Teece, 2004, Whitmell & Associates, 2004). Genoni & Smith (2005) also found in their study of recent graduates from the LIS courses at Curtin University of Technology that the profession of librarianship in Australia has an interesting characteristic:

> The problem [of the ageing workforce] has several implications…The most obvious of these is the long-term capacity of an occupational group to replace itself when new entrants are frequently commencing a twenty-year rather than a thirty or forty-year career. In periods of high general unemployment abbreviated career spans might assist in maintaining employment within a sector, but if the economy enters a prolonged period of comparatively high employment then that sector may inevitably face a labour shortage (Genoni & Smith, 2005, p. 350).

When we view the twenty year career span for a new graduate in librarianship alongside the projected career span for an Australian LIS academic we see that because of the need to gain professional experience before entering university as an LIS academic, the career

span for the Australian LIS academic is shortened even further such that retirement might not be too far away for many new Australian LIS academics. The minimum retirement age in Australia, in the absence of incapacity, is 55 years.

> While an employer cannot force an employee to retire at a specified age, an employer can have a retirement policy. The policy could indicate the age at which the employer is willing to offer retirement benefits…In New South Wales, Victoria, Queensland, South Australia, the Australian Capital Territory and Western Australia, compulsory retirement (that is, making someone retire at a particular age such as 65) is prohibited (ALIA, 2005, np).

The respondents might consider continuing in their role for some years yet. There is a view that new blood is needed into academia, but as noted by Hallam (2006b), there is little enticement for LIS professionals to join. And, will the existing LIS academics want to stay beyond, say, the age of 65? In 2003 Teece commented on another dimension to retirement: on the need for older workers to continue the skills base:

> While fairness and equity [in the distribution of flexibility in the workplace] are necessary in their own right, the looming age-driven crisis in the library and information sector will soon make them essential on prosaic, practical grounds too. If older workers' needs and preferences are not seriously addressed, they will simply walk away into complete retirement. And much of the sector's skill base will disappear with them (Teece, 2003, np).

It is in the interests of a discipline to have academics employed at senior levels. In order to be promoted to a senior level the Australian LIS academic needs to have a sound research profile. In the case of the author's university, this includes successful research grant application(s), authoring of books, conference presentations and evidence of a sound research trajectory. Some of these factors were evident in the professional development activities of the respondents, but there was little evidence of success in research grant applications and a sound research trajectory. If we are to contribute to the future of the LIS discipline in Australia, then sound research needs to be done.

It is not enough to "know it all" as an LIS practitioner moving into the academic environment in Australian universities today. Under the current university salary and work expectations, only the committed LIS professional would probably consider making the shift. It is a decided advantage to enter academia with a PhD and this need not necessarily cover the LIS subject area, though such coverage would present a positive research advantage. Those who do become LIS academics have an obligation to the profession to not only become good and respected teachers, but to also carry the LIS discipline forward with sound research projects. If Australia's LIS academics are to participate in the world of libraries as dynamic engines for the knowledge and information society then they need to become the dynamic engine room.

This study presents a snapshot of the professional development activities of LIS academics in Australia. It is hoped that amongst those who were not included in the survey, there is a useful number of Australian professors and associate professors who do

have a sound track record in LIS research. If not, then there is a challenging journey ahead for the LIS profession in Australian universities.

APPENDIX 1

PROFESSIONAL DEVELOPMENT FOR AN AUSTRALIAN LIBRARY AND INFORMATION STUDIES (LIS) EDUCATOR
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EMAIL SENT TO LIS PROFESIONALS SEEKING PROFESSIONAL DEVELOPMENT INFORMATION

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-----Original Message-----
From: Kerry Smith
Sent: Thursday, 23 March 2006 1:24 PM
To: isef@listserv.csu.edu.au
Subject: FW: Possible assistance with some data for my IFLA paper
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Dear colleagues

I guess I've a cheek to seek this information from you, but I thought I would try. Your participation in the brief survey below is completely voluntary.

My abstract: "Professional development for an Australian library and information studies (LIS) educator", has been accepted for IFLA Seoul. My initial intention was to write from my own experience and I shall do this. However, when I gave the paper more thought I realised that it would benefit from an overview of the situation for the library educators in Australia. Oh groan I thought, I haven't got the time and they won't be bothered either.

So I am hoping that some/many of you might complete the fairly brief set of questions below so that I can possibly give an overview of the/a situation in Australia on the topic. I realise that by your emailing me back you are "identified" so I have tried to keep the questions as anonymous as possible. No names will be used, nor will they appear in the spoken and written papers. The project has been approved by the Curtin University Human Research Ethics Committee and should you wish to make a complaint on ethical grounds, the contact is: The Secretary, Human Research Ethics Committee, Curtin University, remainder of the address is in my sign off below.

If you could reply by the end of this month: Friday 31st March 2006 that will give me time to include some observations in the paper I have to send off to IFLA by mid April 2006.
_____

THESE BRIEF SURVEY QUESTIONS APPLY ONLY TO LIS EDUCATORS IN AUSTRALIA. Please answer all questions and email your completed response to K.Smith@curtin.edu.au

1. I am: male/female

2. I belong to this age group (please delete those that don't apply):

    20 - 30 yrs

    31-40 yrs

    41-50 yrs

    51 - 60 yrs

    Over 60 yrs

3. My highest degree is: and I obtained it in: (year)

4. I am currently studying for a higher degree: YES/NO.

    If you answered "yes" to this question, please state the degree:

4. My employing institution is in: (TAS/VIC/NSW/ACT/QLD/SA/NT/WA)

5. My employment level is: (please delete those which don't apply)

Sessional staff

Contract staff, paid at (please complete) level

Associate lecturer

Lecturer

Senior lecturer

Associate Professor

Professor

Other (please state):

6. I undertake professional development in the following way(s) please list:

END
_____
With many thanks for (1) for taking the time to read this, and (2) possibly answering it.

Please email your response to K.Smith@curtin.edu.au

Kerry

Dr Kerry Smith

In *Proceedings of World Library and Information Congress: 72nd IFLA General Conference and Council: "Libraries: Dynamic Engines for the Knowledge and Information Society"* 20-24 August 2006, Seoul, Korea. http://www.ifla.org/IV/ifla72/papers/107-Smith-en.pdf

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In *Proceedings of World Library and Information Congress: 72nd IFLA General Conference and Council: "Libraries: Dynamic Engines for the Knowledge and Information Society"* 20-24 August 2006, Seoul, Korea. http://www.ifla.org/IV/ifla72/papers/107-Smith-en.pdf

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