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ABSTRACT
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faculty at all levels of education, school library media specialists,
educational administrators, curriculum librarians and other academic
librarians serving education, researchers, publishers and producers of
education information, and local, state, and national education agencies and
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appropriate to potential organizational partners that represent each of these
client groups are defined. This definition is based upon a review of the work
of the United States Agricultural Information Network, discussions and
surveys of members of numerous groups, and a review of the literature
regarding incentives for collaboration. An appendix contains the results of a
questionnaire of education providers. (Contains 33 references.) (Author/SWC)

ROLES, RESPONSIBILITIES AND INCENTIVES

FOR POTENTIAL USEIN PARTNERS

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2

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The integration of the Internet into many facets of American education requires that any examination of the incentives, roles and responsibilities for potential USEIN partners reflect the needs of not only traditional education information providers but also those, who in the past, have been consumers but not producers or distributors of education information. This paper explores the incentives required in order for representatives from the full spectrum of the user community for the National Library of Education to assume roles and responsibilities as partners in the United States Education Information Network.

Profiles of the education user community are presented that reflect the diversity and decentralization in education that is integral to American tradition. Members of that education community include, but are not limited to, students and their parents, faculty at all levels of education, school library media specialists, educational administrators, curriculum librarians and other academic librarians serving education; researchers, publishers and producers of education information, and local, state and national education agencies and associations.

The incentives, roles and responsibilities which are appropriate to potential organizational partners that represent each of these client groups are defined. This definition is based upon a review of the work of the United States Agricultural Information Network, discussions and surveys of members of numerous groups, and a review of the literature regarding incentives for collaboration.

INTRODUCTION:

Access for all, the report of the National Library of Education Advisory Task Force (1997) , articulated a vision for NLE "to serve as a collaborative knowledge broker that links other information services into a seamless national network of education information". (p. vi) In order to achieve this role of 'knowledge broker', the NLE Advisory Task Force recommended that NLE "should organize and activate a U.S. Educational Information Network composed of libraries, archives, schools, college and universities, professional organizations, private sector-businesses and nonprofit corporations and other organizations involved in the provision, coordination and oversight of information about education". (p. 5)

This broad definition of the potential partners for the United States Education Information Network is reflective of the changing roles of traditional information providers and consumers that has resulted from the introduction of electronic publishing and information dissemination to the American educational community. The multiple roles which education information providers play are reflected in the responses to an informal survey of potential USEIN partners. All ten respondents to this survey described themselves as consumers, distributors and developers of education information. (See Appendix.)

A broad definition of partnership is also a fitting response to the both the traditions of local control and to the increasing diversity of American education. This viewpoint identifies the "Role of a national library in the field of education ... to take advantage of the American tradition of diversity

and decentralization in education matters by operating in partnership with *all* sectors of the education information community" (emphasis added). (National Library of Education (U.S.) Advisory Task Force, 1997, p. 1)

This inclusive vision of USEIN recognizes and values the contributions and perspectives that all members of the education information community can contribute to NLE's attainment of its four goals of awareness, access, assistance and accountability.

PROFILES OF POTENTIAL PARTNERS:

The vast diversity in and numbers of potential partners will be both a strength and a challenge for USEIN. The profiles of these potential partners which are provided below illustrate differences in these agencies' purposes, clientele, geographic scope, services offered and available resources. Each of these potential partners, however, is a vital member of the education information community.

Libraries:

Libraries, in pursuit of their role as providers of education information, will be a strong component of the partnership of USEIN. School, public, academic and curriculum libraries all have a role as potential partners as they serve as intermediaries between USEIN and their clients in the education community. An understanding of the areas of the education community which each of these types of libraries serve is essential to the development of roles, responsibilities and incentives for library partners in USEIN.

School libraries:

The availability and support of school library media services varies from public to private schools, by grade level and by population served. According to the 1996 edition of the Digest of Education Statistics, in 1990-1991 95.8% of the 76,545 public schools had a school library media center. These libraries were staffed by 58,783 librarians and other professional staff and 41,480 library media aides for a staff to student ratio of 1 to 967. At the elementary public school level 96.9% of schools had libraries with 94.8% of secondary schools providing library media services to their students. At both the elementary and secondary levels the availability of a library media center tended to increase with the size of the public school. At the elementary level 92.1% of those schools with fewer than 300 students had a library media center contrasted with 99.7% of those schools with more than 1000 students. At the secondary level the percentages were 86.7% contrasted with 100%. (Table 409, p. 453) The economic status of students had a negligible impact on the availability of a school library media center. In those schools where less than 20% of children were eligible for free lunch, 95.8% of the schools had school library media centers, contrasted with 97% of the schools where 20-49% of the children were eligible and 94.6% in schools where more than 50% of the children were eligible for a free lunch. (Ingersoll, 1994, p. 14)

In 1990-1991 86.8% of the 21,431 private elementary and secondary schools had school library media centers staffed by 9,497 librarians and other professional staff and 4,341 library media center aides for a staff to student ratio of 1 to 492. In contrast with the public schools a private school at the secondary level is more likely to have a school library media center (94.1%) than will one at the

4

elementary level (86.1%). However, the size of the school again serves as a correlate to the likelihood that a school library media center will be present. At the elementary level 84.0% of schools with less than 300 students have school library media centers versus 92.8% of those with 700-999 students. At the secondary level, 89.1% of schools with fewer than 300 students have school library media centers with 100% of those private secondary schools with more than 300 students providing school library media centers for their students. The orientation of the school also is related to the availability of a school library media center with 97.1% of Catholic private schools having school library media centers, 82.9% of other religious private schools with school library media centers and 76.8% of nonsectarian schools with school library media centers. (Ingersoll, 1994, p. 14)

The target audience for school library media centers are the students and staff of each school. However, the advent of technology has increased the coordination of activities at the district level as districts install electronic catalogs and database access for all schools in the district. School Library Journal's report on expenditures for resources in school library media centers for 1995-1996 indicates that 84% of library media centers provide CD-ROMS, 60% of library media centers have online catalogs and 49% have web access. (Miller, 1997, p. 31) This increasing cooperative nature of the school library field is also reflected in the finding that 58% of library media centers are members of resource sharing networks. (Miller, 1997, p. 33)

The school library media specialist's role in providing information services for teachers is reflected in the number of library media center staff who presented teacher inservices. Of the 485 respondents in the sample of 630 who responded to questions about the LMC presenting teacher inservice 37%

present inservices on telecommunications, 33% on web applications, 39% on online searching, 37% on CD-Rom use, and 38% on Internet use. (Miller, 1997, p.33) This role in providing inservice will be important to the dissemination of information about USEIN and NLE to the K-12 teaching staff. However, the staffing levels of the survey respondents may be an impediment to the effectiveness of school library media specialists in this dissemination role. Most schools have only one staff position and report that the weekly hours spent in instructional planning with teachers ranges from 3.08 at the elementary level to 3.97 at the high school level. (Miller, 1997, p. 34-35)

Public libraries:

Of the 8,929 public libraries in the United States in 1993 (Digest of Education Statistics, 1996, Table 415, pa. 457) 76% reported that they had worked with schools in the previous 12 months. (Services and resources for children and young adults in public libraries, 1995, p. iv) Services available for adults who work with children are available in 56% of public libraries. (OERI, 1995, p. 33) These services include reference assistance (98%), interlibrary loans (98%), reading lists (83%) and parent teacher reference collections (58%). (Services and resources for children and young adults in public libraries, 1995, p. 35) Cooperative activities between the public library and the schools specifically for young adults include class visits (60%), interlibrary loans (58%) and visits from public librarians to schools (40%). (Services and resources for children and young adults in public libraries, 1995, p. 52) The key role which public libraries play in providing education information to adults and children is reflected by market research done by CommerceNet/Nielsen Media Research which indicates that 46% of those using "alternative points of access" [alternative is other than user's home, school or

office] to the Internet use public libraries for this service. (Byte, 1997, p. 19)

Academic libraries:

Of the 3,274 academic libraries identified by the Digest of Education Statistics (1996, Table 412, p. 455) in 1991-1992, 190 of these were profiled in the National Directory of Education Libraries and Collections (Christo. Meckler Corporation, 1990) and 261 were described in the fourth edition of the Directory of Curriculum Materials Centers. (Anderson. American Library Association, 1996) The institutions profiled in these two directories, neither of which is comprehensive, are primary potential partners for USEIN. A detailed review of their characteristics is needed in order to identify roles, responsibilities and incentives which will persuade these institutions to serve as USEIN partners.

A review of the geographic distribution of the libraries profiled in these publications is presented in Table 1. Data reviewing the types of institutions affiliated with these libraries, the enrollments served, the materials budget, staff and collection size are presented in Tables 2-7. The small number of professional staff which serve these programs is a factor which must be considered in developing roles, responsibilities and incentives for participation of these institutions in USEIN. The development of these incentives must also consider the differing foci of curriculum libraries and education libraries. This difference is reflected by the statistics presented in Anderson and Christo regarding other collection formats. Anderson obtained information on textbooks, tests and assessments and juvenile books in the curriculum libraries while Christo looked at collections of books and microforms.

Although academic libraries' primary role is to serve the needs of the faculty, staff and students of that institution, many of these libraries have a strong history of cooperation and resource sharing. In 1992 the total number of loans provided to other libraries by the 3,274 academic libraries was 7,987,047. (Williams, 1994, p. 20) This tradition of resource sharing is expanding through such activities as the development of the Virtual Electronic Library shared Web-based catalog and cooperative purchasing of electronic resources by the libraries of the Consortium on Inter-institutional Cooperation. A challenge for USEIN will be to provide support that complements these existing cooperative resource sharing relationships.

Schools:

The elementary and secondary education program in the United States is composed of 14,772 school districts with 86,221 public schools which enroll 44,082,000 students. (Digest of Education Statistics, 1996, Tables 87-88, pp. 95-96) These schools are staffed by 4,907,996 individuals with classroom teachers comprising 53.8% of the total school staff. (Tables 82 & 84, pp. 90, 92) In addition a 1993 sample survey indicates that there are 26,093 private schools enrolling 4,836,442 students who are taught by 338,162 teachers. (Table 62, p. 73) In many schools the school library media specialist is the primary source of education information, however, the availability of the Internet in individual classrooms will allow teachers and students to locate education information without the mediation of the school library media specialist. Although only 14% of public school classrooms had Internet access in 1996, as this number increases direct linkage between the classroom and the resources of USEIN partners will bring teachers and students more closely into partnership with USEIN.

(Heaviside, 1997)

Colleges and universities:

In 1995-1996 there were 3,706 institutions of higher education including 2,244 four year institutions and 1,462 two year institutions. Private institutions of higher education numbered 2,051 with the remaining 1,655 colleges and universities being publicly funded. (Digest of Education Statistics, 1996, Table 236, p. 250) More than 1,200 of these institutions have education schools or departments, 500 of which are accredited by the National Council on the Accreditation of Teacher Education. (Drozdowski, 1997, p. 3)

Education faculty comprise 7.1% of the faculty in institutions of higher education. Of the 37,000 full time education faculty 48.9% are male, 51.1% are female. White non-Hispanic individuals constitute the greatest percentage of this teacher faculty at 84.7% with the percentages for other races and ethnicities at 9.4% for Blacks, 3.3% for Hispanics, 1.6% for Asians and 1.0% for American Indian. (Table 226, p. 238)

In 1993-1994 107,600 students were graduated from education programs with bachelor's degrees, as well as 98,938 with master's degrees and 6,908 doctoral degrees. The majority of the students who earned bachelor's degrees received them in general teacher education, 61,017; academic or vocational teacher education, 34,428; or special education, 9,099. Master's graduates's degrees were in the areas of general teacher education, 22,877; academic or vocational teacher education, 16,106; counselor education, 12,217; education administration and supervision, 10,892; special

education, 10,497; and curriculum and instruction, 8246. Doctoral's degrees earned mirrored some of the emphases in the bachelor's and master's programs with 2,187 in education administration and supervision; 1,232 in general education; 832 in academic or vocational teacher education and 775 in curriculum and instruction. In comparison to bachelor's and master's degrees a relatively small percentage of doctoral degrees were awarded in the fields of general teacher education (402), counselor education (364) and special education (194). (Digest of Education Statistics, 1996, Table 244, p. 260)

USEIN will need to meet the challenge of reaching these vast numbers of institutions, programs, students and faculty while making certain that USEIN's programs meet their diverse needs. USEIN will have a major role to play in assisting faculty to assume the dual role of researcher and practitioner and to encourage a partnership between students and faculty that will carry forward into the students' professional careers.

Libraries, schools and universities have traditionally served as the direct information providers to users as associations, publishers and other education information agencies have provided information to the end user through these agencies. The advent of publishing on the Internet and on demand will impact the information provision roles of both types of agencies. While libraries, schools and universities will continue to provide information directly to users, the ability of the user to connect directly to the information developer will require that libraries, schools and universities play a strong role as advocates for the development of information products; as teachers in the critical analysis of information and information sources; and as agents to connect users with information centers as well

as with discrete pieces of information. As information advocates the professional staffs of these agencies will also need to dialog with the private sector and professional associations to identify where resources need to be created and improved. These professionals will also provide the intellectual capital for the creation of information resources by association and the private sector.

Professional Associations:

The Encyclopedia of Associations database lists 6,290 educational associations of which 337 focus on elementary education and 1,532 on higher education. (1995) Each of these national, regional, state and local associations are potential partners for USEIN. However, the primary focus of USEIN should be to include the major associations for the teaching staff and librarians at all levels of education. Brief profiles of fourteen of these major associations are presented below.

The Association of College and Research Libraries (ACRL), a division of the American Library Association, is a 11,000 member association which represents librarians in institutions of higher education. Within ACRL the Education and Behavioral Sciences Section (EBSS) has a primary focus on the serving the needs of education and curriculum libraries and librarians. This 1,500 member section's goals of assisting librarians in developing education library services and facilities, of providing a means of communication on professional issues, of reviewing and recommending improvements in information access in education, of supporting the professional development needs of education and curriculum librarians and of advocating for education libraries can complement and support the work of USEIN. (EBSS, 1995, p. 5)

The Special Libraries Association includes the Education Division which represents 240 members who work for special and academic libraries serving the fields of education, library education, and special librarianship. Their objective of facilitating communication among librarians in the education subject area will also support and inform the work of USEIN. (Galler, p. 10)

The American Association of School Librarians represents 7,600 elementary and school library media specialists. One of their major objectives is to provide information on the need for and role of the school library media center to educational and public groups. The work of ACRL, SLA, and AASL is complemented by the 5,000 member Association for Educational Communications and Technology which focuses on the improvement of education through communications media for instruction.

Major associations in higher education includes the American Association for Higher Education with 8.500 members. AAHE is an organization which focuses on critical issues in higher education as well as promoting school college collaboration. The American Association of Colleges for Teacher Education and the National Council on the Accreditation of Teacher Education are the major associations concerned with the professional development and preparation of those who staff our elementary and secondary schools. The 21,000 members of the American Educational Research Association seek to improve education through the promotion, development and application of educational research.

Subject oriented associations focus on the needs of both practitioners in these areas as well as the professional education for these subjects. School administrators and those involved in their education

may be members either of the National Association of Elementary School Principals or the National Association of Secondary School Principals. The International Reading Association, the Music Educators National Conference, the National Association for Art Education, National Council for the Social Studies, the National Council of Teachers of English, the National Council of Teachers of Mathematics, and the National Science Teachers Association are among the largest of the discipline based associations for elementary and secondary education as well as for those interested in professional education and research in these disciplines. These organizations promotes the teaching of their specific subjects through publications, seminars and conferences. They have also taken a leadership role in the development of standards for K-12 education in their specific disciplines.

Publishers

A profile of the membership of the Educational Press Association of America (EdPress) provides some perspective on the private sector information providers who are potential members of USEIN. EdPress, as the professional association of the educational publishing community, offers personal memberships to self-employed individuals as well as to individuals from the publishing companies who elect to join as individuals; organizational memberships are offered to associations, non-profits and publishing organizations with nine or fewer employees; corporate memberships are offered to for profit publishing organizations with ten or more employees and affiliate memberships which are open to individuals, organizations or companies which provide supporting or allied services. The membership profile for 1997 includes 36% individuals, 38% organizations and 26% corporations. Targeted audiences for the publications from EdPress members include parents/educators (42.2%) and children (13.25). (J. Hendrie personal communication, December 5, 1997)

Other Organizations:

Other organizations which are potential partners in USEIN are public elementary and secondary education agencies as well as federally and privately funded education related organizations. The ERIC directory of education-related information centers (1996) profiles 450 centers that provide reference and referral services, online searches, publications, information dissemination, technical assistance, information synthesis and audiovisual materials to the education community. Although many of these agencies are concentrated in the Washington, D.C. area, the availability of their services by remote means provides a more geographically distributed system of information than would otherwise be possible. The Mid-Atlantic region is home to 193 of these agencies with the remainder in the Midwest (69); the Mountain/Plains States (15); New England (23); the Southeast (85); the Southwest (21) and the West (40). Services which are most frequently provided by these centers are information dissemination (143); training (108); conferences and meetings (100); publications (100); curriculum guides (97); consultant services (93); reference/referral (83) and research (75).

Another profile of education information providers is presented in the Education Resource Organizations Directory which is a part of the U.S. Department of Education State Resources database. This directory contained 2054 organizational records when updated on August 21, 1997. There is some overlap with organizations which have been profiled elsewhere in this paper as this directory includes entries for associations and libraries as well as for clearinghouses, comprehensive regional assistance centers, desegregation assistance centers, disability and business technical

assistance centers, parent resource centers, regional education laboratories, regional resource centers, regional technology consortia programs, state guaranty agencies, and state arts agencies. These agencies have differing geographic scopes for service with 550 serving clients nation wide, 107 regional agencies and 1395 state agencies. The most frequently provided services are library services (745); online search services (720); technical assistance (469); research (331); referrals (323); search strategy consultation (272); training seminars and workshops (229); and meetings and conferences (202).

INCENTIVES FOR COLLABORATION:

For these potential partners to devote time, energy and talents to USEIN, incentives for participation must be identified and advertised. In their discussion of USEIN, the NLE Advisory Task Force identified resource sharing as a primary incentive for the participation of these potential partners in this new national information network. Therefore USEIN must develop ways in which the partners can "conserve resources and maximize the strengths of each public and private sector partner". (NLE Advisory Task Force, 1997, p. 3) These steps in conserving resources can include both the "location of scarce items" and avoidance of "the needless duplication of resources while maximizing assistance to users". (NLE Advisory Task Force, 1997, p. 3) This necessity for resource sharing is an outgrowth of current trends in the purchasing power of America's libraries:

If current trends continue, then by the year 2026, the acquisitions budgets of our finest libraries will have only 20% of the buying power they had 45 years earlier. If

.... information is doubling every four years, then by the year 2001, the combined

impact of inflation and the growth of information would result in our libraries being

able to purchase only 2% of the total information acquired only two decades before.

(Hawkins, 1994, p. 22)

The inability of libraries to secure budgets that keep pace with increasing costs is compounded by

expectations of users for electronic access for all resources-preferably in full text. User expectations

that technology will solve information access problems do, however, provide another perspective on

potential incentives for collaboration if USEIN assumes a leadership role in using technology for

resource sharing and staff development at all levels of education.

In their discussion of the Internet and its role as a communication medium for education research

Silva and Cartwright stated that the "...greatest challenge facing modern society and civilization is

how to cope with information and transform it into knowledge." (p. 9) They further noted that the

Internet can assist in this knowledge transformation process by serving as a medium for cooperation

among educational agencies across the preschool through university spectrum. This cooperation is

seen as a way of revitalizing K-12 education through the provision of resources and expertise from

the University community. As proponents of action research and professional development schools

will attest, this sharing of expertise can also benefit the University community as its members learn

from K-12 educators.

The impact of technology can also provide support for collaboration in the area of professional

development. Traditional professional development can also be "streamlined, expanded in scope and speeded up by incorporating the Internet". (Monty, p. 8) The use of the Internet for professional development lessens reliance on institutional support, allows the users to participate in professional development activities in their own time and space and provides a multinational, multidimensional emphasis. This emphasis on self directed professional development provides an opportunity for leadership and community involvement in staff development that is linked with positive student outcomes in school improvement activities. (OERI, 1994)

As incentives for participation are developed, the leaders of NLE and of USEIN must keep the four elements essential for the success of any jointly sponsored program clearly in mind. USEIN must be responsive to member needs, involve members in program development, have the support of senior administrators and have active channels of communication systematically maintained. (Wylie, p. 108) The USEIN infrastructure must provide for the institutionalization of good ideas, quality control as new programs begin, accountability, centralized coordination of collaboration, and provide for reciprocal collaborations. (Teitel, p. 70-71)

Incentives for participation in collaborative activities and networks have been discussed in the literature regarding school university cooperation as well as the relationship between higher education and industry. (Agne, Allum, Brookhart, Hilton, Shakeshaft) USEIN partners must be assured that they can fully participate in USEIN without compromising their own missions. Incentives for participation include the "formal linkages which flow from informal contacts". (Melchiori, p. 15-16) Additional incentives for collaboration which have been discussed in the literature include the abilities

of these activities to foster the growth and vitality of the staff, to provide conferences and workshop programs which are demand based and answer to the needs of the participants in the network and to support cross institutional mentoring. USEIN can contribute to the development of all partners by assuming programmatic risks that are too great for any one institution and by working with subgroups of the partners in securing grants that advance the goals of USEIN and its members.

The United States Agricultural Information Network provides an example of a collaboration forum in support of a national library. Initial discussions regarding USAIN were held at the 1988 American Library Association Conference. These discussions focused on establishing a network whose purpose would be "fostering and advancing access to agricultural information through cooperation of agricultural librarians and information specialists". (Thomas, p. 113) The membership of USAIN is drawn from land grant universities, schools and colleges of agriculture, special libraries, vendors and publishers. The objectives of USAIN are "to provide a forum for discussion of agricultural issues; to take a leadership role in the formation of a national information policy as related to agriculture; to make recommendations to the National Library of Agriculture (NAL) on agricultural information matters; and, to promote cooperation and communication among its members in order to strengthen agricultural libraries and other sources of agricultural information. (USAIN Bylaws). USAIN's inaugural meeting was held in November 1990 with 100 agricultural information professionals in attendance. (Powell, p. 204)

Many of the incentives for membership in USAIN parallel those which will be important to the partners in USEIN. Like libraries in the education sector, agricultural libraries have lacked a

professional organization that concentrated solely on its interests. The presence of related sections

and divisions in both the Association of College and Research Libraries and the Special Libraries

Association resulted in a divided constituency for agricultural interests. (Thomas, p . 114) This

divided constituency for education interests is further compounded by the division of librarians

interested in education issues not only between the Educational and Behavioral Sciences Section of

ACRL and the Education Division of the Special Libraries Association but also among the

Association American of School Librarians, the Public Library Association and the Association for

Educational Communications and Technology.   Another parallel is the opportunity for

communication among librarians, researchers and practitioners in agriculture which USAIN

provides. USEIN will provide an opportunity at the national level for this collaboration among all

elements of the education information community. The role of USAIN to provide "educational and

professional development opportunities for agricultural information specialists" through biennial

USAIN conferences, the encouragement of exchanges and internships, co-sponsoring programs with

other agencies and the dissemination of professional information can also serve as a model for USEIN

activities which will provide incentives for members to actively participate. (USAIN Action Plan,

1997)

Additional incentives for membership which can be gained from the experiences of USAIN were

identified in surveys of USAIN members. In a 1996 survey of current members, respondents

identified the following incentives for joining USAIN. These were, in order of priority, the subject

matter, the opportunity for communication with other professionals, the opportunity to network with

other institutions and the availability of programs which focused on agricultural information. Thirty

five percent of the 62 respondents had not had an opportunity to attend a USAIN conference. Among the general comments made in the survey was a suggestion that USAIN develop a Web site for the sharing of course syllabi and other resources. (USAIN, March 1997) A survey of twenty four lapsed USAIN members also conducted in 1996 provides further insights on incentives for participation in a collaborative network. The major reasons cited for dropping membership were the high cost of membership dues and meeting attendance. Inducements for the lapsed members to return to USAIN included complimentary membership, the inclusion of corporate librarians, a stronger differentiation from the goals of competing associations, and a focus on serving line staff as well as administrators.

USEIN can learn much from the ten year experience of USAIN (which in the words of Toni Powell, 1997 USAIN Chair) has progressed through the stages of "forming, storming to norming." Key elements in the continued development of USAIN which were identified by Powell during the 1997 USEIN Kick-off conference were

-Have a clear vision which is shared among all partners (but realize that that vision may change).

-Establish a structure to ensure administrative responsibility and continuity.

-Communicate with members.

-Don't reinvent the wheel-build upon the existing strengths of members.

An additional incentive for USEIN members is the opportunity for increased access to information about the National Library of Education. As a new player in the education information community, NLE's potential to provide assistance to all other members is valued. Therefore, membership in USEIN can serve to increase the opportunity for all education information community members to learn about NLE, the Department of Education and other federal agencies concerned with education. If this expanded knowledge base is developed as a key benefit of USEIN membership, then potential partners will recognize an inherent value in involvement in USEIN.

ROLES AND RESPONSIBILITIES FOR POTENTIAL PARTNERS:

Many roles are possible for potential partners in USEIN including cooperation in the provision of services, the sharing of non-electronic resources, the coordination among distributed electronic repositories, cooperation on special projects and the development of common standards and policies. (NLE Advisory Task Force, 1997, p. 6) The partners may also participate in research and development activities to include the study of information use patterns in education, and the "use of information systems and services for resource sharing and information access and delivery". (NLE Advisory Task Force, 1997, p. 7) Another potential role is to work together to meet the challenges of the digital age in arranging for patron access to remote collections which are customized to fit the needs of specific users. (Online Computer Library Center Inc, 1997, p. 7) Partners in USEIN should also support the development of tools to organize and search massive amounts of information. As a collaborative organization USEIN must be responsive to the needs and capabilities of its members. USEIN must respond with equal vigor to each information need but hold varying expectations of

contributions from its members.

Responsibilities for NLE:

In the development of USEIN, the National Library of Education must see itself as the first among equals. NLE must continue to provide support to its primary roles as the library for the Department of Education; as the manager for the ERIC program; and as the developer of the World Wide Web site for the Department of Education. In addition, NLE must provide support and leadership in its role as facilitator for the USEIN by assisting in developing an agenda for education information and by the initial identification of specific tasks which build upon the strengths of USEIN partners. These tasks may include the dissemination of information, the development of resources or the archiving of electronic resources.

Responsibilities common to all partners:

Obligatory responsibilities:

In order that USEIN be an entity that will meet the needs of all its members and that will contribute to the improvement of education at all levels there are responsibilities which every USEIN partner has the obligation to assume. These include:

1.   Learn about the National Library of Education (NLE) and USEIN.

2.   Contribute to the development of goals for USEIN.

3.   Promote the goals of USEIN.

4.   Share information about NLE and USEIN with others.

5.   Provide access to the resources of NLE and USEIN for their client groups.

6.   Assist in evaluating the work of NLE and USEIN by collecting evaluative information from consumers of education information.

7.   Provide feedback to NLE and USEIN regarding the work of these organizations.

8.   Maintain current information about their own agency or organization in all USEIN and NLE publications and products.

Voluntary responsibilities:

The voluntary roles assumed by partners in USEIN will be determined in part by the priorities of each partner, but will also be impacted by legal, economic, political and technical factors. Among the voluntary responsibilities which any member of USEIN may assume are:

1.   Share resources from their organization and agency with other USEIN partners.

2.   Provide education information content (print, mixed media and/or electronic) to NLE and other USEIN partners.

3.   Assist in developing new strategies, search techniques and organizational structures for the dissemination of education information to consumers.

4.   Assume a leadership role in the development of USEIN.

5.   Assist in evaluating the work of NLE and USEIN by coordinating the collection of evaluative information from consumers of education information.

6.   Develop or identify quality Web sites for a national digital library of education Web resources.

7.   Develop and participate in a study of the information use patterns of all segments of the education community.

Voluntary responsibilities for specific USEIN partners:

Specific USEIN partners will have obligations which reflect the needs of their client groups, their areas of expertise, and their technical capabilities. Schools must actively participate in those roles which provide for equalized access to information for educators and parents and for sharing of the expertise of the elementary secondary community with higher education. Universities must take responsibility for those actions which will provide for full sharing of their information resources with the education information community, including primary source materials, as well as for sharing the expertise of their staff with elementary and secondary education and with the public. Academic libraries and school libraries must extend their resource sharing activities as well as work together to provide a seamless continuum of information access for students and staff at all levels of education. The contributions of professional associations and other education information providers will also reflect the needs of their clientele as well as their areas of expertise.

Libraries:

1.   Assist in developing and implementing strategies for the preservation of education information resources.

2.   Assist in instructing USEIN partners and education information consumers about electronic

and print information tools.

3.   Participate in the development of a national virtual electronic library by working towards the development of a single catalog providing access to education collections on a state, regional and national basis.

4.   Serve as a reference service provider for USEIN partners and education information consumers for print and electronic resources.

5.   Serve as an instructional services provider for USEIN partners and education information consumers for the use of technology in support of education.

Schools:

1.   Assist in instructing USEIN partners and education information consumers about electronic and   print information tools.

2.   Serve as an instructional services provider for USEIN partners and education information consumers for the use of technology in support of education.

3.   Contribute lesson plans, syllabi and curricula to a national digital library.

4.   Inform educational research and practice by collaborating with other USEIN partners.

Colleges and universities:

1.   Assist in instructing USEIN partners and education information consumers about electronic and print information tools.

2.   Serve as an instructional services provider for USEIN partners and education information consumers for the use of technology in support of education.

3.   Contribute lesson plans, syllabi and curricula to a national digital library.

4.   Inform educational research and practice by collaborating with other USEIN partners.

Professional associations:

1.   Assist in instructing USEIN partners and education information consumers about electronic and print information tools.

2.   Serve as an instructional services provider for USEIN partners and education information consumers for the use of technology in support of education.

3.   Cooperate with other USEIN partners in providing for group purchase and dissemination of information products.

4.   Assist in developing and implementing strategies for the preservation of education information resources.

5.   Extend participation in professional development activities to all members of USEIN.

Publishers and Other organizations:

1.   Assist in developing and implementing strategies for the preservation of education information resources.

2.   Assist in instructing USEIN partners and education information consumers about electronic and print information tools.

3.   Cooperate with other USEIN partners in providing for group purchase and dissemination of information products

4.   Serve as a reference service provider for USEIN partners and education information consumers for print and electronic resources.

5.   Serve as an instructional services provider for USEIN partners and education information consumers for the use of technology in support of education.

CONCLUSION:

The broad based partnership of the United States Education Information Network can not only provide for the fulfillment of the vision of the National Library of Education as a virtual library for education but also can allow each participating partner to reach its full potential. At present, no single potential partner has the resources or organizational structure that will allow it to fully share its traditional activities with all members of the education information community.

USEIN can meet its potential as the model virtual electronic library and collaborative network which meets the needs of all consumers of education information for one stop shopping. However, the realization of this vision will require that all USEIN partners think outside the box , connect across sectors and go beyond the individual restrictions of time, space, and technology to help NLE and ourselves do our best as we meet our nation's education information needs.

USEIN can be the "effective organizational mechanism ... that could provide the cohesive leadership

and management necessary for the development and implementation of an electronic library."
(Hawkins, 1994, p. 20) In so doing USEIN will ensure that the National Library of Education meets
its goals of awareness, access, assistance and accountability.

TABLE 1

Geographic Region	Anderson-CMC Directory	Christo-Education Libraries and Collections
Mid Atlantic (NY,PA,NJ,MD,DE,DC)	29	29
Midwest (MN,WI,IA,MO,IL,IN,MI, OH)	101	44
Mountain/Plains (MT,WY,UT,CO,ND,SD, NB,KS)	18	8
New England (ME,NH,VT,MA,RI,CT)	19	28
Southeast (VA,WV,KY,TN,NC,SC,GA, AL,FL,MS,PR)	55	39
Southwest (LA,AR,TX,OK,AZ,NM)	23	18
West (CA,NE,ID,WA,OR,AL,HI)	19	24
Canada	17	0

TABLE 2

Type of institution	Anderson-CMC Directory	Christo-Education Libraries and Collections
Private college	60	31
Private university	42	18
Public college	23	19
Public university	129	63
Combination	7	0
Special	0	63

TABLE 3

Teacher Education Enrollment	Anderson-CMC Directory	Christo-Education Libraries and Collections
Less than 100	33	1
101-500	102	7
501-1000	57	15
1001-2000	37	24
More than 2000	25	69

TABLE 4

Professional staff	Anderson-CMC Directory	Christo-Education Libraries and Collections
0-0.4	77	1
0.5-0.9	45	10
1.0-1.9	90	65
2.0-3.0	10	37
3.1 or more	6	80

TABLE 5

Materials budget	Anderson-CMC Directory	Christo-Education Libraries and Collections
Less than 3000	100	4
3001-7000	71	13
7001-18000	61	17
18001-30000	19	17
More than 30000	3	98

TABLE 6

Periodical titles	Anderson-CMC Directory	Christo-Education Libraries and Collections
Less than 10	128	7
10-20	49	7
21-45	32	8
46-100	18	15
More than 100	16	140

TABLE 7

AV, Software and other nonprint	Anderson-CMC Directory	Christo-Education Libraries and Collections
Less than 500	125	25
500-5000	101	41
5001-20000	20	32
20001-50000	4	13
More than 50000	46	5

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APPENDIX

QUESTIONNAIRE RESULTS: (10 responses)

Demographics (Please check all that apply):

Are you a

_____ K-12 teacher

_5_ Higher Education faculty member

_____ K-12 library media specialist

_3_ Curriculum librarian

_6_ Academic librarian in education

_____ K-12 Administrator

_1_ Higher Education administrator

_3_ Other (please identify)

State education consultant

Dean of library

K-6 library media specialist/District level library coordinator

Do you consider yourself

_10_ an education information consumer

_10_ an education information developer

_10_ an education information distributor

_____ other (please identify)_____

Information Need (Please check all that apply):

For what purposes do you seek education information

_9__ professional development

_7__ curriculum development

_10_ to provide information to client groups

_8__ to support research on education issues

_3__ Other (please identify):

To discover what has already been researched about various topics in order to establish new

directions that research in my area (inclusion of students with special needs) might take.

To stay current.

For personal interest

Roles and Responsibilities (Please check all that might apply, selection of a role or responsibility places no obligation on the respondent):

As a potential partner in the United States Education Information Network (USEIN) which of the

following roles do you feel are applicable to your profession and/or organization:

_9__ Learn about the National Library of Education (NLE) and of USEIN.

_5__ Promote the goals of NLE and of USEIN.

_7__ Share information about NLE and USEIN with others.

_8__ Assist in providing access to the resources of the NLE to your clients.

_9__ Share resources from your organization and agency with other USEIN partners.

_3__ Assist in developing and implementing strategies for the preservation of education

information resources.

_5_ Assist in instructing USEIN partners and education information consumers about

electronic and print information tools.

_7_ Serve as a reference service provider for USEIN partners and education

information consumers for print and electronic resources.

_3_ Serve as a instructional services provider for USEIN partners and education

information consumers for the use of technology in support of education.

_2_ Provide education information content (print, mixed media and/or electronic) to

NLE and other USEIN partners.

_4_ Assist in developing new strategies, search techniques and organizational

structures for the dissemination of education information to consumers.

_4_ Provide feedback to NLE and USEIN regarding the work of these organizations.

_2_ Assume a leadership role in the development of USEIN.

_1_ Assist in evaluating the work of NLE and USEIN by coordinating the collection of

evaluative information from consumers of education information.

_0_ Other (please identify):_____

What is the primary role for your organization/profession as a USEIN partner?

Sharing information

The primary role would be as information developers/disseminators.

At the moment providing support and dissemination of NLE and USEIN information. What else we

do would depend on how the network takes shape.

Assume a leadership role in the development of USEIN

Support of teacher education program

Serve as a reference services provider of USEIN resources to the students and faculty who use my CMC.

To share the information with constituent groups of the Education Library-Faculty members in the College of Education and Students in the College of Education, and indirectly to local area educators and administrators.

Provide a place/equipment/services for accessing the resources and also teach about the resources to appropriate groups.

User of information

Incentives (Please check all that apply):

Which of the following incentives would persuade or encourage you to become a USEIN partner?

    _7__ Opportunity to network with colleagues across entire spectrum of education information providers and consumers.

    _5__ Increased communication with other education information network providers.

    _6__ Increased access to information about the National Library of Education, the Department of Education and other federal agencies concerned with education.

    _6__ Opportunity to plan, participate and/or attend programs focusing on education information.

    _3__ Opportunity to promote own organization or agency to the education information community.

    _4__ Opportunity to participate in local and regional resource sharing networks.

    _5__ Opportunity to receive training in the use of education electronic and print

information tools.

_6_ Opportunity to receive training in the use of technology in support of education.

_8_ Access to increased information resources for organization's own clients.

_5_ Access to increased information resources for own needs.

_1_ Opportunity to share responsibilities for preservation of education information with others.

_2_ Opportunity to share responsibilities for organization and dissemination of education information with others.

____ Other (please identify):_____

What would be the primary incentive for encouraging your participation in USEIN?

Access to increased information

Gaining information quickly (especially if the search procedures are easy to use).

Training and access to information sources

Opportunity to receive training and access to increased information resources would be equal in my book.

Access to increased information resources in one centralized place.

More information accessible for faculty and students.

Ability to provide more and better resources for my institution's primary clients.

Access to information and services

What is the greatest barrier to your participation in USEIN?

Time taken away from primary duties. Travel expenses.

Time and human resources to do the work that would be needed.

None-I process print and other media very quickly

Lack of knowledge about the project and reorganization within our organization.

Time!!!!!!!!!!!!!!!!!!!

Any cost (very small budget)

Travel money to get training so I could provide increased access to increased information. Money to buy hardware to provide increased access

Time

Are there other comments which you would like to make regarding the National Library of Education or the United States Education Information Network?

Thank you for the opportunity to provide information prior to USEIN's actualization.

This is wonderful planning at the front stage of development. Congratulations!

I think that NLE should concentrate on providing access to the educational information that is already out there. For instance a free ERIC (complete back to 1968? [sic]) database that can be searched on-line. I also think that it should serve as a national archive for educational material including textbook series. It seems to me for the NLE to " provide greater cooperation and resource sharing..." is a bit redundant at this point. We already have state consortiums in place that are doing that. What we need to do is encourage practicing teachers and administrators to use the resources that are already available to them, and to provide the databases free in an on-line environment via readily available hardware in every school in the country. (1 PC workstation located in the board-office downtown is not providing greater access.)

Although I am not familiar with the whole picture of all the resources and activities, I am excited about the opportunities. The parts I left blank on the questionnaire were more because I was not sure of what it committed me to that lack of interest.

Sounds interesting. I'll be looking for additional information.
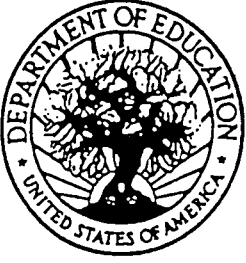
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