ALISE Strategic Planning Survey Results Report

May 21, 2020

Submitted by Dr. Sandy Hirsh, ALISE President-Elect

Executive Summary

Every five years, the ALISE Board of Directors undertakes a strategic planning exercise. As part of this important process, the ALISE Board sought input from both ALISE members and non-members to help guide the planning process to best serve the interests of current and future ALISE members. The survey was distributed to ALISE members and non-members in March-April 2020. Response rates were 139 members and 156 non-members.

Demographics

- The primary **position** held by survey participants was faculty member (tenured, tenure-track, lecturer, part-time): 74.1% for members and 62.82% for non-members.

- Most ALISE members and non-members came from **institutions** that grant doctoral degree programs, 79.71% for members and 72.08% for non-members.

- The majority of ALISE members (58.69%) have **taught in the LIS field** for more than 10 years and nearly half of ALISE non-members (48.05%) have taught for more than 10 years. About one-third of ALISE members and non-members have taught for ten or fewer years.

- Participants were **geographically distributed** across the United States and included some international participation, including India, China, Taiwan, Nigeria, Pakistan, and more than ten other countries. Approximately 25% of ALISE members came each from the Midwest, Northeast, and Southeast in the United States.

- In terms of **association membership**, more than one-third of both ALISE members and non-members belong to ALA. More ALISE members (27.11%) belong to ASIS&T than non-members (17.45%). Participants listed more than 120 "other" professional societies that they belonged to ranging across many disciplines and geographies.

- The top three **conferences typically attended** by ALISE members are ALISE (29%), ALA (20%), and ASIS&T (18%). More ALISE members attend iConference than non-members, but more non-members attend IFLA. About equal percentage of members and non-members attend ALA conferences.

ALISE Roles and Valued Services

- The top three **essential roles for ALISE** for both members and non-members are:
  1. Delivering training in LIS pedagogical excellence and instruction
  2. Serving as leading advocate for LIS education
  3. Promoting research, scholarship, and knowledge creation in LIS pedagogy

- The top four **membership services valued** by ALISE members (in rank order) are:
  1. Opportunity to engage with colleagues at other institutions at the ALISE annual conference
  2. Leadership and advocacy for LIS education
  3. Opportunity to present at the ALISE annual conference
  4. Journal of Education for Library and Information Science (JELIS)

- The most frequent member suggestions about **what ALISE could be doing to better serve** the needs and interests in LIS or allied discipline education related to collaborating with other associations like ASIS&T and iSchools, addressing accreditation needs, improving the association's research quality and prestige, and increasing the association's international focus. Non-member responses covered a very diverse set of topics, for example extending the focus in ALISE on international members, addressing accreditation, supporting the needs of adjunct faculty, improving the association's research quality and prestige, increasing connections with practice, and supporting a more diverse and inclusive culture.

- About one-third of ALISE members and non-members indicated that there were **other aspects of LIS or allied discipline education research and practice** they would like addressed by ALISE. The top three areas that members are interested in: Undergraduate information education, Doctoral education, and Graduate education in LIS. The top two areas that non-members are interested in: Pedagogical and teaching strategies, and instructional supports; and Graduate education in LIS.

Membership

- More than 88% of the ALISE members said that they were likely, very likely or definitely **planning to renew their ALISE membership**; of those, about half of the participants (49.61%) said that they definitely would renew their membership. Only 3.15% said that they were not likely to renew their ALISE membership.

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- 59% of non-members responded that they had previously been an ALISE member. The top three reasons for why they had **discontinued their membership** are:
  1. I belong to multiple organizations and am unable to commit the time or resources necessary to ALISE
  2. Cost of membership
  3. Membership benefits did not meet my needs

- Non-members said they would be likely or very likely to join ALISE if ALISE expanded in the following ways: Instruction and pedagogy (36.67%); Undergraduate, allied masters or doctoral programs (26.4%); International issues relevant to LIS and allied program education (24.59%).

SIGs

- More than one-third (37.4%) of ALISE members said that they **actively participate in an ALISE SIG**. By far the biggest factor that attracted people to participate in SIGs is the connection that SIGs provide to colleagues with similar interests. In addition, SIGs helped them "learn from other professionals with similar interests" and provided them with leadership opportunities including the "ability to make a difference, expand my leadership experience in ALISE in order to build up to higher-level positions."

- Approximately two-thirds (62.6%) of the members said that they **do not actively participate in an ALISE SIG**. The most commons reasons are lack of awareness about what the SIGs are and how to get involved in them, lack of time to contribute actively to SIG activities, lack of alignment to their interests, and lack of outreach from and activity taking place in the SIGs.

- Members said that they **would participate more in SIGs** if they received more information, communication, and publicity about the SIGs, received a direct invitation to participate in a SIG, had more time, saw more SIG activities taking place throughout the year (not just at the conference), identified a SIG that had good alignment with their interests/responsibilities, had the opportunity to collaborate on research through a SIG, and had a better understanding about what the commitment was for participating in a SIG.

ALISE Annual Conference

- More than half of ALISE members (54.69%) said that they **attend the ALISE annual conference** every year. Less than 10% said that they don't attend the conference.

- One-quarter of the members indicated that they **attend the ALISE Annual Conference sporadically**. These participants said that their conference attendance depends on the availability of travel funding, whether they have a paper accepted, and/or whether the topics covered at the conference are of interest to them. Some people mentioned that they attend sporadically because of the location of the conference, the conference sometimes conflicts with other conferences that they want to attend, or they are busy with other work responsibilities. Some said that they attend ALISE conferences only when they were serving on a search committee for their School.

- About 9% of the members said that they **do not attend the ALISE Annual Conference**. When asked why they do not attend, most people said it was because they lack travel funds, there are too many conferences to attend and they have to be very selective, or the conference is not connected to their current job responsibilities (or they are retired).

- Nearly 60% of non-members **had previously attended an ALISE annual conference**. Non-members had previously attended an ALISE conference for a variety of reasons including to present a paper, recruit faculty/serve on a hiring committee, exhibit, job hunt/find work as a faculty member, represent a school as program director/dean, engage in professional development and continued education, participate on a committee or taskforce, and connect with colleagues, share ideas, and keep up to date on trends and what is going on at other schools. Many people attended as doctoral students or when they were early in the LIS teaching career.

- Participants – both members and non-members – were asked **what they find valuable about attending the ALISE Conference** and said they most valued engaging with colleges who have similar teaching and research interests at ALISE conferences. Specifically, members said ALISE conferences provide opportunities to reconnect with colleagues and friends, network with colleagues outside their areas of interest, "learn about developments at other schools that may have relevance to my school," seek employment or to recruit for open faculty positions, present, and "discuss trends & challenges in the field with other deans, directors and chairs." Non-members said ALISE conferences provide opportunities to network and socialize with colleagues, discuss accreditation, recruit new faculty, and "engage with other educators whether they have similar teaching interests or not, and to meet young and emerging scholars and to see what directions their work will be taking and therefore to gauge the future directions of the field."

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- Members (32.08%) and non-members (26.98%) both indicated that there were **additional aspects of LIS or allied discipline education** that they would like to see more coverage of at the ALISE annual conference. Members were most interested in expanded focus on Undergraduate information education (16.25%); Pedagogical and teaching strategies, and instructional supports (15.63%); and Graduate education in LIS (15%). Non-members were most interested in expanded focus on Specializations within LIS (20.11%); and Pedagogical and teaching strategies, and instructional supports (18.44%).

Communication Preferences

- ALISE members' **communication preference** is email (33.83%), the website (21.66%), and listservs (18.99%).

Additional Comments

- **Member comments** focused on raising the quality of the conference and conference papers, addressing the widening gap between LIS and iSchools, increasing training, encouraging more varied conference presenters, attracting more international members, among other suggestions. Some members also expressed how they hope that ALISE will be able to continue as an independent association and expressed appreciation for aligning the ALISE conference with the ASIS&T conference.

- Many members also expressed gratitude to the ALISE Board for their work and for seeking input in the strategic planning process. For example: "ALISE is doing a great job. It's hard to please everyone in a changing profession and ALISE performs its core functions well and does not dilute its mission."

- **Non-member comments** recognized the importance of ALISE's mission. For example, "It is essential that you are the voice of the Schools with the ALA and that you act in transformative ways that ensure the development and future of our Schools and profession."

- Several non-members felt that ALISE was doing a good job and they appreciated being part of the strategic planning process. For example, "Thanks for sharing and opportunity to be part of ALISE."

- Non-members had several comments/recommendations, for example, the association is too expensive; ALISE should consider a merger with ASIS&T; and a diverse set of specialization areas within LIS need to be equally addressed and recognized in programs and offerings.

Final Thoughts

- A few representative comments highlight the important role that ALISE plays in providing a supportive professional community.

    - "ALISE provides opportunities to participate in professional service, developing one's identity as an LIS educator."
    - "ALISE provides a welcoming venue for doctoral students and new faculty to present work. In the past few years, when I have attended the conference, there have some fascinating sessions dealing with timely and controversial topics. More of that!"
    - "The networking opportunities, webinars, and advocacy (speaking with one voice in the LIS/iSchool/ASIST universe) are important to me."

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Background

Every five years, the ALISE Board of Directors undertakes a strategic planning exercise. As part of this important process, the ALISE Board sought input from both ALISE members and non-members to help guide the planning process in how to best serve the interests of current and future ALISE members. The survey, designed to take no more than 10 minutes to complete, was distributed to ALISE members and non-members on March 19, 2020; the survey closed on April 12, 2020. Response rates were 139 members and 156 non-members.

Demographics

The primary position held by survey participants was faculty member (tenured, tenure-track, lecturer, part-time): 74.1% for members and 62.82% for non-members. "Other" roles most frequently meant the person was now retired or emeritus. Student participation in both surveys was low. More professionals were represented in the non-member group.

Table #1 - Primary Position	Member	Non-Member
Tenure-Track or Tenured Faculty member	62.59% (87)	49.36% (77)
Administrator	10.79% (15)	5.13% (8)
Part-Time or Adjunct or Sessional Faculty member	6.47% (9)	6.41% (10)
Student	5.76% (8)	3.85% (6)
Other (Please specify)	5.76% (8)	12.82% (20)
Full Time Lecturer or Clinical Faculty	5.04% (7)	7.05% (11)
Staff member	2.88% (4)	5.13% (8)

Table #1 - Primary Position	Member	Non-Member
Professional	0.72% (1)	10.26% (16)
TOTAL	100% (139)	100% (156)

Most ALISE members and non-members came from institutions that grant doctoral degree programs, 79.71% for members and 72.08% for non-members. "Other" responses included different types of libraries (public, research), educational sector (K-12, high school), non-profit roles, private sector, state library, and retired.

Table #2 - Type of Institution	Member	Non-Member
University with Doctoral Degree Programs	79.71% (110)	72.08% (111)
College/University with Master's Degree Programs (as highest degree)	15.22% (21)	14.29% (22)
Other (Please Specify)	5.07% (7)	9.09% (14)
College/University with Baccalaureate Degree Programs (as highest degree)	0.00% (0)	1.95% (3)
Associate's/Community College	0.00% (0)	2.60% (4)
TOTAL	100% (138)	100% (154)

The majority of ALISE members (58.69%) have taught in the LIS field for more than 10 years and nearly half of ALISE non-members (48.05%) have taught for more than 10 years. About one-third of ALISE members and non-members have taught for ten or fewer years. More than 20% of non-members do not teach while only 8% of members do not teach.

Table #3 – Years Teaching in LIS Field	Member	Non-Member
Less than one year	1.45% (2)	4.55% (7)
1-5 years	14.49% (20)	12.34% (19)
6-10	17.39% (24)	14.29% (22)
11-15	15.94% (22)	16.88% (26)
16-20	21.01% (29)	18.83% (29)
over 20 years	21.74% (30)	12.34% (19)
I do not teach	7.97% (11)	20.78% (32)
Total	100% (138)	100% (154)

Participants were geographically distributed across the United States and included some international participation. Approximately 25% of ALISE members came each from the Midwest, Northeast, and Southeast. Non-members had strongest representation from the Northeast at close to 25%. More ALISE non-members were from international countries and from Canada than ALISE members. International countries represented among non-members included India (3 people), China (3 people), Taiwan (2 people), Nigeria (2 people), Pakistan (2 people), Australia, South Africa, Uganda, Asia, Russia, Lebanon, Japan, Sri Lanka, Germany, Kenya, Botswana, and Turkey. International countries represented among members included China, Japan, Denmark, Jamaica, South Africa, and Australia.

Table #4 - Geographic Location	Member	Non-Member
Midwest (U.S.)	27.54% (38)	20.00% (31)
Northeast (U.S.)	25.36% (35)	24.52% (38)
Southeast (U.S.)	24.64% (34)	14.84% (23)
West (U.S.)	11.59% (16)	9.03% (14)

Table #4 - Geographic Location	Member	Non-Member
Southwest (U.S.)	4.35% (6)	7.10% (11)
Canada	2.17% (3)	7.74% (12)
Mexico	0.00% (0)	0.00% (0)
International (outside North America, please specify country)	4.35% (6)	16.77% (26)
Total	100% (138)	100% (155)

Participants were able to select all that apply in terms of what other professional societies that they are a member of, which is why the total numbers exceed the number of participants. More than one-third of both ALISE members and non-members belong to ALA. More ALISE members (27.11%) belong to ASIST than non-members (17.45%). Participants listed more than 120 "other" professional societies that they belonged to ranging across many disciplines and geographies. Some of the most commonly mentioned by members and non-members included IFLA, Canadian Association for Information Science (CAIS), American Association of School Librarians (AASL), Medical Library Association, Association of College & Research Libraries (ACRL), REFORMA, and International Society for Knowledge Organization (ISKO). Participants also frequently belonged to their state library association or other international associations such as Library and Information Association of South Africa (LIASA).

Table #5 - Other Professional Societies	Member	Non-Member
ALA	36.63% (100)	34.47% (81)
ASIST	27.11% (74)	17.45% (41)
Other (Please specify)	19.78% (54)	32.34% (76)
ACM	6.59% (18)	4.26% (10)
SLA	5.86% (16)	5.11% (12)

Table #5 - Other Professional Societies	Member	Non-Member
SAA	2.56% (7)	3.83% (9)
IEEE	1.47% (4)	2.55% (6)
Total	100% (273)	100% (235)

The top three conferences typically attended by ALISE members are ALISE (29%), ALA (20%), and ASIS&T (18%). More ALISE members attend iConference than non-members, but more non-members attend IFLA. About equal percentage of members and non-members attend ALA conferences. Participants also indicated a wide range of more than 90 "other" conferences they attend. The most commonly mentioned conferences were Canadian Association for Information Science (CAIS), American Association of School Librarians (AASL) and Society of American Archivists (SAA), as well as state library association and country-specific library association conferences.

Table #6 - Conferences Attended	Member	Non-Member
ALISE	28.74% (96)	12.29% (29)
ALA (Midwinter and/or Annual)	20.36% (68)	20.76% (49)
ASIS&T	18.26% (61)	14.41% (34)
Other (Please specify)	14.97% (50)	34.32% (81)
iConference	12.57% (42)	8.90% (21)
IFLA	5.09% (17)	9.32% (22)
Total	100% (334)	100% (236)

ALISE'S Essential Roles

Members (n=130) and non-members (n=118) were asked to rank (with 1 being the most essential) ALISE's essential roles. The mean and standard deviations are reported below. The results showed two clusters of roles that were ranked very closely together for both members and non-members.

The highest ranked cluster for the top three essential roles for ALISE are:

- Delivering training in LIS pedagogical excellence and instruction
- Serving as leading advocate for LIS education
- Promoting research, scholarship, and knowledge creation in LIS pedagogy

The next cluster of essential roles for ALISE are:

- Collecting and reporting important information regarding the state of LIS education across the US and Canada (i.e., Annual Statistical Report)
- Providing mentorship and career development opportunities for LIS educators
- Providing placement services for graduating doctoral students, LIS faculty, and LIS professionals

The following role was clearly ranked below the previous six.

- Liaising with other information professional organizations (e.g., ALA, ASIS&T, IFLA)

Table #7 - Roles	Member	Non-Member
Promoting research, scholarship, and knowledge creation in LIS pedagogy	2.45 (1.47)	2.90 (1.67)
Serving as leading advocate for LIS education	2.49 (1.63)	2.60 (1.69)
Delivering training in LIS pedagogical excellence and instruction	3.22 (1.68)	2.87 (1.85)
Collecting and reporting important information regarding the state of LIS education across the US and Canada (i.e., Annual Statistical Report)	4.37 (1.53)	4.37 (1.63)

Table #7 - Roles	Member	Non-Member
Providing mentorship and career development opportunities for LIS educators	4.48 (1.44)	4.21 (1.36)
Providing placement services for graduating doctoral students, LIS faculty, and LIS professionals	4.86 (1.66)	4.93 (1.55)
Liaising with other information professional organizations (e.g., ALA, ASIS&T, IFLA)	6.48 (1.10)	6.42 (1.14)
Other (Please specify)	7.75 (1.29)	7.69 (1.32)

What ALISE Members Value and Want

ALISE members (n=127) were asked to rank (with 1 being the most valuable) what they find valuable about their ALISE membership. The mean and standard deviations are reported below. The top four membership services valued by ALISE members (in rank order) are:

1. Opportunity to engage with colleagues at other institutions at the ALISE annual conference
2. Leadership and advocacy for LIS education
3. Opportunity to present at the ALISE annual conference
4. Journal of Education for Library and Information Science (JELIS)

The next set of results were clustered very closely together:

- Opportunity to serve on committees
- Special Interest Groups
- Annual Statistical Report (i.e., the ongoing collection and reporting of important information regarding the state of LIS education across the US and Canada)

The next cluster of results were also ranked closely together:

- Other educational events (e.g., Leadership Academy)
- ALISE Webinars
- Access to career/placement opportunities (as an employer or job seeker)

The services ranked in the bottom cluster were:

- Membership Directory
- ALISE Book Series

Table #8 - Membership Service	Mean	Standard Deviation
Opportunity to engage with colleagues at other institutions at the ALISE annual conference	2.46	1.88
Leadership and advocacy for LIS education	3.25	2.50
Opportunity to present at the ALISE annual conference	4.30	2.24
Journal of Education for Library and Information Science (JELIS)	5.23	2.64
Opportunity to serve on committees	6.64	2.23
Special Interest Groups	6.69	2.52
Annual Statistical Report (i.e., the ongoing collection and reporting of important information regarding the state of LIS education across the US and Canada)	6.87	2.70
Other educational events (e.g., Leadership Academy)	7.13	2.76
ALISE Webinars	7.89	3.55
Access to career/placement opportunities (as an employer or job seeker)	8.27	3.80
Membership Directory	9.18	2.42
ALISE Book Series	10.20	1.69
Other (Please specify)	12.82	1.21

A few representative comments highlight the important role that ALISE plays in providing a supportive professional community.

- "ALISE provides opportunities to participate in professional service, developing one's identity as an LIS educator."
- "ALISE provides a welcoming venue for doctoral students and new faculty to present work. In the past few years, when I have attended the conference, there have some fascinating sessions dealing with timely and controversial topics. More of that!"
- "The networking opportunities, webinars, and advocacy (speaking with one voice in the LIS/iSchool/ASIST universe) are important to me."

Some participants wrote in recommendations, which include:

- Expand into "new emerging areas such as KM, Data Science, Big Data, etc."
- "More webinars, white papers particularly on training, job seeking, etc. would be helpful."
- "ALISE needs to be more strategic on the webinars and book series in terms of planning, support and PR; SIGs need to be more active throughout the year"
- "Both ALISE and ALA Office of Accreditation compile statistics on the LIS programs. Is there an opportunity for the two groups to collaborate? I actually value the statistics and use them, but do not understand why our programs need to report the statistics twice."
- "Possibility of ALISE starting chapters in other parts of the world e.g. African Chapter."

Some participants discussed the times that ALISE has been important to their careers and how that has varied. For example:

- "I have been on and off the ALISE membership several times over my 20+ year career in LIS. The need for ALISE membership was different each time: as a doctoral student access to the placement service was the motivation to join; as a junior faculty member, ALISE membership doesn't add much value because my research area is not in LIS education and ALISE is not the best place to present my research or find potential collaborators. I am back in ALISE because of my role change requiring me to become involved with ALISE. Currently the membership benefits to me is interacting with peers closely and being part of any changes in LIS education."
- "When I was on the job market, the job listings and the conference were important sources of information for me. Now that I am an LIS educator, I appreciate JELIS and a body that will advocate for LIS educators. I also have recently started participating in the webinars, which have been very useful."

What ALISE Could Do Better to Serve Members

What ALISE Could Be Doing Better

ALISE members and non-members were asked an open-ended question about what ALISE could be doing to better serve the needs and interests in LIS or allied discipline education.

Member Responses

Many participants wrote in responses, with the most frequent comments related to collaborating with other associations like ASIS&T and iSchools, addressing accreditation needs, improving the association's research quality and prestige, and increasing the association's international focus.

Collaboration with other associations: Many people suggested increasing collaboration with iSchools and ASIS&T and most were pleased with the move of the ALISE conference to the Fall and with trying to collocate the ALISE and ASIST conferences. For example:

- Continue to work even more closely with ASIS&T. The meetings before ALA midwinter were inconvenient because I rarely went to midwinter. Many of us are much more active in other organizations more in the IT area.
- Join forces with other professional associations to advocate for LIS educators and professionals. Make it easier for more people to attend more than once event in the same venue/location. I think ALISE is going in the right direction when they co-located this year's conference with ASIS&T.
- Changes in LIS education landscape are here and stay--just look at the iSchool branding expansion and internationalization. The landscape change results in competition and clash between historical tradition (as represented by ALA accreditation system) and the need for change and innovation. ALISE should turn the competition and clash into collaboration and co-growth. Here are a few action items for consideration: --Clarify the working relations with ALA, ASIST, and iSchool Consortium and identify the position of ALISE with these three allied organizations related to LIS community. --Strategically co-locate ALISE events or segments of events with these three primary allied organizations, e.g., Leadership academy with iConference, placement service with ALA, and main conference with ASIST (which is in the plan already). ALISE will be very limited without the participation of iSchool faculty members. --

Having shared membership benefits with three major allied organizations, e.g., discounted conference rate for ASIST/ALA members and vice versa, access to society publications, etc.

- Continue to work with ASIST; add iConference for meetings (combine them into a 70's style supergroup, or something like Canada's Congress for social sciences).

Research Quality and Prestige: Some people suggested that the quality standards need to be improved for the conference and the journal. For example:

- The annual conference needs to be made much more rigorous with regard to its acceptance policies to gain any sort of credibility. The paper requirements are barely that. If ALISE is truly about LIS education, then it needs to push pedagogy and education issues at the annual conference. It seems to be a little brother research conference to its big brother ASIST.
- This is not my community but I was quite disappointed about the level of research presented
- Raise the prestige of JELIS. It could be an important vehicle for improving LIS education.
- I really appreciate that ALISE has started to move towards venues and methods that offer valuable support for pre-tenure faculty, such as the movement of JELIS to UTP and the publication of the ALISE conference proceedings. Please keep doing these kinds of things.
- Become research-focus and research-based; promote the application of theory to practice. I quit attending ALISE years ago, as the sessions were basically "How our program does it good," rather than serious presentations of research results, with little to no critical analysis.

International Expansion: Several participants recommended that ALISE continue its efforts to internationalize the association – and make the association more welcoming to and inclusive of people from other countries. For example:

- Find ways to internationalize.
- ALISE needs to highlight that the Association is not just about ALA-accredited MLIS programs for an American and Canadian audience.
- Being from outside the US, I find it difficult to connect with ALISE. It is very US-centred. Well I understand this, it is difficult because it is trying to move to be a more international organisation. I think this is important because I have lived in 3 different countries and none of them have an association for LIS educators. One aspect that makes connecting to ALISE particularly difficult is its previous connection to ALA Midwinter. I am very happy to see that ALISE will be before ASIS&T; I will be able to go for the first time.
- Less US/Canada focused and more of an international focus

Accreditation: Some participants urged ALISE to continue to focus on accreditation and to take a leadership role in this area. For example:

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- Keep pressing ALA about improving accreditation.
- I appreciate all the work that has already been done to increase ALISE's role in accreditation. I don't mind that ALA controls accreditation -- I think it's appropriate that they decide what they want librarians to know/do -- but I think ALISE should be more involved in discussions about _standards_ for accreditation. And this should be done in a respectful way, because we are all in this together.
- More with regard to ALA accreditation of masters' programs - we all rely on these programs for our bread and butter - master's students are paying the bills and we need to keep our interests on ALA COA's radar. Having a rep to COA is wonderful but we need more.

Some other suggestions included:

- following up with webinar attendees a few months afterwards to facilitate learning,
- keeping faculty engaged throughout their careers and equipping them to be advocates for LIS education in a changing higher education landscape,
- updating the teaching interest categories on the membership form,
- promoting a more open culture in LIS,
- considering a name change,
- providing more opportunities for scholarships and research funding,
- keeping conference costs down for attendees, such as holding conferences in less expensive cities, offering a sliding scale for conference registration, and giving free conference registrations for guest experts outside of the profession,
- engaging in more inclusionary practices,
- ensuring that senior faculty are prepared to support junior faculty,
- continuing to support doctoral students and their education,
- representing LIS education at larger graduate school fairs,
- providing more time for SIGs to connect with each other,
- offering a conference track on issues facing program administrators,
- discontinuing the use of conference themes as a criterion for conference paper acceptance
- moving the ALISE conferences online,
- bringing in more guest speakers from diverse areas such as ICT for development, financial inclusion, social inclusion, etc.,
- assessing the LIS field for its current content beyond preparing librarians,
- reaching out to growing adjunct community,
- being proud of the ALISE vision of librarians, archivists, museum workers, and other information professionals,
- providing more training, networking opportunities among Ph.D. students,

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- providing mentorship, career advising, and workshop programs.

Non-Member Responses

Many non-members wrote in responses covering a very diverse set of topics. A few topics were mentioned by more than one person, including extending the focus in ALISE on international members, addressing accreditation, supporting the needs of adjunct faculty, improving the association's research quality and prestige, increasing connections with practice, and supporting a more diverse and inclusive culture.

Accreditation: Some non-members wanted to see ALISE take a stronger role in accreditation. For example:

- Advocating for LIS education. Fighting to revamp accreditation to make it is cost effective and ensuring it recognizes new shape of the information landscape. Acting more pro-actively as an advocate for Schools in dealings with the ALA.

Adjuncts: Several non-members urged for greater support of adjunct faculty. For example:

- More support for adjuncts and their pay.
- As an adjunct - offer more resources for them - or a discounted membership based on the number of credits you teach; give adjuncts more opportunity to play a role (e.g., no adjuncts are invited to my knowledge to offer webcasts directed to other adjuncts such as tips for fitting teaching into an existing full-time job); as an adjunct I mostly feel like an outsider and don't see that ALISE has much to offer me.
- Developing services and benefits for adjuncts.

Research Quality: Some participants wanted to see improved research quality in ALISE. For example:

- Improving the quality of the research presented at the conferences. I never went to an ALISE meeting where I didn't learn something new relevant to my *teaching*, but with research it was just about always the opposite situation, and I ended up not being able to justify the expense of the trip.
- ALISE is a good venue for doctoral students and, maybe, for junior Assistant Professors. It is not a venue for academic-level intellectual exchange and scholarship.

Connection with Practice: Improving connections with practice meant different things to different people. For example:

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- Splitting from ALA was a loss, and while I understand why the decision was made, it distances ALISE further from the profession that is its roots. It needs to find a way to reestablish that relationship or those of us who identify with the professional field may find themselves disenfranchised.
- I am a school librarian and want the academic communities and school library communities to consider and collaborate on the synergies between each other. There are lots of opportunities missed due to time in our own silos.
- Collocate with a real library conference, preferably not ALA or Midwinter. Provide training rather than more superficial panels/presentations with LIS educators just talking to themselves. There's a real disconnect between librarians and LIS programs and ALISE should work to close that gap.
- Forge better alliances with communities of practice and cultivate relationships within all sectors of the field.

Diversity and Inclusion: Some non-members wanted to see ALISE be more inclusive. For example:

- Do more listening. Move beyond rhetorics of "diversity and inclusion" to take real action to make space for the voices of Black, Indigenous, and other people of color; gender non-conforming people; those who aren't neurotypical or are disabled; immigrants; and alt-ac LIS educators.
- Providing safe spaces for BIPOC students.

Other suggestions include:

- Moving more meetings online and with lower fees,
- Broadening the areas of focus in ALISE to include archives/records/information governance,
- Creating connections between LIS educators and students and other professional associations,
- Developing programs for librarians who do not currently teach to learn to become LIS instructors,
- Connecting with faculty not just deans and chairs primarily when collecting data,
- Increasing advocacy for LIS education,
- Helping LIS programs develop and venture into new curriculum efforts,
- Encouraging more LIS-related pedagogical research,
- Keeping costs of membership and conference attendance down,
- Providing more opportunities for non-tenure track faculty,
- Making the call for presentations at the annual conference less tied around a theme,
- Improving SIG proposal process and managing SIGs better,
- "Dealing with issues related to the demise of LIS as a discipline and profession; e. g. LIS

faculties being staffed with scholars from communications, media studies, game studies, etc. Fortifying and championing the core ideas, theories, practices of library and information science,"

- Broaden ALISE conference themes beyond just the educational aspects in LIS,
- Taking a broader view of the role of information, disinformation and misinformation in the Age of Disinformation.

Other Aspects of LIS or Allied Discipline Education Research and Practice

ALISE members and non-members were asked whether there were any other aspects of LIS or allied discipline education research and practice that they would like to see more prominently addressed by ALISE. ALISE members and non-members responded similarly to this question, with about one-third of both groups [36.07% members; 31.62% non-members] indicating that there were other aspects they would like addressed by ALISE.

Participants were asked to identify the areas that ALISE should be playing a larger role in and were allowed to select all that applied. The results were different for members and non-members.

Members wanted a range of focus areas that spread across the options presented, with the top three areas Undergraduate information education, Doctoral education, and Graduate education in LIS.

Non-member responses were a little more differentiated with the top two desired focus areas Pedagogical and teaching strategies, and instructional supports; and Graduate education in LIS.

Table #9 - Areas of LIS and Allied Discipline Education that ALISE should be playing a larger role in	Member	Non-Member
Undergraduate information education	16.28% (28)	9.93% (14)
Doctoral education	14.53% (25)	13.48% (19)
Graduate education in LIS	13.95% (24)	17.02% (24)
Pedagogical and teaching strategies, and instructional supports	13.37% (23)	17.73% (25)
Specializations within LIS	12.21% (21)	12.06% (17)

Table #9 - Areas of LIS and Allied Discipline Education that ALISE should be playing a larger role in	Member	Non-Member
Graduate education in allied areas	11.63% (20)	9.93% (14)
Continuing education	9.30% (16)	13.48% (19)
Other (Please specify)	8.72% (15)	6.38% (9)
Total	100% (172)	100% (141)

Member Responses:

"Other" responses from members included:

- Keep library science alive in iSchools,
- Focus on inclusion and diversity in LIS education,
- Expand LIS international education, collaboration, and outreach,
- Outreach to/advocacy for adjunct instructors,
- Establish stronger relationship with AERI (Archives Education) and other similar groups,
- Expand in areas related to online communication and networking,
- Address community challenges, like homelessness and poverty,
- Provide continuing education in areas like management and leadership,
- Include children's/teen literature focus in ALISE conferences.

Non-Member Responses

"Other" responses from non-members included:

- Engage more deeply with librarianship,
- Collaborate with practicing librarians,
- Encourage more interdisciplinary research and teaching,
- Address inclusion and cultural sensitivity practices,
- Consider renaming ALISE – "if it wants to be a broader, academic/education society for all info pros then it needs to rename itself."

- Include focus on intersectionality, social justice, etc.
- Address preparing for accreditation,
- Support better dialogue across the LIS programs,
- Establish relationships with professionals via research.

Membership: How Likely to Renew

ALISE members were asked how likely they were to renew their ALISE membership. More than 88% of the participants said that they were likely, very likely or definitely planning to renew their ALISE membership; of those, about half of the participants (49.61%) said that they definitely would renew their membership. Only 3.15% said that they were not likely to renew their ALISE membership.

Table #10 - How Likely To Renew ALISE Membership	Percentage	Count
Not likely	3.15%	4
Somewhat likely	8.66%	11
Likely	17.32%	22
Very likely	21.26%	27
I definitely will renew my membership	49.61%	63
Total	100%	127

Membership: Reasons for Discontinuing ALISE

When non-members where asked whether they had ever previously been a member of ALISE, 59% (n=85) of those answering the question responded that they had previously been a member.

Former ALISE members were asked why they had discontinued their membership and were allowed to select multiple reasons. The top three reasons (in frequency order) are:

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1. I belong to multiple organizations and am unable to commit the time or resources necessary to ALISE
2. Cost of membership
3. Membership benefits did not meet my needs

Table #11 - Reasons for discontinuing membership	Percent	Count
I belong to multiple organizations and am unable to commit the time or resources necessary to ALISE	27.91%	36
Cost of membership	20.93%	27
Other (Please specify)	17.83%	23
Membership benefits did not meet my needs	16.28%	21
I didn't realize that it was time to renew my membership	6.98%	9
The Association is not relevant to my interests	5.43%	7
My university stopped paying for my membership	4.65%	6
Total	100%	129

Some people discontinued their membership because they had retired, had emeritus status, or had moved to another country. Some people did not join because they do not go to the conference and did not see the value of the ALISE membership if they did not plan to go to the conference. "Other" responses from non-members included:

-   I dropped when ALISE stopped meeting with ALA, but rejoined. Will not attend conference now separated.
-   I generally rejoin when I am able to come to the conference.
-   ALISE is OVERWHELMINGLY white and whiteness reigns supreme throughout the organization. Conference is weak/limited and conference hotels are too often under construction.
-   I am curtailing travel over the climate crisis and often membership fees are tied to conference attendance.
-   Not for tenured Professor-level individuals.

Membership: Considerations for Joining ALISE

Non-members were asked about what would make them more likely to join ALISE. Non-members said they would be likely or very likely to join if ALISE expanded in the following ways:

- Undergraduate, allied masters or doctoral programs - 26.4%
- International issues relevant to LIS and allied program education - 24.59%
- Instruction and pedagogy - 36.67%

Non-members expressed greatest interest in ALISE if it expanded its focus on instruction and pedagogy. This is explained in greater detail below.

Undergraduate, allied masters or doctoral programs

Non-members were asked if they would be more likely to join ALISE if it expanded its emphasis to include more coverage of undergraduate, allied masters or doctoral programs. Approximately one-quarter of the participants (26.4%) said they would be very likely or likely to join, 32.8% they would be somewhat likely to join, and 40.8% said they were not likely join.

When asked what other areas of LIS and allied discipline undergraduate, masters or doctoral programs they would like to see ALISE emphasize that would make ALISE more appealing to join, responses included:

- data literacy, design thinking, research methods, learning tech skills
- information technology
- data analysis digital humanity
- AI and ML, relationship with other disciplines such as social work, HCI, data science, digital curation/preservation
- access to information, information literacy, ethics of information
- research methods and scholarly communication
- CAEP programs that prepare school librarians
- scholarly communication, digital preservation, library assessment
- information science education for non-information science majors
- information science and IST bachelors, IST master's programs, higher education administration and academic leadership PhD/EdD programs
- data analytics, knowledge management, project management
- open access

- systems librarianship
- continuing education
- data science, IT technology, data management, information analysis
- interdisciplinary studies
- library science, information security, learning resources
- emerging areas such as data visualization, user experience, data analysis; "softer" skills such as emotional intelligence, human resource management, leadership development, etc.
- health informatics, health sciences librarianship
- connections with school librarians
- children's and young adult literature, youth services in libraries
- cross collaboration - in bringing LIS concepts into other domains, creating teaching programs to promote our skills and value in these other domains so that they might hire us as professionals, team members, etc.

International Issues

They were asked if they would be more likely to join ALISE if it expanded its emphasis to include more international issues relevant to LIS and allied program education. Approximately one-quarter of the participants (24.59%) said they would be very likely or likely to join, 31.97% they would be somewhat likely to join, and 43.44% said they were not likely join.

When asked what international issues relevant to LIS and allied program education they would like to see ALISE emphasize that would make ALISE more appealing to join, responses included:

- Curriculum development and sharing:
  - sharing curriculum and ideas in terms of diversity
  - curriculum development for LIS education
  - development of LIS education in different countries; how LIS education copes with the development of librarianship in the world; how LIS education can better adapt itself to the fast-changing world, especially the emergence of data science, big data, and AI
- Accreditation:
  - accreditation reciprocity, student mobility, international student welfare and recruitment, transnational arrangements, etc.
  - international accreditation and LIS standards
  - international quality control so we can break free of the current system
  - alternatives to ALA accreditation

- International Meetings:
    - hold ALISE conference in Canada
    - support for participation in meetings outside of US (small compensation as an incentive)
    - more non-US conferences
- be more international, just like ASIST and iSchools
- international collaborative research and data sharing
- 1. Membership fee for foreigners. 2. Communication and cooperation gap between associations. 3. Technological problems etc.
- pedagogy in times of climate crisis, global south and north, political economy of information, inequality.
- more contact with researchers in other LIS schools in other nations
- access to information everywhere and the digital divide
- exchange programs
- open access; eliminating all financial and technical restrictions on access to the scholarly literature
- export and lead LIS education to the world
- reconciliation with Indigenous populations
- how LIS education is researched and treated broadly on a global scale

Instruction and Pedagogy

They were asked if they would be more likely to join ALISE if it expanded its emphasis to include more about instruction and pedagogy. More than one-third of the participants (36.67%) said they would be very likely or likely to join, 40.83% they would be somewhat likely to join, and 22.4% said they were not likely join.

Non-members were asked what aspects of instruction and pedagogy they would like to see ALISE emphasize that would make ALISE more appealing to join. Frequently mentioned areas were online education, online education technologies, online learning, and online education pedagogy. Other respondents said:

- small scale activities within a single class; less on syllabus analysis
- seminar for new or trendy topics
- pedagogy in general; how folks teach.
- online education technologies and MOOCs
- theories of instructional design, adult learning (andragogic), access for all students to laptops / tablets (advocacy issue)

- experiential learning
- community engagement
- open pedagogy
- instructional technologies for LIS, data science in online education programs
- how to improve pedagogy, better online community and instruction methods, etc.
- more webinars on instruction, i.e., best practices
- post-MLIS professional development
- pedagogical tools
- online forums
- teaching online (including SLOs, teaching with the IL framework in mind, instruction design)
- training on entrepreneurship in librarianship
- new methods to deliver teaching and education; new ways to design interactive classroom
- updating foundational concepts of LIS to this Information Age; integration of new Information Age modalities (e. g. social media) to existing LIS literature and theories.
- online instruction, engagement of students
- how to better support and mentor doctoral students.
- deeper learning and online learning with special education and access for all.
- instructional design and development online learning
- theory into practice - theoretical discussions of pedagogy that conclude with recommendations for practice.

Other Factors

Non-members were asked to elaborate on any other factors that would encourage them to join ALISE. Their feedback echoed feedback provided earlier, including interest in the connection of ALISE with practice, a stronger ALISE conference, better support for international membership, lower membership fees, a consideration of some type of merger between ALISE/ASIS&T/iSchools, as well as other comments.

Connection with Practice:

- Engagement with librarianship
- A proactive approach by the Association in encouraging engagement with and programming involving relevant areas of practice. Scheduling the conference in conjunction with ALA Midwinter. While the latter issue was debated, the current scheduling requires funding and time to attend a separate, standalone event.

- Re-partner with ALA.

Conference:

- fewer traditional presentations at the conference and more interactive activities
- Just a better conference experience...especially more welcoming
- I preferred the conference in the winter. The new schedule is very difficult for many researchers who are also instructors.

International:

- Branches or Chapters in Asia and Pacific Area
- Free membership for developing countries
- Especially those from outside of USA can be allowed a waiver

Costs:

- Lower membership fee
- Main issue is cost. My institution offers no reimbursement for professional memberships. I know you rely on fees, but a stone may be bled only so much, and right now, ALA is my priority.
- A discounted membership (sort of like an "associate member") for adjuncts; I can't afford to belong to ALA plus ALISE.
- A cheaper membership for retirees

Collaboration:

- There is very little now that would encourage me to join unless it was to push for a merger of ALISE with ASIST or to revamp the current society into something new.

Other:

- Perhaps corporate membership should be looked at more, especially for institutions outside of North America
- User friendly online platform for new members
- Alignment with my interests: archives/records management/information governance
- Opportunities to interact with different communities
- more influence and impact on academic world
- Possibly if there is a role for retired LIS teachers to support students.
- It's relevance to my immediate areas of practice and responsibility.

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SIG Participation

ALISE members were asked about their participation in ALISE Special Interest Groups (SIG).

Factors that encouraged participation in SIGs

More than one-third (37.4%, n=49) of ALISE participants said that they actively participate in an ALISE SIG. By far the biggest factor that attracted people to participate in SIGs is the connection that they provide to colleagues with similar interest. Here are a few representative comments:

- There are many reasons to participate in a SIG, including professional connections within your subfield, exchange of research and pedagogy, and leadership opportunities.
- Connection with disciplinary peers of similar interest * collaboration/publication ideas and co-authors * more in-depth and timely knowledge and research on interest area * makes larger organization more accessible, community-like
- Meeting others in the SIGs while attending the annual meeting.
- Connect and build professional relationships with colleagues whose interests are more aligned than even many colleagues at my institution, and to broaden my knowledge of teaching and research.
- The SIG supports my teaching emphasis and community building.
- Being proactive, networking, talking about and sharing new ideas, moving things forward.

In addition to these benefits, members also discussed how SIGs helped them "learn from other professionals with similar interests" and provided them with leadership opportunities including the "ability to make a difference, expand my leadership experience in ALISE in order to build up to higher-level positions."

Reasons members do not participate in SIGs

Approximately two-thirds (62.6%) of the participants said that they do not actively participate in an ALISE SIG. The most commons reasons are lack of awareness about what the SIGs are and how to get involved in them, lack of time to contribute actively to SIG activities, lack of alignment to their interests, and lack of outreach from and activity taking place in the SIGs. Here are a few representative comments.

- I'm not sure I have the time to devote and while there are a few that interest me, I'm not sure there is one that clearly aligns with my areas of teaching and research.
- No one has reached out; lack of time to map my interests into available offerings; not understanding what those offerings are.
- I tried to participate but didn't receive any information on it after I joined. I reached out to the coordinator but never heard back.

A few participants indicated that they do intend to get involved in SIGs but just haven't had the chance to sign up yet.

- I was heavily involved in service activities with my other professional associations. However, I plan to play an active role in ALISE SIGs in the near future
- I am very new to ALISE and hope to join a SIG in the next year.

What would encourage participation in SIGs?

Members were asked what would encourage them to participate in ALISE SIGs. Participants responded that they would participate more in SIGs if they received more information, communication, and publicity about the SIGs, received a direct invitation to participate in a SIG, had more time, saw more SIG activities taking place throughout the year (not just at the conference), identified a SIG that had good alignment with their interests/responsibilities, had the opportunity to collaborate on research through a SIG, and had a better understanding about what the commitment was for participating in a SIG.

New SIG Suggestions

Members were asked if they had any suggestions for a SIG that would reflect a new direction for ALISE to pursue. Participants had several recommendations.

- Management interests in GLAMs
- Opening LIS
- III
- Social Justice
- SIG-KM, SIG-Data Science
- International may find ways of including not just study abroad programs but international faculty

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- SIG about the nexus of education with information environments beyond academe (corporate & government)
- Assessment and evaluation. Maybe the curriculum SIG does this but I'm unsure.
- Future of LIS Education
- First Generation professionals (both faculty and LIS students)
- Management
- Information Literacy/Educating Librarians as Educators
- Information Literacy
- Tech services
- Ethics, Research, Information Literacy
- International education
- Archival/Preservation Education & Curriculum
- ICT for Development
- Mid-career professionals; Grant writers
- Community homelessness and poverty
- Community Engagement
- Undergraduate education, allied areas like data science or IT
- LIS and Changing Demographics or LIS and Immigrants
- Equity and Justice
- Undergraduate LIS education; Data science education; Technology education

ALISE Conference: Attendance

Member Responses

ALISE members were asked how often they attend the ALISE annual conference. More than half of the participants (54.69%) said that they attend every year. Less than 10% said that they don't attend the conference.

Table #12 - How Often Attend ALISE Conference	Percentage	Count
Every year	54.69%	70
Every other year	11.72%	15
Sporadically	25.00%	32
I don't attend the conference	8.59%	11
Total	100%	128

Why do members attend ALISE conferences sporadically?

One-quarter of the participants indicated that they attended the ALISE Annual Conference sporadically.

When asked why, most participants said that their conference attendance depends on the availability of travel funding, on whether they have a paper accepted, and/or on whether the topics covered at the conference are of interest to them. Some people mentioned that they attend sporadically because of the location of the conference, because the conference sometimes conflicts with other conferences that they want to attend, because they are busy with other work responsibilities. Here are a couple of representative comments about why people attend the ALISE conference only sporadically:

- Conference attendance is expensive and my university only funds one conference per year. I have to choose among several conferences.
- I would like to attend more often, but finding the time to be able to get away is difficult (particularly during the academic year)

Some said that they attended ALISE conferences only when they were serving on a search committee for their School. A couple of people mentioned that it was difficult for them to attend ALISE conference as a stand-alone conference now that ALISE has decoupled from ALA Midwinter. The timing of the ALISE conference, particularly for international attendees, can be difficult if it conflicts with their teaching schedule. A couple of people felt that the quality of the ALISE conference was not as strong as they would like, with one participant saying that "The sessions lack adequate grounding in research and theory."

Why don't members attend ALISE conferences?

About 9% of the members said that they do not attend the ALISE Annual Conference. When asked why they do not attend, most people said it was because they lack travel funds, there are too many conferences to attend and they have to be very selective, or the conference is not connected to their current job responsibilities (or they are retired). One international member said that they couldn't attend because it was too far. One person said that now that ALISE conference will be held with ASIS&T, they will be able to attend the ALISE conference for the first time. One person said that: "It feels like ALISE is for traditional LIS education - my area straddles information management and traditional LIS. I haven't gotten the sense that people in my area are active in ALISE, pre-tenure."

Non-Member Responses

Non-members were asked whether they had every attended an ALISE annual conference. Nearly 60% had previously attended an ALISE annual conference. Non-members had previously attended an ALISE conference for a variety of reasons including to present a paper, to recruit faculty/serve on a hiring committee, to exhibit, to job hunt/find work as a faculty member, to represent a school as program director/dean, to engage in professional development and continued education, to participate on a committee or taskforce, and to connect with colleagues, share ideas, and keep up to date on trends and what is going on at other Schools. Many people attended as doctoral students or when they were early in the LIS teaching career.

Some representative comments included:

- At first because I was a Dean/Director of a School and thought that perhaps ALISE would be a good advocate for us with the ALA and because I wanted to meet other educators in our field. And then for a while because I had a continuing interest in the issues the ALA was engaged
- To interview for jobs, to connect with faculty from other schools in my teaching and research interests, to present my research, and to socialize with old friends and new colleagues.
- Primarily job seeking. I see ALISE as the premiere L&IS conference for job placement. It also is one of the best attended for both research and teaching faculty in my opinion.
- It is the premier association for LIS faculty. I attended as a doctoral student to present research and interview for positions, and then attended while full-time faculty to present programs and serve on committees.

ALISE Conference: Value

Participants – both members and non-members – were asked what they find valuable about attending the ALISE Conference; they were asked to select all that apply. Both members and non-members found that they most valued engaging with colleagues who have similar teaching and research interests at ALISE conferences.

Table #13 - What is Valuable about ALISE Conference	Member	Non-Member
To engage with colleagues who have similar teaching interests	24.19% (90)	22.16% (39)
To engage with colleagues who have similar research interests	23.66% (88)	23.86% (42)
To learn about the latest developments in pedagogy	19.35% (72)	15.91% (28)
Special Interest Group-sponsored sessions	14.25% (53)	15.91% (28)
Employment opportunities (as a recruiter or job seeker)	12.37% (46)	15.91% (28)
Other (Please specify)	6.18% (23)	6.25% (11)
Total	100% (372)	100% (176)

Members and non-members also identified "other" aspects that they found valuable.

Member Responses

"Other" responses from members included that they valued ALISE conferences because they provide opportunities to reconnect with colleagues and friends, to network with colleagues outside their areas of interest, "to learn about developments at other schools that may have relevance to my school," to seek employment or to recruit for open faculty positions, to present, and to "discuss trends & challenges in the field with other deans, directors and chairs."

Non-Member Responses

"Other" responses from non-members included that they valued ALISE conferences because they provide opportunities to network and socialize with colleagues, to discuss accreditation, to recruit new faculty, to "engage with other educators whether they have similar teaching interests or not, and to meet young and emerging scholars and to see what directions their work will be taking and therefore to gauge the future directions of the field."

ALISE Conference: Other Aspects of LIS or Allied Discipline Education

When asked whether there were any other aspects of LIS or allied discipline education for which they would like to see more coverage at the ALISE annual conference, 32.08% of the members and 26.98% of the non-members said "yes."

Specifically, members were most interested in expanded focus on Undergraduate information education (16.25%); Pedagogical and teaching strategies, and instructional supports (15.63%); and Graduate education in LIS (15%).

Non-members were most interested in expanded focus on Specializations within LIS (20.11%); and Pedagogical and teaching strategies, and instructional supports (18.44%). They also were interested in Graduate education in LIS (13.41%); Continuing education (13.41%); and Doctoral education (12.85%).

Table #14 - LIS and Allied Area Education Would Like Addressed at ALISE conference	Members	Non-Members
Undergraduate information education	16.25% (26)	11.17% (20)
Pedagogical and teaching strategies, and instructional supports	15.63% (25)	18.44% (33)
Graduate education in LIS	15.00% (24)	13.41% (24)

Table #14 - LIS and Allied Area Education Would Like Addressed at ALISE conference	Members	Non-Members
Doctoral education	13.13% (21)	12.85% (23)
Specializations within LIS	11.88% (19)	20.11% (36)
Graduate education in allied areas (Please specify)	11.25% (18)	6.15% (11)
Continuing education	9.38% (15)	13.41% (24)
Other (Please specify)	7.50% (12)	4.47% (8)
Total	100% (160)	100% (179)

Graduate education in allied areas

Members and non-members felt that it was important for ALISE to expand beyond libraries.

Member Responses

- Data Science and Digital Humanities
- Data-related education
- STEAM
- Museum informatics, data stewardship, Science & Technology Studies (STS)
- Management
- iSchool-oriented issues
- Social work, public health
- Print culture
- Data science, technology in LIS

Non-Member Responses

- Informatics
- Archives, Publishing
- Publishing, multimedia
- AI/ML, Data Science, Data Curation and Preservation
- Business

- Open Access
- Interdisciplinary studies
- Research data management and curation activities

Other

Members and non-members identified additional areas that they would like ALISE conference to address.

Member Responses

- ALA Accreditation
- Opportunities for collaborative research
- International copyright issues
- Semantic Web Technologies, how this will change cataloging and classification
- Diversity
- International collaboration and LIS education outreach
- The adjunct experience
- More engagement with Youth Services, including children's literature.
- Assessment
- Research. International issues. Policy issues.

Non-Member Responses

- Certificate in teaching LIS
- Grants
- Awareness that qualitative, historical, and humanistic research is part of this field and its knowledge base
- Post-doctoral sabbatical leave
- Hiring practices and placement of doctoral graduates
- Equity, diversity, inclusion, and belonging; managerial skills; leadership development
- Connections with practicing librarians

Communication Preferences

ALISE members were asked how they would prefer to hear from ALISE; they could select all that applied. Most participants preferred email (33.83%), the website (21.66%), and listservs (18.99%).

Table #15 - Communication Preference	Percentage	Count
Email	33.83%	114
Website	21.66%	73
Listservs	18.99%	64
Social media	13.65%	46
Newsletter	10.98%	37
Phone calls	0.59%	2
Other (Please specify)	0.30%	1
Total	100%	337

Anything Else

Participants were asked if there were anything else they would like to communicate to the ALISE Board of Directors. Many participants wrote in responses to this final question.

Member Responses

Many members expressed gratitude to the ALISE Board for their work and for seeking input in the strategic planning process. For example:

- Thank you for your service in sustaining ALISE as an organization and planning for the future.
- Thank you for being inclusive in strategic planning and your services to ALISE.

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- ALISE is doing a great job. It's hard to please everyone in a changing profession and ALISE performs its core functions well and does not dilute its mission.
- Thank you for the hard work you've been doing to improve ALISE! I really feel like my feedback from the previous survey like this one was heard and taken into account.
- Keep up the good work! You really are the front line between university administrations and the need for LIS education and educators. Maybe toot our horns a little more ;-)
- ALISE seems to be much more vibrant and relevant over the past few years. Keep up the good work!
- I appreciate the ways that ALISE communicates with members and have been impressed with the new directions ALISE is taking.

Other comments focused on raising the quality of the conference and conference papers, addressing the widening gap between LIS and iSchools, increasing training on current issues, encouraging more varied conference presenters, attracting more international members, addressing more international/global issues, making the application process for serving on committees more open, articulating the value of LIS education to a national audience, exchanging ideas with practitioners, "including a more diverse group of attendees by having less expensive registration rates, shared housing, and the inclusion of the expertise of non-ALISE members/non-librarians by not charging them (waiving registration) for sharing their knowledge with ALISE members," advocating for "more flexible accreditation standards that encourage a broader range of schools (in terms of size, topic specializations, etc.) to get and maintain accreditation," and enabling each school to run a report from ALISE Statistical Report data and produce tables and visualizations that port directly into accreditation documents. Some members also expressed how they hope that ALISE will be able to continue as an independent association and expressed appreciation for aligning the ALISE conference with the ASIS&T conference.

Non-Member Responses

Several non-members felt that ALISE was doing a good job and they appreciated being part of the strategic planning process.

- Appreciation for all you do. ALISE meant a lot when I first started teaching career and published a paper.
- Thanks for sharing and opportunity to be part of ALISE
- Please let the BoD know that I am thankful for several years of stimulating conferences at a formative time in my career.

Additionally, some non-members recognized the importance of ALISE's mission.

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- It is essential that you are the voice of the Schools with the ALA and that you act in transformative ways that ensure the development and future of our Schools and profession.
- You do REALLY important work to elevate the respect for the discipline of Library Science.

One person felt that the scope of the association needed to be broadened, stating: "I no longer consider myself to be an LIS educator, I am an information educator, and there is a difference."

Non-members had several comments/recommendations: the association is too expensive (e.g., "It is too expensive when one's dues and attendance costs have to be paid out-of-pocket for part-time faculty to attend;" "On faculty salary, the membership and conference costs make it extremely difficult to participate."); ALISE should consider a merger with ASIST; a diverse set of specialization areas within LIS need to be equally addressed and recognized in programs and offerings; the association should include a focus on information literacy; the association should offer an open forum for adjuncts; the association should provide a session related to program accreditation; the association should continue to reach out to librarians worldwide and some urged that ALISE re-partner with the ALA conferences.