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# Chemical information instruction, 1984-2004: Who is leading the charge?

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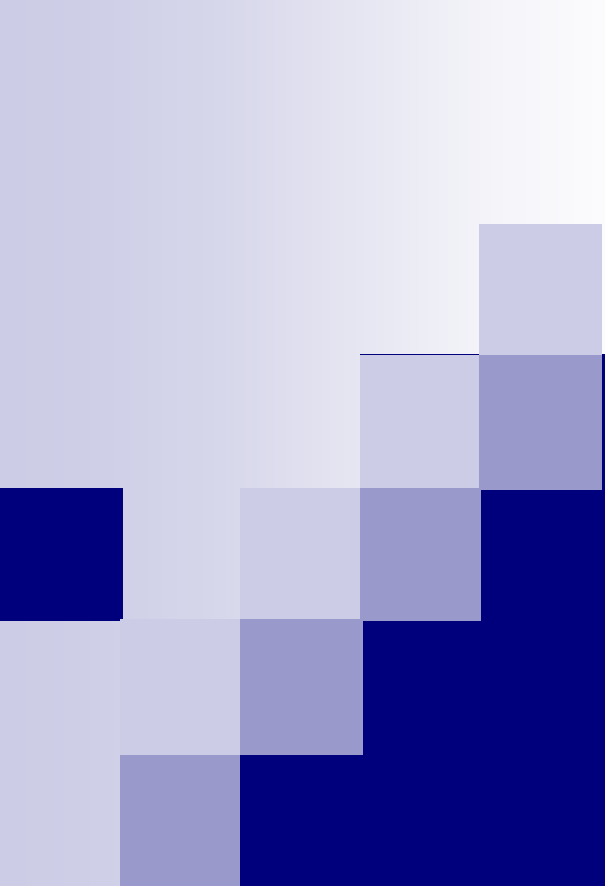
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# Chemical Information Instruction, 1984–2004: Who is Leading the Charge?

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# Today's Talk

- History of previous surveys
- Implementation of the 2004-2005 survey
- Comparison of results so far
- Conclusions / Recommendations



# History of Previous Surveys

- 1983—ACS Chemical Information Division's Education Committee established
- 1984—Arleen Somerville and others on this committee conducted a survey on Chemical Information Instruction (CII) with the purpose of helping departments strengthen their CII programs



# History of Previous Surveys

- 1993—Committee conducted the survey again of all institutions listed in the CPT Annual Report
- Both studies published in *Journal of Chemical Information and Computer Sciences* by Somerville



# Implementation of the 2004-2005 Survey

- Paper surveys sent to Chemistry Dept Chairs of 632 institutions as accredited by ACS
- Enticement: \$1 Donation to ACS Project SEED
- Web survey created and URL given on postcard reminder
- Data “frozen” as of Feb 25<sup>th</sup>



# Structure of the Survey

- Kept core questions
- Dropped outdated questions
- Added new questions

# So who is leading the charge?

- When it comes to separate courses overall, chemistry faculty are leading the charge
- When it come to CII within other courses, librarians have made great strides
- But, since the 1993 survey, formal CII in the curriculum has declined

**Conclusion:** Both need to lead the charge (And in the same direction!)



# How Is Chemical Information Taught?

	<b>2005</b>	<b>1993</b>	<b>1984</b>
↓ In a separate course	37 %	41.5 %	32 %
↓ Within another course	71 %	76 %	63 %
↑ Formal workshop or seminar series	19 %	10 %	-
↑ Informal through faculty	49 %	44 %	41 %
↑ Informal through librarian	28 %	27 %	-
↑ Taught themselves	21 %	17 %	-
None	3 %	3 %	-

# Why a decline in separate courses?

Who is offering a separate course?

	<b>2005</b>	<b>1993</b>	<b>1984</b>
Overall	37 %	41.5 %	32 %
% of all BS	32 %	32%	30 %
% of all MS	49 %	60%	40 %
% of all PhD	37 %	40%	32 %

# Separate course, who teaches?

	<b>2005</b>	<b>1993</b>	<b>1984</b>
Faculty	75 %	72 %	69 %
Librarian	10 %	11 %	14.5 %
Jointly	12 %	17 %	16.5 %
Other	3 %	-	
<i>Librarian or Jointly</i>	22 %	28 %	31 %

# Why is there less librarian involvement?

<b>2005</b>	<b>BS</b>	<b>MS</b>	<b>PhD</b>
Faculty	81 %	100 %	50 %
Librarian	3 %	-	27 %
Jointly	16 %	-	18 %
Other	-	-	9 %
<i>Librarian or Jointly</i>	19 %	0 %	45 %

# Who is required to take these separate courses?

# of Institutions	2005	1993	1984
Freshman	-	1	
Sophomore	16	7	
Junior	34	72	
Senior	16	50	
Graduate Students	10	2	
Req. for Grad., all schools	5 %	0.5 %	
If offered, required for Ugrad.	82 %	65 %	66 %
Req. for Ugrad., all schools	30 %	27 %	22 %

# Examining Within Other Courses

	<b>2005</b>	<b>1993</b>	<b>1984</b>
In a separate course	37 %	41.5 %	32 %
Within another course	71 %	76 %	63 %
Formal workshop or seminar series	19 %	10 %	-
Informal through faculty	49 %	44 %	41 %
Informal through librarian	28 %	27 %	-
Taught themselves	21 %	17 %	-
None	3 %	3 %	-

# Within courses, one or many?

Taught in only one course?

	2005	1993
Overall	17 %	34 %

Taught in more than one course?

	2005	1993
Overall	54 %	42 %

# Within courses, who teaches?

	<b>2005</b>	<b>1993</b>
Faculty	68 %	67 %
Librarian	27 %	16.5 %
Jointly	31 %	28 %
Other	1 %	1 %



# Why increased librarian teaching?

<b>2005</b>	<b>BS</b>	<b>MS</b>	<b>PhD</b>
Faculty	77 %	66 %	53 %
Librarian	21 %	3 %	55 %
Jointly	30 %	34 %	32 %
Other	-	-	3%

# How do your chemical information instructors keep current?

	2005	1993
Self taught	87 %	25 %
Attending conferences	36 %	*
By colleague or mentor	31 %	15 %
By producer/vendor of database	19 %	5 %
CAS workshop(s)	17.5 %	13 %
STN workshop(s)	12 %	14 %
Other	10 %	4 %
Local workshop(s)	8 %	3 %
Locally produced manuals	6 %	3 %
Library school course	1 %	1 %
Dialog workshop(s)	0.5 %	10 %



# Where do we go from here?

- Need to promote librarian services more, especially in MS institutions.
- Because ACS requires accreditation, we need to reverse the trend of decreased CII within the curriculum.
- Those that teach CII seem to be embracing it—Can we learn from them?



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