Teaching and the association: The MLA Academy of Teaching Excellence Task Force

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Key findings from the March '13 survey:

- Just over 50% of respondents in '13 were affiliated with an academic medical center or medical school; 25% were affiliated with a hospital or health system; and 17% had a college, university of school of library and information sciences (SLIS). Nearly 50% of respondents have worked in a health sciences library for 10 years or more.
- Nearly 75% of respondents have not taught an MLA approved Continuing Education course, while 12% had taught within the last 2 years.
- Nearly 75% teach at their institutions.
- The 5 primary areas of instructional need included, in ranked order: instruction in use of databases, instruction in curriculum, instruction in teaching, and evidence-based practice.
- The recipients of respondent-provided instruction were highly diverse and distributed across a dozen categories including medical students, undergraduate students, basic sciences, clinical faculty, nurses, and community members, among others.
- Nearly 50% turn to the professional literature to learn about teaching practices, with 10% turning to coursework or programming sponsored by professional associations.
- Just over 75% reported that they have a mentor, and the key areas of engagement are around teaching.
- When asked if they would like to have a MLA colleague as a teaching mentor, 65% indicated "yes" while 21% indicated "no.
- When asked what MLA could do for instructors, 24% indicated provide CE credits in teaching and related topics, 12% suggested that MLA could provide access to support resources, while 9% suggested MLA could provide access to resources to support course development (templates, syllabi, model curricula), and 8% thought MLA could provide training or workshops for support resources.

Acknowledgements

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