Public Library Trustees: Characteristics and Educational Preferences - A Research Study

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Abstract

This article reports on the methodology and findings of a 2005 survey of Indiana public library trustees. The study ascertained demographics of trustees and asked about their preferred educational content needs and the format in which they wanted it delivered. The trustees selected education about budgeting and strategic planning as their highest priorities. They selected law/liability, board-director relations and several other topics less often. Trustees expressed a strong preference for locally available programming, although many respondents were interested in online delivery options. Compared with earlier studies in other states, a larger percentage of trustees had participated in educational pro-grams (39% in this survey vs. 29% and 20% previously). Finally, as in those earlier studies, trustees are unrepresentative of their populations being more educated and more female than the citizens for which they govern their libraries.

Introduction

Public libraries depend upon the valuable, volunteer labor of library trustees. In Indiana, over 1,600 public library trustees are appointed by local elected officials: school boards, mayors, councils and other bodies (varying depending upon jurisdiction). Trustees are responsible for hiring and monitoring the library director, short, and long-term planning and advocating for the library. Today's trustees also face a rapidly changing regulatory climate with respect to board oversight responsibilities (e.g., Sarbanes-Oxley), information access (e.g., CIPA) and emerging digital and technologies (e.g., wireless communications, Wi-Fi and myriad new databases).

Trustee education in Indiana is developed through two major initiatives: *IN the Public Trust*, a manual for library trustees published by the Indiana State Library (Cain, 1993), and the activities of a division of the Indiana Library Federation (ILF) and the Indiana Library Trustee Association (ILTA).

Like other state trustee organizations, ILTA exists to educate individual trustees, inform and stimulate boards, establish working relation-ships with the library profession, help develop library legislation and build lay leadership with the general public (Ihrig, 1982). Approximately half (888) of Indiana trustees (out of a total of 1,700) belong to ILTA, and 178 out of 236 public library districts are institutional members.

The present study grew out of the ILF's desire to expand educational opportunities for trustees in the face of ongoing change in libraries and their environments. The research effort was suggested as a component of the organization's 2005 strategic plan, which emphasized finding what the organization could do to have the greatest impact on the future success of libraries and their trustees.

The plan identified five "Key Success Factors" critical for trustees in order to carry out their mission (ILF, 2005b):

1. Get, keep, and develop members.
2. Shape policy.
3. Evaluate ILF structure.
4. Improve communication.
5. Develop and manage collaborations.

The trustee study, in turn specifically explored three issues related to member development:

1. For what topics did trustees feel the need for education?
2. How did they prefer the education to be delivered?
3. Were there demographic characteristics, which affected either their topic choices or their educational delivery preferences?

The present study was part of an initiative to enrich and expand educational opportunities for library trustees. The ILF is a statewide library and media organization devoted to the professional growth of its membership on library-related issues. The ILF serves its constituency by fostering statewide library advocacy, education and public awareness for over 3,000 members. The ILF also supports ILTA, which has over 888 personal and 172 institutional members. ILF and ILTA are working together to create a new library trustee recognition program called LINK http://www.ilfonline.org/Link/Link.htm .

The concept for LINK came in response to a recognized need for a universal base of library trustee knowledge. Recognizing that the position of trustee is for the most part a voluntary one, the ILTA looked for an educational program that allowed trustees to participate according to individual needs and the needs of their library. Working through a graduated educational point system, a LINK participant can be certified through the state library federation. The goal is for all library board members to become certified in the LINK program. Receiving LINK certification is intended to demonstrate that library board members share the same field of knowledge and are ready to help develop a unified advocacy team that is prepared to do the library's work. The LINK program also is designed to help ILTA reach its vision: Namely, that trustees have an impact on community literacy, are informed and can document their knowledge and skills, are able to stand up for library needs, can quantify the value that libraries add to a community and can help the media understand and support libraries.

Recognizing that each of the current 1,700 trustees may have specialized concerns, ILTA leaders explored how best to serve all of its constituents in an educational capacity. Continued education is considered essential as the changing library system provides challenges to both new and veteran trustees. The Indiana Trustee Manual, IN the Public Trust, outlines the challenges trustees face as members of library boards. Trustees' primary responsibilities are to make

everyone in the community aware of the library, secure financial support, hire a competent director and encourage growth and development of the library and staff. A board member must also learn to be an integral part of a team and carry out the specific requirements to facilitate that end.

Literature Review

The study, while intended primarily to provide specific program design information, fits into a series of public library trustee studies. These previous studies provided a context for our study. The studies are reviewed here.

The first national study of U.S. library trustees was completed in 1935 by Carleton Joeckel, a professor of Library Science at The University of Michigan (Joeckel, 1935). His research report, *The Government of the American Public Library*, provided much basic information about the business of library government, its history, and the legal basis of library boards. His results presented a landmark examination of the library trustee. His work has been the starting point for all subsequent research on the subject.

Examining library boards in 91 cities with a population of 30,000 or more, Joeckel found the American library trustee to be a male over 50 years of age, well educated, and drawn almost entirely from the class of "proprietors, managers, or executives," a group that Joeckel labeled the "more fortunate economic and social elements of the community." In a related observation, Joeckel noted that neither skilled nor unskilled laborers were represented on library boards. Joeckel did not survey or report race or ethnicity of board members. Library trustees of 1935 were affiliated individually with cultural and political associations, and many held memberships with the national library association of that time. In his examination of Indiana's trustees, Joeckel reported that the state then required at least three women members on all library boards, a stipulation now removed from state law.

A core question of Carleton Joeckel's survey was: "What is their real value as library trustees?" To obtain answers, Joeckel polled librarians in the same 91 libraries. From this data based on the observations of professional staff, Joeckel concluded that trustees generally (1) had an interest in public affairs and an unselfish desire to serve the community; (2) were successful citizens of prominence and influence in the community; and (3) adequately represented the people of the community. In general, Joeckel concluded that the library trustees were in tune with the pulse of their communities.

Although *The Government of the American Public Library* was published over 70 years ago, investigators are obligated to tap into its wealth of history and background data. Joeckel's invaluable research guides today's questioning.

Nearly four decades later, Ann Prentice authored an important follow-up study on library trustees with her thesis research at Columbia University (Prentice, 1973). Published as *The Public Library Trustee: Image and Performance on Funding*, Prentice's work is considered to be the most thorough analysis of library board members since Joeckel.

Prentice's study centers on role perception of the library trustee, especially aspects of financial support and job performance. It also raises the question of how the trustee viewed his/her role and how this perception impacted performance as a trustee. Prentice was interested in the possibility of any relationships between these two ideas, factoring years of board service, educational background, employment, and age. Added to the analysis were factors such as participation in trustee organizations, reading of professional literature that is geared toward the role and responsibilities of trustees, and cultural and political activity.

Prentice hypothesized that performance could not be readily mea-sured unless it was measured against a trustee's responsibility. She cen-tered her research on financial planning and budgeting to determine how perception related to job performance. Her research went one step further: If relationships could be found between role perception and job performance, she asked, would it be reasonable to assume that trustee selection according to the desired characteristics might positively affect job performance?

A total of 36 U.S. libraries were selected on the basis of population served, between 6,000 and 150,000. Participating library boards responded to a survey that included demographics and a group of questions concerning perceptions answered through an attitude scale.
The final section of the survey incorporated the financial concerns of the library and the trustee. At the end of the survey, participants were asked to respond to three open-ended questions, also concerning the financial activities of the library.

Prentice's study confirmed that the library trustee of the 1970s had approximately the same characteristics as Poeckel's group from the 1930s. A typical trustee in 1970 was a white male at an average age of 53 years. He had completed an advanced education degree, and, as in 1935, was involved in a professional occupation. Also, as previously, these demographics were not a representative reflection of the community he served.

Only 15% of those surveyed had attended any national trustee meetings. Half belonged to their state trustee associations, and of those who held memberships, only about one-fifth attended any state trustee activities. Trustee associations and the literature generated by these groups was utilized by fewer than half of all those who returned surveys. Prentice found that there was little difference in characteristics between those with 5 years of service or less, compared with those with 10 years or more. Concerning their attitude toward trustee service, more than two-thirds felt that they took an active role in the support of library financial issues and agreed that library financing was a critical issue; however, slightly less than one-third did not agree that the responsibility of library finances should rest with the trustees.

Prentice's study found that lack of communication existed as a stumbling block at many levels. Fewer than half of those surveyed utilized trustee associations and the literature they generated by these groups. Prentice also found problems in the relationship between the head librarian and the board as they addressed the critical issues of communications, delegation of authority and budgeting. A final gap existed between the library board and the municipality. Prentice observed that government authorities often regarded library services as a low priority, and she advocated stronger representation from the community that could present the library to government in a new way.

Although the Prentice study is over 30 years old, it still points out important issues. Changes in library boards were slow-moving, as revealed through the comparison with Joeckel's 1935 study. We began our study of Indiana trustees to be more in-depth and able to provide some insights for trustee understanding nationally.

Steve O. Michael (1999) explored performance and job satisfaction of academic library trustees, surveying 289 trustees from private institutions, 40 trustees from public universities, 58 trustees from technical and community colleges and 17 from medical colleges. Michael found that performance of trusteeship hinged upon individual motivation and persuasion and set out to study academic trustee satisfaction in order to improve their performance.

Respondent trustees had moderate to high levels of satisfaction. Fe-male trustees were more likely to value orientation for new trustees, formal academic certification of trustees and periodic training. The re-searchers felt in-depth interviews of trustees may have been needed to discover data that was not obtainable via questionnaires, and recommended that future studies examine satisfaction, motivation, and effectiveness.

Although much has been written describing what trustees should do, there is little research into how trustees actually view their roles. Belanger (1995) set out to fill this niche. Implicitly starting with the premise that "the Board of Trustees is a crucial link between the public and the library," Belanger used data from a 1994 Pennsylvania survey to explore what trustees and directors saw as their major duties and the conflicts between trustees and directors as they undertook these duties. Some of the most important issues seen as primarily trustee responsibilities were the hiring, evaluation and compensation of the director, and approval of the budget.

H. Nell Kelly (1999), a consultant for the Illinois State Library, pro-filed Illinois trustees. This survey had over 1,200 responses from the 4,800 Illinois public library trustees, and was assumed to be statistically representative of the entire Illinois trustee library community.

Like the present study, the purpose of this survey was to provide data on that state's trustees and gain input from them as to what educational opportunities they would like to see offered in the future, as well as to measure the level of trustee interest and commitment to doing a good job. The survey collected trustee demographic data, library organization membership along with, preferred locations for continuing education and times for classes.

Trustees' top four topics of interest were budget and finance, basic trustee training, legal issues and Internet issues. Approximately 30% of respondents were willing to travel less than 10 miles for an educational program, 10% would travel 10-50 miles, and 14% over 50 miles. To-tally 71% had not participated in any continuing education programs.

The final study reviewed in this paper comes from ALTA, the American Library Trustee Association, a division of the American Library Association. ALTA provides its 1,300 members with seminars, publications, conferences, annual meetings and numerous other resources that they need to take the lead on issues concerning library advocacy, intellectual freedom, funding,

and public policy development. At its Website, ALTA includes an online survey for trustees to complete for preferences in training and education (http://cs.ala.org/alta/).

In 1997, ALTA and the ALA jointly conducted a nationwide survey of library trustees. Director of the Office for Research and Statistics at ALA Mary Jo Lynch authored the article that presented survey results derived from a random sampling of 1,200 trustees (Lynch, 1998). The survey brought a 63% return rate. The results were stratified by the size of the library they served.

As in past surveys, ALTA included demographic characteristics: if library trustees represent the public interest–a prime function of trustees involved with public agencies–how close do they come to representing the characteristics of the public?

The ALTA survey uncovered some differences in trustee characteristics from the Prentice survey. The majority of library board members were now female (65%), but still 96% white, with the majority older than 50 (in the U.S. at that time, only 37% of the over-20 population was over 50 years of age (U.S. Census)). Education, as in all earlier trustee surveys, exceeded national education levels. Fifty-one percent were involved in a professional occupation, although 41% of surveyed members were retired or not working.

The ALTA survey still showed important and unchanging trustee characteristics, however. The only difference from the 1935 survey is that, like Prentice, the ALTA survey showed a shift to a female majority on boards. Across all surveys to date, a consistent trend is the non-representation of the general population on library boards.

Rationale and Methodology

The present study was based on two foundations.

The first was to examine Indiana trustee population in comparison to national data and historical trends. We sought to find out if the characteristics of Indiana trustees were similar to or different from those re-ported in previous studies. This finding would suggest that individual states should not rely on national averages to made assumptions about their own trustees.

The second was to serve the planning needs of the Indiana Library Federation. The *ILF 2004-2005 Strategic Plan* emphasized finding what the ILF could do to have the greatest impact on the future success of their organization. To begin assessment in this area, an ILF committee conducted a preliminary survey of library staff members and 35 trustees. The results of a preliminary survey indicated that over 90% felt that the ILF should offer professional development consistent with their library type, wanted help concerning public policy and would use a searchable Website of resources for managing Indiana libraries. Over 60% of these respondents wanted the ILF to offer professional development courses over the Internet. Disturbingly, less than half of the respondents were satisfied with the value they received from ILF membership.

This preliminary survey helped the ILF leadership to identify five "Key Success Factors" critical for the organization to carry out its mission:

1. Get, keep and develop members;
2. Shape policy;
3. Evaluate ILF structure;
4. Improve communication;
5. Develop and manage collaborations (ILF, 2005).

With these preliminary findings as our background, our team began its research project in September 2005. We started with an initial sampling of nine pilot libraries chosen to represent a distribution of library population sizes within state of Indiana: small (service population up to 10,000), medium (10,001-30,000) and large ($30,000_3$) libraries. The research group developed a trustee survey congruent with the mission of the LINK trustee development program. To encourage participation in the study, the president of the ILTA prepared and distributed a letter to the nine pilot libraries asking the library directors to please involve their trustee boards in this project.

Packets were prepared which included the letter of introduction, seven brochures, seven surveys, and an addressed return-envelope. These were distributed to the directors of the pilot libraries. The LINK brochure was included with every survey to acquaint the trustees with the program. Those trustees who may have been familiar with the LINK program or have read the LINK brochure prior to answering the survey may have answered the survey with a working knowledge of LINK recognition, unlike those who did not. The results from the pilot showed that the wording of the survey, and a lack of prior knowledge of the LINK program might have skewed some trustee responses.

The initial survey was modified to project clearer directions and incorporated a working definition of what the LINK program involved; the LINK brochure was not included. The final version appears in the Appendix. It consists of a demographic section, then a section consisting primarily of Likert rating scales to denote the degree of preference, a short section on programs to gather information on topic interests, and ends with an open-ended question.

The full project began in January 2006, with assembly of accurate mailing lists, printing of materials and review of the project methodology by the Indiana University Purdue University Indianapolis Institutional Review Board. All 239 Indiana public libraries, with 1,700 trustees, were contacted, to solicit cooperation. In March, a packet was sent by regular mail by the ILF to each library, including a letter of introduction, directions to library directors from the research group, seven trustee surveys, and pre-addressed-and-stamped return-envelopes. As with the pilot, the distribution method took advantage of the regular meetings of trustees, though it was emphasized that participation was voluntary.

The main dependent variables of the survey consisted of delivery and topic preferences for future trustee educational programs.

The main independent variables collected were demographic and experiential information of library trustees including the following:

-          Trustee gender, age, and educational level.
-          Length of board service and quantity of volunteer work at libraries.
-          Experience with educational courses or related trustee workshops.

Again, the purpose was to determine what topics trustees wanted, how they wanted education delivered, and whether trustee characteristics affected their choice of topics or methods of delivery.

Results

There were 527 total participants in the survey, a response rate of 31%. Although enough packets were mailed to cover all Indiana library trustees through the ILF, it is unknown if the packets reached all trustees through their library to which it was delivered. The responses were tabulated through Excel and analyzed for statistical significance using SPSS statistical software.

The survey found the typical Indiana library trustee to be a working female (60%) and 55-64 years of age, making her slightly older than Illinois trustees (see Figure 1). The Illinois survey showed that half of the trustees participating in that survey were under the age of 55 and female. Historically, trustees have been relatively homogeneous with respect to age, education and working status. At this time, women account for the majority of Indiana trustees, although not so many as in Illinois (see Table 1). Men and women respondents did not differ in age, years served as a trustee, or size of library they served.

Of the trustees, 41% have an advanced education (see Figure 2). The distribution of educational levels differs between men and women, with women more likely either to have a high-school level education or to have a graduate degree (see Table 2). There is a significant relation between library size (population served) and the educational status of the trustees. Over a third of trustees of very small libraries (serving 10,000 or fewer) had only high school educations (38% vs. 12% for libraries serving 25,000 to 150,000). Large library trustees far more often reported doctoral degrees (12% vs. 2% for the smallest) or graduate degrees (43% vs. 33%).

On average, a trustee has given 7 years of service to her library, with the majority of trustees logging only 2 or fewer additional hours each month beyond board meeting time. The years of service as a trustee averaged slightly higher (8 years) if the trustee was retired while serving on the board.

The majority (57%) of trustee respondents were connected to libraries that serve a population of 10,000-25,000. Although 20% came from library systems in the medium range of 25,000-150,000, only 2% said their library system served a population of over 150,000+. Most (82%) reported that their library was a member of ILF–and there was a statistically significant relation between library size and membership, with only the smallest libraries not having an institutional membership in the state library organization.

A little less than half, 38%, said they were personal members of the ILTA–although in virtually all these cases, the library paid for this membership: Only 2% of respondents belonged to the ILTA without their libraries paying for it. Half of respondents (51%) reported that their board had budgeted for their continuing education programs. Few (19 total) belonged to a committee or held office in the state association.

Most trustees preferred to attend a local program on a weekday morning than at any other time. The majority of trustees surveyed said they would be willing to attend future programs within a close proximity. There was a statistically significant and strong relation between work status and educational scheduling preferences: respondents working full-time preferred evening (60%) twice as much as morning (33%), while re-tired respondents preferred mornings (50%) than afternoons (37%).

For distance education (defined as in-person events held non-locally) trustees again preferred weekday morning programs over weekends. A slight majority (53%) said they would attend a future distance program if it were offered (as against 83% for a local program). Again, working trustees preferred weekends (54% of those who would attend a distance function) while those retired strongly preferred weekdays (89%). Trustees also picked distance learning as being their least preferred method of continuing education.

Looking at an alternative delivery method, 75% of the trustees surveyed were interested in an online format, with 65% declaring that they were proficient online–and online was more preferred than a program held at a distance (see Figures 3 and 4). Women were more likely to say they were not proficient online (29%) than men (18%), and less likely to say they were interested in online delivery, at 60% versus 70% for men.

Overall, the single most important factor affecting time and place preferences for educational programs was the work status–full-time or retired–of the respondents (persons working part-time made similar choices to those working full-time). Gender and educational level of the trustee were not significant factors, and while age was, this effect was mirrored in the work status variable, which was a stronger predictor.

There were some significant effects for the variable of prior pro-gram attendance. Interestingly, older and retired trustees were statistically significantly less likely to have attended an educational program previously: 48% of retirees versus 67% of working trustees, and 63% of those aged 55-64 versus 78% of those aged 25-34. Unfortunately, those who had attended programs in the past were less likely to be interested in attending any program (local or distant) in the future: 35% of those who have attended versus 55% of those who have not.

On the subject of programming topics, budgeting was the most preferred topic, echoing prior research showing the importance of financial issues. The second, closely following, was strategic planning (see Figure 5). Effective director and staff relations, and laws and liability, were the next most frequently chosen topics. Public library policy and governance followed, with local and state advocacy the least frequently selected. While respondents could add topics of their choice, few did so.

As in Michael's study of academic trustees (1999), there were some interesting statistically significant gender differences in topics. Women were even more interested in strategic planning than men: 58% versus 45%, and far more interested in advocacy, 31% versus 14% of men. They were more likely to be interested in policy and governance (42% vs. 32%) and in director-staff relations (47% vs. 35%).

Conclusions

Technological advances in recent decades have forced libraries to re-design how they serve their communities. The question whether libraries will continue in their current capacity or morph into another form largely depends on community commitment and decisions made by those who govern and manage libraries. Library boards play a critical part in the destiny of their own libraries and, through those local decisions, influence the national development of libraries as US educational and cultural institutions.

Within this context of ongoing change, trustee education should play a significant role in library governance not only in Indiana but through-out the nation as well. The Indiana Trustee Manual describes education and teamwork as the essential tools needed to facilitate change in library systems (Cain, 1993). The mission of the ILF/ILTA is to encourage growth and development of Indiana libraries.

This survey provides a snapshot of the health and well-being of Indiana library boards. The information gathered from this survey and future research on the subject of continuing education of board members will inform the associations as to the best methods and topics for enhancing board members education so as to assist and support libraries into the future. The survey should inform other library trustee education efforts as well.

The relatively small size of most public libraries is an issue that re-quires special attention. Those responding to this survey, and in fact, most Indiana libraries and most U.S. library districts, serve relatively small populations. The survey revealed that those serving smaller libraries were much less likely to be members of the trustee association (see Figure 6).

The small size of most Indiana libraries does not mean that trustees who sit on those library boards face small problems. On the contrary, the smaller libraries must also work within much smaller financial constraints at a time when prices for technology and retrofitting technological change, is skyrocketing.

Since library trustees tend to regard their problems as local, it is logical to find, as the survey did that trustees prefer programs geared and presented at a local level or at least available at the local level through distance education. Although more general education is welcomed, trustees face specific issues in very different time spans. As noted by the survey's overwhelming vote for programs on budgeting and strategic planning, library boards are grappling with urgent and sometimes critical problems of keeping their libraries viable now and in the future.

The subject matter of training subjects of Indiana trustees also has applicability beyond Indiana. Library budgeting and strategic planning are timeless topics Other topics like team building and relations between director and trustees probably have more specific nuances but are broadly relevant to trustees no matter what their library system.

The Indiana survey also raised two broad policy areas that need to be thought through by library policy makers in every state of the Union.

The first is the continuing issue of how representative library trustees are relative to the population at large. Table 1 shows a decided gender shift over the years, though the two state surveys (Indiana/present study and Illinois/Kelly) differed. Interestingly, the gender balance for Indiana library trustees, at 59% female, is almost the reverse of the sex of the elected local officials who appoint them, at 67% male (small random sample from state register of local officials).

Moreover, educational levels of persons serving on library boards re-main far above those of the U.S. population. Joeckel (1935) posited a tension between strengthening library advocacy through having "prominent" citizens as trustees, and through having "representative" citizens. This study's data does not answer the question of whether educational level–where trustees are very different from their library's service population–is associated with different levels of commitment or value to the library. Years of service did not differ by education level.

Trustees with masters degrees were statistically significantly ($p < .05$) more likely to desire programs on the topic of advocacy (28% vs. 19% for those with high school, bachelors, or doctoral degrees), but there was no significant difference on any other topic (the difference on the topic of policy and governance was suggestive (42% vs. 34%, $p = .12$)). While there is a difference between "masters" and all other degrees combined, there is no difference when the degree levels are examined separately. This suggests that "masters" could represent a "master of library science" degree, a question not asked on the survey.

In philosophical terms, these statistics raise issues of "equity" and the importance of "statistically significant representation" on any governing board that deals with resource allocation. Can a library board have "too many females" or "not enough people without college degrees." Or, should a library board statistically represent "the groups that use the library" or "the groups in the library district's population as a whole?" These are hard questions for all library districts that follow in any discussion of this survey's results.

Finally, there is the broad issue of education for service as library trustees. This and prior studies show an encouraging upward trend in the percentage of survey respondents who have been involved in trustee activities and education: approximately 20% in 1973 (Prentice), 29% in 1999 (Kelly, Illinois), and 39% in the present study. Perhaps those interested in education were more likely to respond to surveys like this one, but that factor would have been present in the other studies as well, strengthening the validity of the observed trend. The conclusion is that an increasing number of trustees appear willing to develop themselves for more effective service. As the library world becomes more complex, state associations can play a significant role in meeting this educational need.

Perhaps associations can also encourage those responsible for trustee appointments to consider both advocacy skills and representativeness. If average board service lasts only 7 years–and each board consists of seven members–there is a constant opportunity to include fresh perspectives from new members, as well as an ongoing need for trustee education.

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Figures and Tables
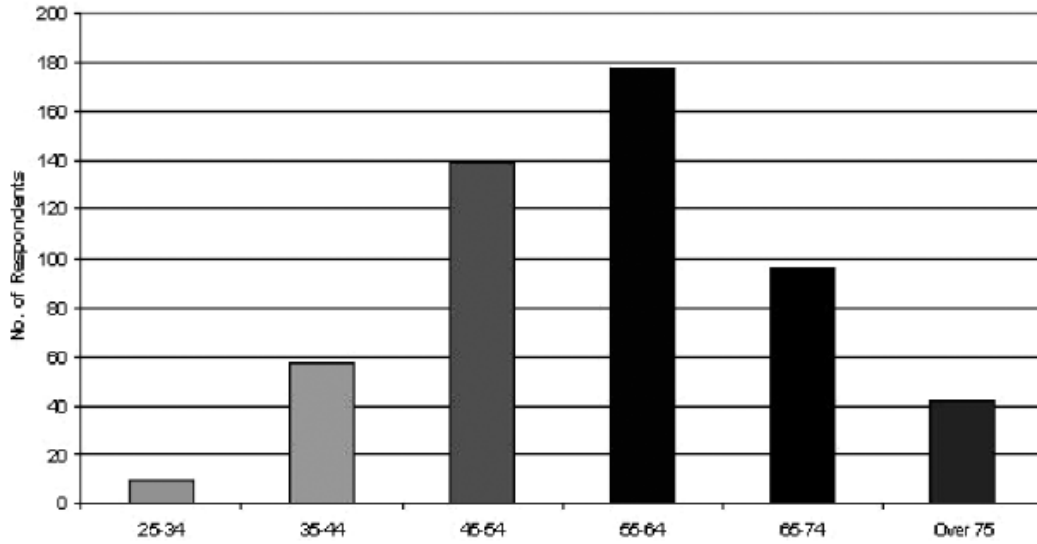
FIGURE 1. Age Range

Age Range Frequency by Respondents

FIGURE 2. Education Level
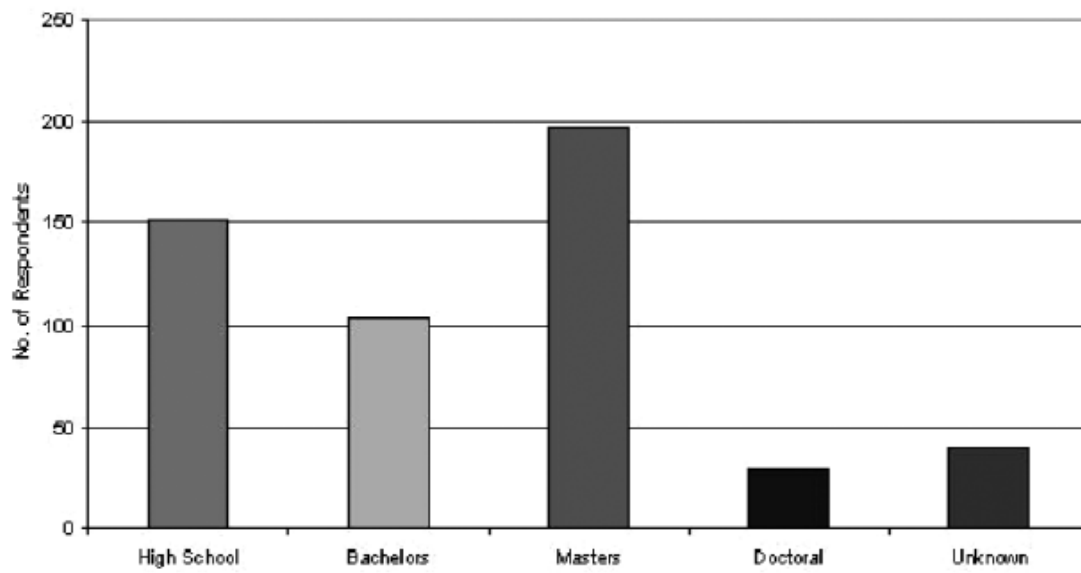
Trustee Highest Reported Education Level

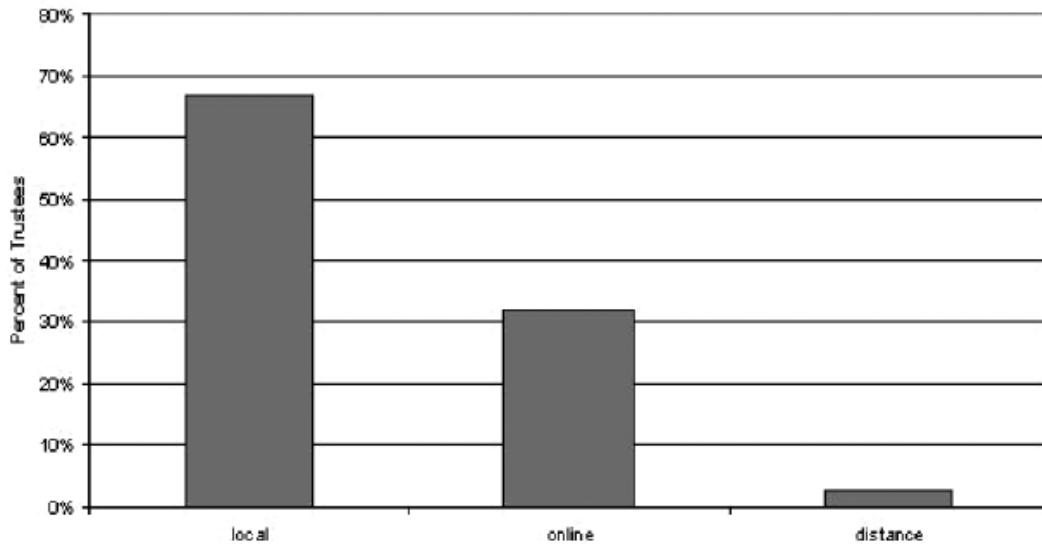## FIGURE 3. Preferred Delivery Format

Continued Education Most Preferred

FIGURE 4. Online Preference and Competence
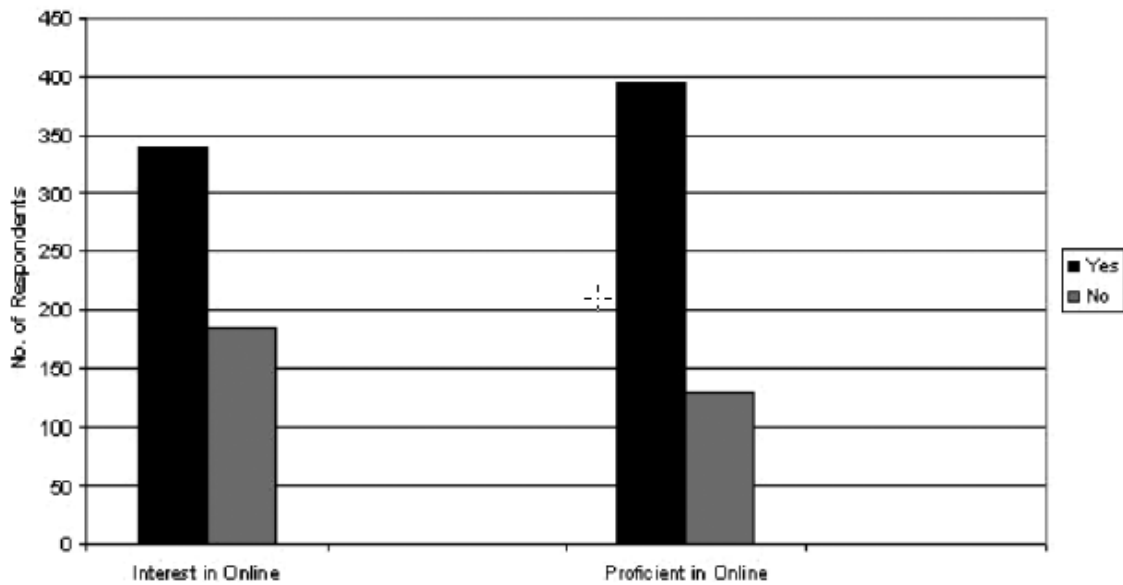
Online Continued Education
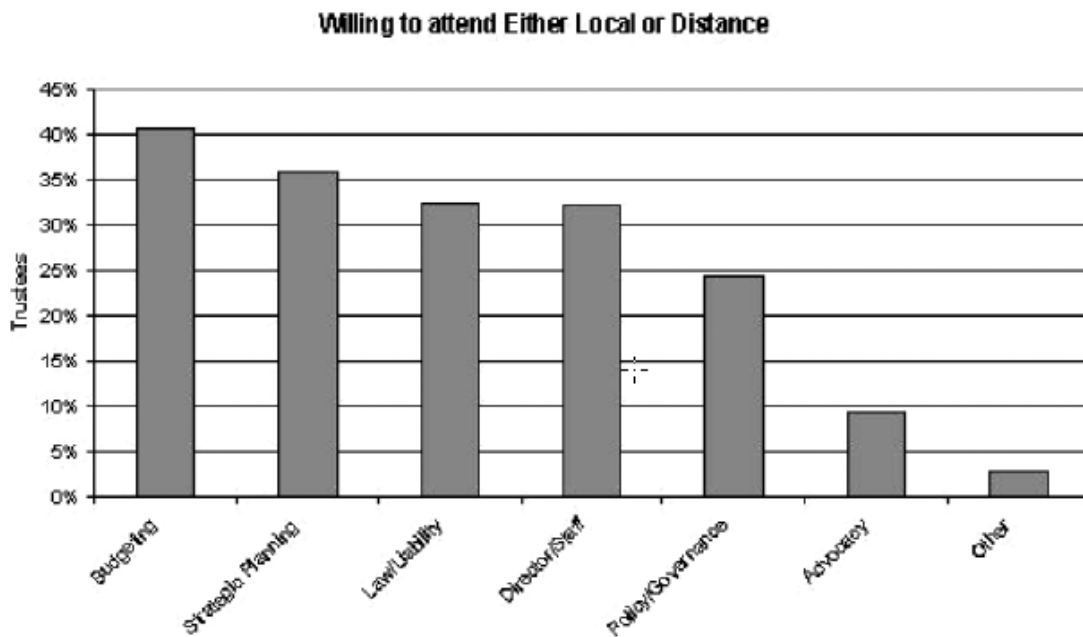
FIGURE 5. Program Topic Preference

Willing to attend Either Local or Distance

FIGURE 6. Trustee Association Membership

Respondent ILTA Membership by Library Size

□Yes □No ■Not sure
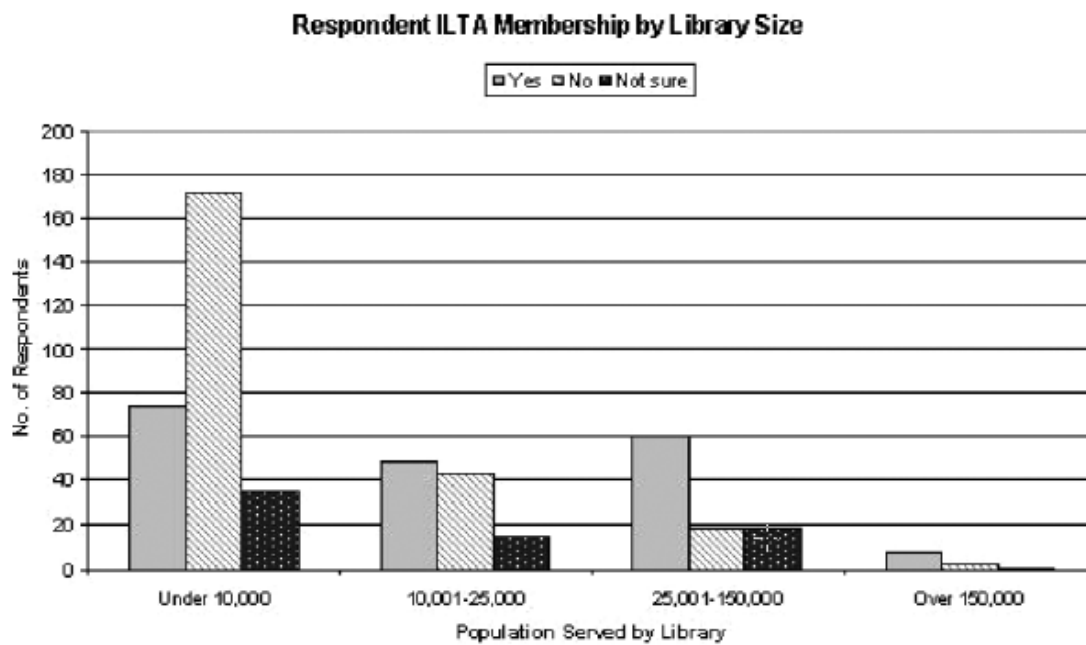
TABLE 1. Female Trustees

Author	Date of Study	Female (%)
Joeckel	1935	22 est.
Prentice	1970	33
ALTA	1997	65
Kelly	1999	71
Indiana	2006	59

TABLE 2. Trustee Respondents' Educational Attainment by Gender

	Men (%)	Women (%)
High school	22	34
Bachelors	25	17
Masters	31	42
Doctoral	10	3
Excludes unknown		

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Appendix

ILF Trustee Survey

Dear Director,

The Indiana Library Trustee Association is in the process of developing LINK, a program of continuing education for Indiana library trustees. The LINK Recognition Program is being designed to help trustees become more knowledgeable in budget matters including revenue sources as well as proportionality of resources, governance procedures, legal dilemmas, and strategies; director and staff support and finally, the important task of championing our libraries to the public, including the media and elected officials. Further information regarding LINK can be accessed by going to the ILF link <http://www. ilfonline.org>

The Indiana Library Trustee Association has determined that ongoing education must be focused upon the immediate as well as ongoing needs of the trustees. Therefore, the ILTA is conducting a study using library science graduate students from IUPUI.

Graduate students from IUPUI have designed a survey to be administered to all Trustee Boards in Indiana. We would appreciate your inviting your board to become a vital part of this project. Please encourage your trustees to complete the short surveys and return them by mail in the enclosed stamped envelope.

Based upon survey results, Web-based tutorials, district conferences, and ILF annual conference sessions will be offered to meet trustee education needs. If you have any questions regarding LINK and this study, you may contact Patricia Steele at the Indiana Library Trustee Association.

Thank you for your assistance in this worthy educational endeavor. Please keep in mind that time is a critical element in collecting data for this project. Your help and prompt attention is appreciated.

Sincerely,
Daniel Callison, Professor
Executive Associate Dean
IU School of Library and Information Science–Indianapolis

ILTA Trustee Survey

Continuing Education

This survey, designed by library science graduate students from IUPUI, will collect current and accurate data from trustees for the ILF/ILTA and help them to determine the ongoing needs of Indiana trustees.

Trustee Information

(1) Please circle: □M □F
(2) Years served as trustee: _____
(3) Age: ….□25-34   □35-44   □45-54   □55-64   □65-74   □75+
(4) Highest education completed: □High School   □BA   □MA   □PhD
(5) Work: □Full Time   □Part Time   □Retired   □Other
(6) My library serves a population of: □0-10,000   □10,001-25,000   □25,001-150,000   □150,000-
(7) In addition to board meetings, I serve my library by contributing: □ 0-2 hours □3-5 hours □6-9 hours □10-15 hours □over 15 hours each month
(8) My library is an institutional member of the Indiana Library Federation (ILF):
     □Yes □No □Not Sure
(9) I am a personal member of ILTA through ILF:
     □Yes □No □Not Sure
(10)Funds for membership are provided by my library:
     □Yes □No □Not Sure
(11)I hold an office or sit on a committeefor ILF or ILTA:
     □Yes □No

Continuing Education for Trustees

ILTA, Indiana Library Trustee Association believes that participation in continuing education enhances public library board effectiveness. They have created a LINK Recognition Program to encourage individual trustees and entire boards to keep learning and to recognize their continuing education. The LINK program can be reviewed at http://www.ilfonline.org/LINK/whatislink.htm

For the following questions please review our definitions for local and distance education.

Local education: defined as programs offered in one's own library or district.
Distance education: defined as in-person programs offered anywhere in the state of Indiana.

(1) I prefer to attend local CE programs that are scheduled on: □ Weekdays □ Weekends

(2) I prefer local programs to be scheduled in the: □ Morning □ Afternoon □ Evening
(3) I have attended _____ local trustee programs in the last year.
(4) I am willing to attend local CE programs: □Yes   □No
(5) I prefer to attend distance CE programs that are scheduled on: □Weekdays   □Weekends.
(6) I prefer distance programs to be scheduled in the: □Morning   □Afternoon   □Evening.
(7) I have attended _____distance trustee programs in the last year.
(8) I am willing to attend distance CE program: □Yes □No
(9) I am interested in online "not in person" learning programs: □Yes □No

(10) I feel proficient utilizing online programs: □Yes □No

Please comment on the following programs so that we may see trustee preferences for continued educational opportunities. (least preferred: LP, preferred: P, most preferred: MP):

Local Programs: □LP   □P   □MP
Distance Programs: □LP   □P   □MP
Online Programs: □LP   □P   □MP

ILTA's continuing education program plans to employ a variety of strategies including conference programs, newsletters, and online learning to assist trustees in broadening their knowledge base regarding effective and efficient governance of public libraries. Areas of focus for programs intend to include some of the following:

Please check those areas that are of interest to you:

□Budgeting
□Strategic Planning
□Local and State Level Advocacy
□Public Library Policy Governance
□Laws and Liability
□Effective Director and Staff Relationships
□Other

Please show the extent to which you feel ILF/ILTA has provided trustee support through programs/conferences in the past. Please circle.

Poor Support   Excellent Support

1   2   3   4   5

We realize that trustees are first and foremost volunteers and we would like to thank you for your continued service and dedication. We appreciate your participation in this survey. Please share any final thoughts regarding continuing education for trustees.