

Detailed Methods

PHASE I

Stage I: Research Design for Focus Group Sessions and In-Depth Telephone Interviews

As an early step in this research program, the intent of this stage was to draw upon the knowledge, views and sensibilities among senior administrators within the system about the current state of affairs and practices within libraries and the library profession as well as about possible future concerns. Having a broad perspective on staffing, budgets, human resource capabilities and succession planning, these administrators provided an expansive overview of recruitment, retention, repatriation, rejuvenation, retirement, and restructuring issues, and we were able to draw upon this information to structure our two major survey instruments (Stages II and III). This data is also drawn upon to explain some of the institutional and individual survey results. The 8Rs team also conducted a focus group session with members of the Alberta Association of Library Technicians (AALT).

This information was gathered in two formats: in-depth telephone interviews with 17 senior administrators from a representative sample of library sectors and focus groups with members of CARL and CULC. The focus group sessions involved the presentation of data on Canadian library human resources upon which participants were asked to comment. The sessions were tape recorded and notes were taken to document major themes discussed. Details of the methods used in the interviews are presented below.

A. In-Depth Interview Design for Canadian Library Administrators

Telephone interviews were conducted with directors of 7 libraries with memberships in the Canadian Association of Research Libraries (CARL) and with directors of 4 libraries with memberships in the Canadian Urban Libraries Council (CULC), directors of 4 special libraries and 2 small academic libraries. Interviews were conducted between May 12th and 26th, 2003. Participants were selected by the 8Rs Steering Committee on the basis of their representation in each library sector.

Interviews were conducted with informed consent from each of the 17 directors and were tape-recorded with permission of 16 interviewees. Notes were made during the interview with one director who did not give permission for tape-recording. The recordings of interviews with two directors were unintelligible and were thus summarized based on notes made during the interviews. Interviews lasted between 40 and 90 minutes.

Individual interview transcripts were summarized and coded for themes. Thematic content from individual interview transcripts was then grouped according to library type. Themes were compared within library-type categories and across library-type categories.

Stage II: Research Design for Phase I Employers' Survey

A Questionnaire Design

The questionnaire used in the institutional portion of the study was designed to collect information on the human resource experiences and perspectives of libraries (a copy of the survey instrument is provided in Appendix B). Questions were constructed to gather information about management's views and experiences with the 8Rs specifically, and about succession planning in general. The major focus of the institutional survey was to gather information on professional librarian staff, although a few questions also pertained to paraprofessional and other professional staff members. The survey instrument was developed over several months with input from library community members to ensure that the questions were understandable and applicable to the many different types of library environments in Canada. Before entering the field, the instrument was pre-tested on a small sample of library administrators and some minor modifications were made as a result of this testing.

Without question, the final survey instrument was lengthy (17 pages). For several reasons, the 8Rs research team felt that, for this portion of the study, breadth took precedence over depth. A primary rationale stemmed from the simple fact that no large-scale study of library human resources existed thereby implicating all human resource areas as subject matter to investigate.

The survey begins with a handful of general background questions about the organization (e.g., total number of employees and type of institution). Aside from a few open-ended questions, the majority of the remaining questions are in scale format.

The survey instrument also includes a series of chart questions asking respondents to provide numerical information on their professional and paraprofessional staff. Although these chart questions ask respondents to provide their answers in full-time equivalent (FTE) format, at least half of the sample provided the number of positions instead. This means that our presentation of the data from these charts is either an under-estimation of the number of employees or an over-estimation of FTE employees.

B Data Collection

Before distributing the survey instrument to the sample of institutions in the summer of 2003, a sampling frame listing institutions and contact information was developed for each library sector. All attempts were made to ensure that these frames were exhaustive and accurate. Still, sector variability in the completeness of the lists was unavoidable despite that cross references were done with other available lists. Numerous additions, removals of duplicate records, and corrections to the contact information were made to the sampling frames; however, our confidence in the completeness and accuracy of the sampling frames is greatest for CARL, academic, CULC and government libraries.

Within each library sector, a multistage stratified random sampling technique was used to ensure geographical representation from each of Canada's provinces and territories. Sampling was carried out at variable rates across provinces/territories depending upon the total number of institutions in that region. A census of CARL and CULC members was conducted (i.e., all CARL and CULC member institutions were sent a survey).

A mail-out design was chosen because of the extensive nature of the data required and the length of time required to complete the survey.¹⁷

At the end of May and into early June, notification letters were mailed to the randomly-selected sample of institutions informing them that they had been chosen to participate in the study. Surveys were mailed out mid-June and at three points thereafter. Follow-up letters were sent via regular mail or by e-mail (and in some cases telephone calls were made). For correspondence that was returned un-opened, continuous efforts were made to locate the correct mailing and e-mail address and then surveys or follow up letters were resent.

¹⁷ Since detailed information about staff numbers was asked in the survey, it was expected that surveys would need to be completed by respondents over a number of days as they gathered data from their own records to fill in responses.

Although the vast majority of surveys were received back within two months of their distribution, surveys continued to be received and further follow ups made throughout the fall and into early winter. Most of the efforts at this time were directed toward getting responses from large institutions that had not yet completed the survey or in obtaining missing information for specific questions that was not provided by responding institutions (about 150 contacts were made to obtain data clarification and to increase response rates for specific questions). During this time, we received hundreds of inquiries from potential respondents asking about the survey. While many contacts simply involved clarification of administrative matters, a good portion were to inform the research team that they were not participating in the study because they did not have professional staff and therefore did not qualify. Although we cannot confirm that non-responding institutions did not complete the survey because they also had no professionals on staff, these communications suggest that at least a portion of non-respondents did not qualify for the study. This likelihood has implications for the response rates which would be higher if non-qualifying institutions were removed from the denominator in the calculations of these rates (we do, however, remove institutions where it is known that they did not qualify).

Once most of the surveys were received, coding schemes were developed and the data were entered and analyzed using SPSS. Translation of French open-ended responses into English also took place at this time.

Stage III: Research Design for Survey of Librarians and Paraprofessional Staff (Practitioners' Survey)

While the employer surveys provide information on staff numbers and human resource practices from the perspective of administration, the survey of librarians and paraprofessionals offers a critical firsthand view about the career experiences, opportunities, and expectations of two important segments of library staff. The analytic focus of this portion of the study was to gain an understanding of the 8Rs from the viewpoints of those working in the sector.

Because of the size and diversity of the library workforce, the decision was made to utilize a web survey so that the largest number of staff could be reached within the shortest amount of time and with the lowest costs incurred. For the same reasons, the decision was made to concurrently survey both professional and paraprofessional library staff.

Two major strategies were used to optimize the number of survey respondents and the representativeness of the sample.¹⁸ First, for both types of library staff, a multi-stage random sampling technique was employed to ensure sufficient sub-sample sizes and representation from all library sectors and from all geographical regions of Canada. Second, after the deadline for completion of the random survey, a Canada-wide call to potential respondents was made, in order to provide library staff who were not represented in the sampling frame an opportunity to participate in the survey, and to supplement sector and geographical representation. The non-random portion of respondents were invited to participate through list servers provided by 56 library associations and, in the case of CULC, by 25 specific library institutions.

A Questionnaire Design

As was the case for the institutional survey, the question areas included in the individual survey were based on results from Stage I. Results from the institutional survey itself, however, were also used to inform question content. The survey instrument was designed so that all staff would complete a core set of questions and that each type of staff would be directed to questions on topics relevant to their particular contexts.

The core set of questions was asked of all library staff and included:

- a. Level of education
- b. Current employment status

¹⁸ The sampling frame of librarian and paraprofessional staff was developed over several months with the assistance of several library associations and libraries that provided the 8Rs research team with their membership or staff lists supplemented by internet searches. In total, 12,472 library staff members were included in the population frame from which sampling took place. Although this population framework is the most comprehensive list available, it does not represent the entire population of librarians and paraprofessionals currently working in the Canadian library system. Primarily for the reason of this incomplete sampling frame, the list server respondents were added to the sample data base.

- c. Demographics including gender, age, relationship and dependent status, visible minority, aboriginal and disability status and location
- d. Career and workplace tenure
- e. Job title, work status, and job duties
- f. Career, organizational, and sector mobility and interests
- g. Perceptions of workplace culture and employee/management relations
- h. Job satisfaction
- i. Experiences with and views on job training and professional development

Survey questions targeted to professional librarians only included their attraction to the library profession and extent to which their expectations have been met. Survey questions for paraprofessional library workers focused on understanding the utilization of a potential pool of professional librarian recruits by examining how they fit into current and possible future human resource structures. Questions were designed to extract their views about career expectations and whether they see a future that involves movement into professional librarianship. Also included were questions designed to detect the presence of a tension between their status, credentials and job functions.

Recent professional librarians (defined as those who had been in their career for less than 6 years) were also asked a series of questions on their Master's of Library and Information Studies program and their experiences with finding their first librarian position. Recent paraprofessional staff were asked a similar but slightly abbreviated set of questions.

To capture over-time changes in the roles of library staff, those who had been working in their careers for a minimum of 6 years were asked a set of questions on how their roles have changed in the past 5 years. Future career and retirement plans were also asked of this group. Again, paraprofessionals were provided with fewer but similar questions.

The survey was pretested in both English and French by members of the library community and revised according to the suggestions of the pretesters.

B Data Collection

A multi-stage random sampling strategy was conducted to ensure sufficient sub-sample sizes and representation from all library sectors, from geographical regions of Canada, and for professional librarians and paraprofessional staff. Sampling was done at different rates depending on the size of the population in the sector or region. For example, with fewer library staff working in the northern territories, 100% of librarians and paraprofessionals were included in the sampling selection frame. We also sampled at a 100% rate within CARL and CULC libraries to allow more detailed and separate analyses of these libraries in the future.

Of the 12,472 staff members in our sampling frame, 8,626 potential respondents were invited to participate in the web survey, for an overall sampling rate of 69%.

The 8,626 potential respondents were notified via e-mail of their selection to participate in the survey on June 10, 2004. During this period, e-mail addresses that did not go through were checked and revised and the notification and link resent to the new address. These corrections plus those who received the notification (7,569) were sent the link to the website containing the survey between June 21st and 25th. During this same period, the link was provided through CULC members' list servers because we were unable to develop a comprehensive sampling frame for librarians in the sector (especially for paraprofessionals working in these libraries). Two follow-up email reminders were sent to all respondents who had not yet completed their surveys and a third reminder was sent to select respondents to ensure adequate provincial and library sector samples.

Once the majority of completed questionnaires were received from the random sample a Canada-wide call to participate in the survey was made on August 6th. This was done via the list servers of 56 library associations to provide library staff who were not represented in the sampling frame an opportunity to participate in the survey. This dataset was collected in a separate file than that of the sampled respondents.

In August and September the data were compiled and checked, coding schemes developed and French open-ended responses translated into English.

I Response Rates and Confidence Intervals

Appendix Table A.1 provides the sample and sub-sample sizes and the confidence interval for the French and English random and non-random samples, and the response rate for the random sample portion of respondents. Of the 8,626 potential respondents randomly selected from the sampling frame, 3,148 librarians and paraprofessional staff participated in the survey for a response rate of 37% and a confidence interval of 1.6 (i.e., results are accurate within plus or minus 1.6 percentage points, 95 times out of 100).

Appendix Table A.1: Respondents by Sample Source
(Practitioners' Survey)

Sample Source	Random Sampling Frame ¹	Sample Size	Response Rate	Confidence Interval @ 95%
TOTAL RESPONDENTS	N/A	4,693	N/A	1.2
Total Random Sample²	8,626	3,148	36.5	1.6
English Sample		2,980		
French Sample		168		
Total Non-Random Sample (List Server)³	N/A	1,545	N/A	N/A
English List Server		1,446		
French List Server		99		

Source: 8Rs Canadian Library Human Resource Practitioners' Survey, 2004

¹ The sampling frame excludes individuals who were sent a survey but did not complete because they 1) did not perform library work, 2) no longer worked in a library or library had closed, 3) never worked in a library-type institution, or 4) were a duplicate record. The sample includes only those respondents completing at least two survey questions.

² Multi-stage random sampling at variable rates was conducted to ensure sufficient sub-sample sizes and representation from all library sectors, from all geographical regions of Canada, and for professional librarians and paraprofessional staff. If potential respondents who did not receive the survey because of an incorrect e-mail address or because they were away are removed from sampling frame, the response rate out of the remaining 7,569 potential respondents is 42%.

³ To provide library staff who were not represented in the sampling frame an opportunity to participate in the survey, potential respondents were invited to complete the survey through a variety of list servers.

When adding the 1,545 list server respondents to the sample, the total sample size increases to 4,693 and the confidence interval decreases to plus or minus 1.2 percent. These very low confidence intervals combined with a respectable response rate indicate that the sample of library staff used in this study are highly representative of all librarians and paraprofessionals and that we can be very confident in the results presented in this report.

Appendix Table A.2 presents the distribution of individual survey respondents by province for the combined random and non-random samples. Since the total population size of library staff within each province is unknown, we are not able to provide confidence intervals for each province.¹⁹ Ontario comprises the largest proportion with 42% of respondents working in this province. Three in ten library staff are from British Columbia or Alberta, while about one in ten work in Saskatchewan or Manitoba (4%), Quebec (8%), or the Maritimes (11%). Only 1.4% of the total sample work in a library located in one of the northern territories.

Appendix Table A.3 provides the sample sizes, sector distribution of the sample, and confidence intervals for each library sector. The 1,580 librarian and paraprofessional respondents working in the academic sector represent

¹⁹ Confidence intervals can only be calculated when the population size is known.

Appendix Table A.2:
Respondents by Province/Territory
 (Practitioners' Survey)

Province / Territory	Total Sample Size ¹	Percent of Total Sample
TOTAL	3,920	100
British Columbia	604	16
Alberta	545	14
Saskatchewan	175	5
Manitoba	156	4
Ontario	1,630	42
Quebec	314	8
New Brunswick	117	3
Nova Scotia	178	5
Newfoundland / Labrador	79	2
Prince Edward Island	34	1
Yukon	26	1
Northwest Territories	16	<1
Nunavut	12	<1

Source: 8Rs Canadian Library Human Resource Practitioners' Survey, 2004

¹ Sample excludes respondents who did not provide geographic information or who work in a non-Canadian library.

38% of the total sample. Results provided for academic libraries are accurate within plus or minus 2.1%, 95 times out of 100, public libraries within plus or minus 2.2%, and special libraries within plus or minus 3.3%.

Although sub-sample sizes are adequate for most sectors (and more than adequate for some sectors), the 98 respondents working in for-profit libraries is lower than what is required to be fully confident in the responses from this sector. School librarians comprise 5% of the total sample and, although confidence intervals are higher than we would like, the sample is still within acceptable limits.²⁰

Over half of respondents are from one of the two largest employers of library staff (CARL and CULC). This is much lower than the 93% of librarians represented in CARL and CULC from the institutional survey, but it should be kept in mind that the institutional survey did not include school libraries and, in addition, under-represented special libraries. It should also be noted that the "Total Special" individual survey responses also include 19 librarians working in a non-traditional library setting (e.g., as a consultant or vendor, or on a non-academic research project). The 50-50 ratio of library staff between CARL and CULC is consistent for both the individual and institutional surveys, however.

Because of issues of confidentiality, a different method was used to determine the rural/urban location of individual respondents than was used for the institutional sample.²¹ Nevertheless, the exact same proportion of individual respondents as institutional respondents were located in a rural or remote region of Canada (18%).

²⁰ The survey was conducted in mid-June, resulting, no doubt, in a lower response rate for school librarians.

²¹ Rural and Remote, Mid-Sized Urban, and Large Urban designations were based on the city/town information provided by institutional respondents. To protect the confidentiality of individual respondents, city/town information was not asked. Rural designation in the individual sample is based on "no" responses to the question "Is your library located in an urban centre with a municipal population of more than 10,000 people?" Because not all respondents provided an answer to this question, rural designation was also assigned to respondents indicating that they "already work in a rural/remote region of Canada," plus respondents residing in one of Canada's northern territories.

Appendix Table A.3:
Sample Size and Confidence Intervals by Library Sector
 (Practitioners' Survey)

Library Sector	Sample Size ¹	% of Total Sample	Confidence Interval at 95%
TOTAL	4,124	100	1.2%
TOTAL ACADEMIC	1,580	38	2.10%
CARL	1,041	25	2.70%
Other Academic	539	13	3.60%
TOTAL PUBLIC	1,566	38	2.20%
CULC	1,055	26	2.70%
Other Public	511	12	3.70%
TOTAL SPECIAL	757	19	3.30%
Government	420	10	4.10%
Non-Profit	220	5	6.00%
For-Profit	98	2	9.50%
SCHOOL	221	5	6.20%

Source: 8Rs Canadian Library Human Resource Practitioners' Survey, 2004

¹ Sample excludes respondents who did not provide library sector information or those who work in a non-Canadian library.

Phase I and Phase II Employers' Survey Instruments

INTRODUCTION

Study Purpose: The purpose of this research project is to examine the human resource environment in the Canadian heritage community (including archives, libraries, and museums). This phase of the study will establish some basic statistical data on staffing and assist in our attempts to gain a better understanding of some of the most pressing human resource issues facing the heritage sector.

Your participation in the survey: Your contribution to this research initiative is vital to the sector's goal of developing a meaningful human resource strategy. Since this is the first time such a large-scale study has been conducted in the heritage sector, the survey covers a wide range of human resource-related areas and the questions often require a high level of detailed response. Gathering this amount and depth of information is crucial to the sector's goals of establishing baseline data and of developing an accurate picture of human resources in Canadian heritage institutions. Please understand that your participation in this study is entirely voluntary and you do not have to answer any questions if you do not wish to do so.

Confidentiality: Please be assured that the information you provide in this survey will be kept strictly confidential. Results from this survey will be presented at an aggregate level only (e.g. by geographical region or by type of organization). Individual organizations will not be identified. Once the data are compiled, all identifiers will be stripped and completed questionnaires will be stored in a secure area accessible only by the research team.

SURVEY DETAILS

a. *Instructions on how to complete survey*

This questionnaire will take between 30 and 60 minutes to complete, depending on the size of your organization. Please read each question carefully and answer them as accurately as possible. The success of the study depends on this.

There are three formats of questions as follows:

1. Chart questions require numerical information on staff. Detailed instructions on how to complete the charts are provided on page 2, just before Sections B, C, and D where the charts are located.

2. Close-ended questions with a response category provided. Please circle the number that indicates your response.
3. Open-ended questions with space provided for your written response. If there is not enough space to write your answer, please continue on the back of the page.

Please return the completed survey in the enclosed stamped envelope by July 2, 2003 to:

8Rs Canadian Library Human Resource Study /
Étude sur les ressources humaines dans les bibliothèques canadiennes
5-07 Cameron Library
University of Alberta
Edmonton, Alberta T6G 2J8

If you have any questions about how to complete the survey or about the study, please contact:

Marianne Sorensen, Project Manager
marianne@athabascau.ca
(780) 430-1179

b. Survey Content

The survey begins with background questions about your organization (Section A) and proceeds to three chart questions on General Staff Information (Section B), Retirement and Age Information (Section C), and Retention and Recruitment Information (Section D). Subsequent question topics include:

Section E: Succession Planning Information
Section F: Training and Development Information
Section G: Human Resource Policies and Strategies
Section H: Changing Librarian Roles and Organizational Restructuring
Section I: Concluding Questions

c. Staff Classification Terms

Most questions refer to professional librarians; however, there are a few questions that ask specifically about other professionals or paraprofessionals. The survey does not include any questions about clerical/office workers.

Please ensure that you are providing a response for the appropriate staff classification according to the following definitions:

PROFESSIONAL LIBRARIANS: The usual educational requirement is a Master's degree (or historical equivalent) from a library education program accredited by the American Library Association or its equivalent.

OTHER PROFESSIONALS: Professionals without an MLIS degree who work in such areas as personnel, finance, conservation, etc., and who perform work requiring knowledge of an advanced type, customarily obtained by a prolonged course of specialized instruction leading to a professional qualification.

PARAPROFESSIONALS: Paraprofessionals usually possess a technical certificate and/or diploma from an accredited library technician program (e.g. library technicians), but they might also work in paraprofessional roles with an undergraduate degree and/or relevant experience (e.g. library assistants).

CLERICAL/OFFICE WORKERS: Clerical/office workers perform library work for which a high school diploma (or equivalent) is the qualification. **This survey does not include any questions on clerical/office workers.**

THANK YOU FOR PARTICIPATING IN THIS SURVEY

SECTION A: BACKGROUND INFORMATION

1. Name, job title, and contact information of person completing survey:
 - a. Name: _____
 - b. Job title: _____
 - c. Phone number (including area code): _____
 - d. Fax number (including area code): _____
 - e. E-mail address: _____
2. Name of Institution: _____
3. As of January 1, 2003: Total number of FTE employees _____ (including permanent, temporary, contract, and part-time employees)
4. As of January 1, 2003: Total number of volunteer hours _____ (reported in hours per year)
5. Is your institution a member of the Canadian Library Association (CLA)?
 1. Yes
 2. No
6. Please circle the type of library that best describes your institution:
 - i. Academic library
If circled, is your institution a member of CARL?
 1. Yes (Skip to Section B)
 2. No (Skip to Section B)
 - ii. Public library
If circled, is your institution a member of CULC?
 1. Yes (Skip to Section B)
 2. No (Skip to Section B)
 - iii. Special library (Continue to question 7)
7. Please circle the type of special library that best describes your organization:
 1. Federal government
 2. Provincial government
 3. Local government
 4. Private for-profit library (e.g. business, law firms, corporations, banks including libraries of crown corporations)
 5. Private not-for-profit library (e.g. libraries in hospitals, museums, special academic libraries)
 6. Other: Please describe _____

INSTRUCTIONS ON HOW TO COMPLETE CHARTS IN SECTION B, C, AND D

Please complete the charts on the next three pages using the following category definitions and instructions:

Staff Categories:

Professional Librarians: The usual educational requirement is a Master's degree (or historical equivalent) from a library education program accredited by the American Library Association or its equivalent.

Institutions with 10 or more professional librarians: There are 5 categories of professional librarians for which you are asked to provide information about on the charts. Not all of the following classifications may be applicable to your library. For the three chart questions, please complete only the columns of types of professional librarians that are employed at your institution.

1. Public Services librarians
2. Technical Services librarians
3. IT librarians (including digital and web services)
4. Management librarians (e.g. responsible for budgets and personnel, overseeing operations, and instituting policies and accountability measures)
5. Other librarians (complete only if you have professional librarian staff who do not fit into any of the four categories provided above)

Institutions with fewer than 10 professional librarians: complete only the "TOTAL" column under the "Professional Librarians" category.

Other Professionals: Professionals without an MLIS degree who work in such areas as personnel, finance, conservation, etc., and who perform work requiring knowledge of an advanced type, customarily obtained by a prolonged course of specialized instruction leading to a professional qualification.

Paraprofessionals: Paraprofessionals usually possess a technical certificate and/or diploma from an accredited library technician program (e.g. library technicians), but they might also work in paraprofessional roles with an undergraduate degree and/or relevant experience (e.g. library assistants).

Other Definitions:

Full-time Equivalent (FTE): Use full-time equivalent figures for each box that you are completing. FTE is calculated by the number of hours worked by an employee divided by the standard number of hours for a full-time employee.

Permanent status means there is no indication of when employment will end.

Part-Time status includes those normally working less than 30 hours per week.

Visible Minorities are employees who are non-Caucasian in race or non-white in colour (e.g. Black, Asian, Middle Eastern, Hispanic).

Aboriginal Canadians includes Status Indian, Non-Status Indian, Métis or Inuit.

Disabled includes employees who have a long term or recurring physical, mental, sensory, psychiatric or learning impairment (e.g., loss of hearing or sight, reduced mobility, learning disability) and who are considered disadvantaged in employment by reason of that disability.

SECTION B: GENERAL STAFF INFORMATION

As of January 1, 2003, Reported in FTE	Professional Librarians						Other Professionals	Paraprofessionals
	Public Services	Technical Services	IT	Manage- ment	Other	TOTAL		
Total Number								
# in full-time permanent positions								
# in part-time permanent positions								
# in full-time temporary / contract positions								
# in part-time temporary/ contract positions								
# female								
# visible minority								
# aboriginal								
# disabled								
# covered by collective agreement(s)								

SECTION C: RETIREMENT AND AGE INFORMATION

All Numbers, Reported in FTE	Professional Librarians						Other Professionals	Paraprofessionals
	Public Services	Technical Services	IT	Manage- ment	Other	TOTAL		
Retirement:								
Total # retirements in past 5 years								
# retirements in past 5 years before the age of 65								
# retirements in past 5 years after the age of 65								
# positions currently open because of retirement								
Age of Current Staff:								
# < 45 years of age								
# 45 to 55 years of age								
# > 55 years of age								

1. Does your organization have a policy that specifies the age of retirement for professional librarians?

1. **Yes** – Please indicate:

Minimum age requirement for retirement _____

Maximum age requirement for retirement _____

2. No

2. Does your organization offer professional librarians an early retirement package?

1. Yes

SECTION D: RETENTION AND RECRUITMENT INFORMATION

All Numbers, Reported in FTE	Professional Librarians							Other Professionals	Paraprofessionals
	Public Services	Technical Services	IT	Manage- ment	Other	TOTAL			
Retention:									
# leaving library in past year (between January 1, 2002 and December 31, 2002), excluding retirements									
# voluntarily leaving (not due to cutbacks, dismissal or retirement)									
Recruitment:									
# new hires in past year (between January 1, 2002 and December 31, 2002)									
# new hires in past 5 years who were recent MLIS graduates									
Average age of new hires in past year									
# of positions currently trying to fill									
# of current positions open for longer than 4 months									

Section D1: Retention Cont'd

1. How long, on average, do you expect newly-hired, entry-level professional librarians to stay in your organization?
 1. Less than 2 years
 2. Between 2 and 4 years
 3. Between 5 and 10 years
 4. More than 10 years

2. Compared to five years ago, are turnover rates (other than from retirements) lower, higher, or about the same among professional librarians?
 1. Much lower
 2. Lower
 3. About the same
 4. Higher
 5. Much higher

3. What are the three major factors which cause professional librarians to leave your organization (other than to retire)?
 1. _____
 2. _____
 3. _____

4. When professional librarians leave your organization (other than to retire), where are they most likely to work? (Please circle one response)
 1. Canadian academic library
 2. Canadian public library
 3. Canadian special library
 4. American library (public, academic, or special)
 5. Left library for non-traditional library-related work
 6. Left librarian profession completely
 7. Don't know
 8. Other: Please specify _____

5. What are the three major reasons why professional librarians stay at your organization?
 1. _____
 2. _____
 3. _____

6. On a scale of 1 to 5, how would you rate the promotional opportunities for professional librarians *compared to five years ago*?

1	2	3	4	5
Much worse		About the same		Much better

7. On a scale of 1 to 5, how would you rate the current promotional opportunities for professional librarians?

1	2	3	4	5
Poor		Neutral		Excellent

8. On a scale of 1 to 5, to what extent do the following items contribute to a lack of promotional opportunities for professional librarians in your organization?

		Not at All		Neutral		To a Great Extent
a.	Delaying/flattening of organizational structure	1	2	3	4	5
b.	Budgetary restrictions	1	2	3	4	5
c.	Organizational hiring freeze or limited hiring policy	1	2	3	4	5
d.	Limited librarian turnover	1	2	3	4	5
e.	Other, please specify:	1	2	3	4	5

9. On a scale of 1 to 5, how would you rate your organization's ability to provide professional librarians with opportunities to experience leadership roles in your organization?

1	2	3	4	5
Poor		Neutral		Excellent

10. Has your organization's need to hire new professional librarians increased, decreased, or remained stable compared to 5 years ago?

1. Increased
2. Decreased
3. Remained stable

11. On a scale of 1 to 5, how would you rate the general qualifications of applicants for professional librarian positions compared to 5 years ago?

1	2	3	4	5
Much less qualified		About the same		Much more qualified

12. On a scale of 1 to 5, how would you rate your organization's ability to recruit qualified professional librarians compared to five years ago?

1	2	3	4	5
Much easier		About the same		Much more difficult

13. On a scale of 1 to 5, how would you rate your **current** ability to recruit qualified professional librarians?

1	2	3	4	5
Poor		Neutral		Excellent

14. On a scale of 1 to 5, to what extent do the following issues prevent you from hiring qualified professional librarians?

		Not at All		Neutral		To a Great Extent	
		1	2	3	4	5	
a.	Inadequate pool of qualified candidates	1	2	3	4	5	
b.	Inadequate pool of interested candidates	1	2	3	4	5	
c.	Applicants declining job offers	1	2	3	4	5	
d.	Budget restraints	1	2	3	4	5	
e.	Organizational hiring freeze or limited hiring policy	1	2	3	4	5	
f.	Inadequate education provided by MLIS programs	1	2	3	4	5	
g.	Inadequate remuneration offered to librarians	1	2	3	4	5	
h.	Competition from other sectors for librarians (excluding U.S.)	1	2	3	4	5	
i.	Competition from U.S. for librarians	1	2	3	4	5	
j.	Lack of a dedicated HR unit at the library	1	2	3	4	5	
k.	The need to hire bilingual staff	1	2	3	4	5	
l.	Geographical location	1	2	3	4	5	
m.	Small size of library	1	2	3	4	5	
n.	Policy (including collective agreements) restrictions on hiring non-Canadian applicants	1	2	3	4	5	
o.	Other, please specify:	1	2	3	4	5	

15. In the past year, have you changed your recruitment strategies because your usual methods were not attracting a sufficient pool of qualified professional librarian candidates?

1. No
2. Yes: Please describe what new strategies you adopted

16. For the following list, **first** rate how important the competency is when you are making recruiting decisions about professional librarians and **second**, the level of ease or difficulty you have experienced in trying to fulfill these competencies.

		Importance of Competency					Ability to Fulfill Competency				
		Not at All Important		Very Important			Very Easy to Fulfill		Very Difficult to Fulfill		
		1	2	3	4	5	1	2	3	4	5
a.	MLIS degree, specifically	1	2	3	4	5	1	2	3	4	5
b.	Other education	1	2	3	4	5	1	2	3	4	5
c.	Number of years of experience	1	2	3	4	5	1	2	3	4	5
d.	Specialist skills: Please specify the type of specialist skills you look for when recruiting:	1	2	3	4	5	1	2	3	4	5
e.	Generalist skills (i.e. can work in a number of different areas)	1	2	3	4	5	1	2	3	4	5
f.	Interpersonal or 'people' skills	1	2	3	4	5	1	2	3	4	5
g.	Communication skills	1	2	3	4	5	1	2	3	4	5
h.	Entrepreneurial skills	1	2	3	4	5	1	2	3	4	5
i.	Technology skills	1	2	3	4	5	1	2	3	4	5
j.	Managerial skills	1	2	3	4	5	1	2	3	4	5
k.	Leadership potential	1	2	3	4	5	1	2	3	4	5
l.	Ability to handle high volume workload	1	2	3	4	5	1	2	3	4	5

		Importance of Competency					Ability to Fulfill Competency				
		Not at All Important		Very Important			Very Easy to Fulfill			Very Difficult to Fulfill	
m.	Ability to respond flexibly to change	1	2	3	4	5	1	2	3	4	5
n.	Ability to deal with a range of users	1	2	3	4	5	1	2	3	4	5
o.	Ability to learn new skills	1	2	3	4	5	1	2	3	4	5
p.	Dedication to the profession	1	2	3	4	5	1	2	3	4	5
q.	Commitment to organizational goals	1	2	3	4	5	1	2	3	4	5
r.	Friendly	1	2	3	4	5	1	2	3	4	5
s.	Reliable	1	2	3	4	5	1	2	3	4	5
t.	Logical	1	2	3	4	5	1	2	3	4	5
u.	Innovative	1	2	3	4	5	1	2	3	4	5
v.	Interest in professional development/continuing education	1	2	3	4	5	1	2	3	4	5
w.	Interest in contributing to the profession	1	2	3	4	5	1	2	3	4	5
x.	Other, please specify:	1	2	3	4	5	1	2	3	4	5

17. Do you think the education provided in MLIS programs equips graduates with the competencies required to be professional librarians at your organization?

1. Yes
2. No

18. How could the curriculum content of MLIS programs be improved? (e.g., what should the content focus more on or less on?)

19. On a scale of 1 to 5, what level of input does your organization have into curriculum content at any of Canada's 7 MLIS programs?

1	2	3	4	5
No input at all		Some input		Very much input

20. Do you require MLIS degrees from ALA-accredited programs as a qualification in hiring professional librarians?

1. Yes – Continue to question 21
2. No – Skip to question 22

21. Is there any reason why you would not adhere to ALA accreditation standards in the future?

1. No
2. Yes: Please provide the major reason why you would not adhere to ALA accreditation in the future

22. Does your organization have a hiring policy that recognizes the credentials of professional librarians from the following programs and sources:

	Yes	No
a. On-line programs	1	2
b. Distance-education programs	1	2
c. Non-North American credentials	1	2

23. Does your organization have a policy requiring you to hire Canadian professional librarian applicants first?

1. Yes
2. No

24. Does your organization have a hiring policy designed to recruit professional librarians from diverse ethnic and racial backgrounds?

1. Yes
2. No

SECTION E: SUCCESSION PLANNING INFORMATION

1. How adequate is your current pool of internal suitable candidates that could replace the skills and knowledge OR the leadership qualities lost by departing senior professional librarians?

		Not at All		Neutral		Very Adequate	
a.	Adequacy of Skills and Knowledge	1	2	3	4	5	
b.	Adequacy of Leadership Qualities	1	2	3	4	5	

2. Have you had any difficulties replacing the skills and knowledge OR the leadership qualities lost by departing senior professional librarians?

	Yes	No
a. Difficulty Replacing <u>Skills and Knowledge</u>	1	2
b. Difficulty Replacing <u>Leadership Qualities</u>	1	2

3. On a scale of 1 to 5, to what extent do the following items prevent your organization from replacing the competencies lost by departing senior professional librarians?

		Not at All		Neutral		To a Great Extent	
a.	Inadequate pool of qualified candidates	1	2	3	4	5	
b.	Inadequate pool of interested candidates	1	2	3	4	5	
c.	Inadequate recruitment strategies	1	2	3	4	5	
d.	Applicants declining job offer	1	2	3	4	5	
e.	Budget restraints	1	2	3	4	5	
f.	Organizational hiring freeze or limited hiring policy	1	2	3	4	5	
g.	Inadequate leadership training provided by MLIS programs	1	2	3	4	5	
h.	Inadequate skills & knowledge training provided by MLIS programs	1	2	3	4	5	
i.	Inadequate remuneration offered to librarians	1	2	3	4	5	
j.	Competition from other sectors for librarians (excluding U.S.)	1	2	3	4	5	
k.	Competition from U.S. for librarians	1	2	3	4	5	

l.	Lack of a dedicated HR unit at the library	1	2	3	4	5
m.	The need for bilingual staff	1	2	3	4	5
n.	Geographical location	1	2	3	4	5
o.	Small size of library	1	2	3	4	5
p.	Policy (including collective agreements) restrictions on hiring externally	1	2	3	4	5
q.	Policy (including collective agreements) restrictions on hiring non-Canadian applicants	1	2	3	4	5
r.	Inadequate leadership/management training	1	2	3	4	5
s.	Inadequate skills and knowledge training	1	2	3	4	5
t.	Inability to fast track strong candidates	1	2	3	4	5
u.	Recruitment strategies that do not identify leadership potential when assessing candidates	1	2	3	4	5
v.	Absence of succession planning strategy	1	2	3	4	5
w.	Elimination of middle-level positions that serve as training ground for upper-level postings	1	2	3	4	5
x.	Other: Please specify	1	2	3	4	5

Definition:

Succession planning is a proactive effort that makes provision for the development and replacement of professional librarians over a period of time and ensuring leadership continuity.

4. Does your organization have a succession planning strategy for professional librarians?

1. Yes - Continue to question 5
2. No - Skip to Section F

5. On a scale of 1 to 5, how adequate do you feel this succession planning strategy is in replacing the competencies lost by retiring senior librarians?

1	2	3	4	5
Not at all adequate		Neutral	Very adequate	

6. Is this succession planning strategy long-term (i.e. at least 5 years)?

1. Yes
2. No

SECTION F: TRAINING AND DEVELOPMENT INFORMATION

1. During the past year did your organization provide any of the following formats or types of job-related training to professional librarians or paraprofessional staff? Please circle all that apply.

	Professional	Provided to	
		Librarians	Paraprofessionals
Training Formats:			
a.	Internal classroom training	1	2
b.	Internal on-the-job training	1	2
c.	External private training/consultancy	1	2
d.	Professional development training provided by library associations	1	2
Types of Training			
e.	Job-oriented skills training (excluding technology)	1	2
f.	Technology skills training	1	2
g.	Customer-service related training	1	2
h.	Management training	1	2
i.	Leadership training	1	2
j.	Other: Please specify	1	2

2. Does your organization subsidize, assist, or reimburse professional librarians for attendance at library association meetings?

1. No - Continue to Question 3
2. Yes - Skip to Question 4

3. Did your organization do this at any time in the past?

1. Yes
2. No

4. On a scale of 1 to 5, to what extent do the following groups of staff require ongoing training to meet the needs of your organization?

		No Training		Some Training		A Great Amount of Training
a.	All professional librarians	1	2	3	4	5
b.	New professional librarian recruits	1	2	3	4	5
c.	Middle level professional librarians	1	2	3	4	5
d.	Upper level professional librarians	1	2	3	4	5
e.	Public services librarians	1	2	3	4	5
f.	Technical services librarians	1	2	3	4	5
g.	IT librarians	1	2	3	4	5
h.	Management librarians	1	2	3	4	5
i.	Other Professional librarians	1	2	3	4	5
j.	Paraprofessional staff	1	2	3	4	5

5. On a scale of 1 to 5, to what extent do budgets prevent your organization from offering needed training to professional librarians?

1	2	3	4	5
To no extent		Neutral		To a great extent

3. Do you have strategies other than salary to attract candidates for professional librarian positions?

1. No
2. Yes: Please specify

4. What proportion of your organization's total budget is allocated to professional librarian salaries?

1. Less than 30%
2. 31% to 40%
3. 41% to 50%
4. More than 50%

5. Which of the following benefits are at least partially funded by your organization for permanent, temporary, and part-time professional librarians? Circle all that apply.

		Permanent	Temporary	Part-Time
a.	Retirement/pension plan	1.	2.	3.
b.	Life and/or disability insurance	1.	2.	3.
c.	Supplemental medical	1.	2.	3.
d.	Dental plan	1.	2.	3.
e.	Group RRSP	1.	2.	3.
f.	Worker's Compensation	1.	2.	3.
g.	Maternity/paternity leave (beyond Employment Insurance)	1.	2.	3.
h.	Employee Assistance Program	1.	2.	3.
i.	Childcare services	1.	2.	3.
j.	Childcare subsidies/reimbursements	1.	2.	3.
k.	Elder care leaves	1.	2.	3.
l.	Educational leaves	1.	2.	3.
m.	Sabbaticals	1.	2.	3.
n.	Research leaves	1.	2.	3.
o.	Tenure	1.	2.	3.

6. Which of the following job strategies are practiced at your organization for professional librarians? Circle all that apply:

		Yes	No
a.	Employee's suggestion program	1.	2.
b.	Job rotation	1.	2.
c.	Job enrichment	1.	2.
d.	Job sharing	1.	2.
e.	Job mentoring	1.	2.
f.	Information sharing with employees	1.	2.
g.	Problem-solving teams	1.	2.
h.	Self-directed work groups (e.g. work teams that have a high level of responsibility for decisions)	1.	2.
i.	Performance evaluations	1.	2.
j.	Flextimes	1.	2.
k.	Compressed work weeks	1.	2.
l.	Fixed shifts	1.	2.
m.	Rotating shiftss	1.	2.
n.	Paid overtime	1.	2.

7. On a scale of 1 to 5, to what extent do you agree with the following statements about your organization?

		Strongly Disagree		Neutral		Strongly Agree
a.	The organization promotes a culture of lifelong learning.	1	2	3	4	5
b.	The organization promotes a culture of trust and cooperation between employees and employers.	1	2	3	4	5
c.	The organization practices family-friendly procedures.	1	2	3	4	5
d.	Turnover rates are not of great concern in our organization.	1	2	3	4	5
e.	Absenteeism rates are not of great concern in our organization.	1	2	3	4	5
f.	The organization involves <u>professional librarians</u> in most decisions that affect them directly.	1	2	3	4	5
g.	The organization involves <u>professional librarians</u> in most high-level organizational decisions.	1	2	3	4	5
h.	Empowering <u>professional librarians</u> is important to the organization.	1	2	3	4	5
i.	Female and male <u>professional librarians</u> are treated equally.	1	2	3	4	5
j.	Most <u>professional librarians</u> perform quality work.	1	2	3	4	5
k.	Most <u>professional librarians</u> are highly motivated.	1	2	3	4	5
l.	Most <u>professional librarians</u> appear to be satisfied with their jobs.	1	2	3	4	5

SECTION H: CHANGING LIBRARIAN ROLES AND ORGANIZATIONAL RESTRUCTURING

1. On a scale of 1 to 5, to what extent have the following changes in the staffing needs of your organization occurred in the past 5 years?

In the past five years . . .		Not at All		Neutral		To a Great Extent
a.	The need for more professional librarians has increased.	1	2	3	4	5
b.	The need for more paraprofessionals has increased.	1	2	3	4	5
c.	The need for professional librarians to perform managerial functions has increased.	1	2	3	4	5
d.	The need for professional librarians to assume leadership roles has increased.	1	2	3	4	5
e.	The need for professional librarians to perform a wider variety of tasks has increased.	1	2	3	4	5
f.	The need for professional librarians to perform more specialized functions has increased.	1	2	3	4	5
g.	The need for paraprofessionals to perform tasks once done by professional librarians has increased.	1	2	3	4	5
h.	The need for other professionals to perform tasks once done by professional librarians has increased.	1	2	3	4	5

2. Thinking about the future needs of your organization, and using the same scale of 1 to 5, to what extent do you think the following changes in needs will occur at your organization over the next 5 years?

Over the next 5 years . . .		Not at All		Neutral		To a Great Extent
a.	The need for more professional librarians will increase.	1	2	3	4	5
b.	The need for more paraprofessionals will increase.	1	2	3	4	5
c.	The need for professional librarians to perform managerial functions will increase.	1	2	3	4	5
d.	The need for professional librarians to assume leadership roles will increase.	1	2	3	4	5
e.	The need for professional librarians to perform a wider variety of tasks will increase.	1	2	3	4	5
f.	The need for professional librarians to perform more specialized functions will increase.	1	2	3	4	5
g.	The need for paraprofessionals to perform tasks once done by professional librarians will increase.	1	2	3	4	5
h.	The need for other professionals to perform tasks once done by professional librarians will increase.	1	2	3	4	5

3. Has your organization experienced any of the following organizational changes in the past 5 years?

In the past 5 years, our organization has experienced . . .		Yes	No
a.	Greater integration among different functional areas	1	2
b.	An increase in the degree of centralization	1	2
c.	Downsizing (a reduction in the number of employees to reduce expenses)	1	2
d.	Re-engineering (redesigning processes to improve performance and cost)	1	2
e.	A reduction in the number of managerial levels (i.e. delayering)	1	2
f.	Implementation of total quality management	1	2
g.	Greater reliance on part-time workers	1	2

h.	Greater reliance on temporary workers	1	2
i.	Greater reliance on volunteer workers	1	2
j.	Greater reliance on outsourcing	1	2
k.	Increased use of information technologies	1	2

4. Of all the items listed in question 3 above (a through k), which three organizational changes do you think have contributed to the greatest amount of change in the roles of professional librarians at your organization? (Please indicate your response by writing the letter that accompanies the item listed in question 3)

1. _____ 2. _____ 3. _____

SECTION I: CONCLUDING QUESTIONS

1. What, in your opinion, are the most pressing human resource challenges the library sector will face over the next 5 years and why?

2. Do you have any other comments, questions, or concerns that relate to this study or questionnaire?

THANK YOU FOR TAKING THE TIME TO COMPLETE THIS QUESTIONNAIRE

PLEASE return the survey in the enclosed stamped, SELF-ADDRESSED envelope BY JULY 2, 2003



December 16, 2005

Dear [Employer]:

In the summer of 2003, you completed an 8Rs survey that focused primarily on your professional librarian staff. We very much appreciated your time and effort in carefully completing this very lengthy survey. Results from this phase of the project can be found at our 8Rs website: <http://www.ls.ualberta.ca/8rs/home.html>

On behalf of the Cultural Human Resources Council (<http://www.culturalhrc.ca/home-e.asp>), we are extending the project to include an analysis of the congruencies between library education programs and employers' stated competencies for librarians and library technicians. **At this time we are asking you to participate again by completing the attached brief survey ("8Rs Employer Survey")**. The survey should be completed by personnel most familiar with human resource information at your library. Most often this will be the head of your Human Resource Department, but it may also be yourself.

Your participation in this survey is a vital part of this research project and will contribute to the important goal of understanding how Canada's educational programs have kept pace with changing competency requirements of the library sector. Most of the questions deal with the competencies of library technicians and other para-professionals, as well as your assessment of the education provided in library technician programs. The survey concludes with a few questions asking you to comment on the training needs of immigrant professional and paraprofessional library staff.

Your participation is entirely voluntary and your responses will be held in the strictest confidence. All results will be presented at an aggregate level only (e.g., by library sector or geographical area).

The should take between 5 to 10 minutes to complete. Instructions for completing the survey and for its submission are included in the survey attachment.

The deadline for completing the survey is Friday, January 6th, 2006.

Should you have any questions or comments, please contact our Chief Methodologist:

Marianne Sorensen, PhD
marianne@socialresearch.ca
1.780.430.1179

If you have any concerns about your treatment or rights as a research participant, you may telephone the University of Alberta Committee on Human Research Ethics at (780) 492-8208.

Thank you for your consideration in participating in this survey.

Best regards,
Ernie Ingles, Chair



INSTRUCTIONS ON HOW TO COMPLETE SURVEY:

This survey will take between 5 to 10 minutes to complete. Please read the questions carefully and answer them as accurately as possible. Once you have completed the survey please fax to:

Allison Sivak
(780) 492-7925

If you do not have a fax machine you can return the completed survey via regular mail to:

Allison Sivak
5-07 Cameron Library
University of Alberta
Edmonton, AB T6G 2J8

If you have any questions about how to complete the survey or experience any difficulties while completing the survey, please contact:

Marianne Sorensen, 8Rs Chief Methodologist
marianne@socialresearch.ca
(780) 430-1179

Please review the following definitions before completing the survey. It is important that all respondents draw from the same frame of reference when answering each question.

Definitions:

Paraprofessionals: Paraprofessionals usually possess a technical certificate and/or diploma from an accredited library technician program (e.g., library technicians as defined below) OR they might also work in paraprofessional roles with an undergraduate degree and/or relevant experience (e.g., library assistants)

Library Technicians: For the purposes of this study, we are defining library technicians as individuals with a diploma from a library technician program.

Professional Librarians: For the purposes of this study, we are defining professional librarians as individuals with a Masters degree (or its historical equivalent) from a library education program accredited by the American Library Association or its equivalent.

SURVEY

A. Competencies & Education

1. What proportion of your paraprofessional staff have a library technician diploma?
 - 0 %
 - 1 – 25%
 - 26 – 50%
 - 51 – 75%
 - 76 – 99%
 - 100%
 - Don't know
 - Do not have any paraprofessional staff (Skip to Section B, Question 6)

2. Do any of your paraprofessional positions stipulate a library technician diploma as a prerequisite?
 - Yes: Please answer the next series of questions (3a to 3s) with respect to the competencies required for your **library technicians** (i.e., your staff with a library technician diploma)
 - No: Please answer the next series of questions (3a to 3s) with respect to the competencies required for your **paraprofessional staff** (i.e., your paraprofessional staff without a library technician diploma)

3. For the following list, first rate how important the competency or qualification is when you are making recruiting decisions about **library technicians** / OR **paraprofessional staff** and *second*, the level of ease or difficulty you have experienced in trying to hire individuals with these competencies/ qualifications.

		Importance of Competency / Qualification					Ability to Hire for Competency / Qualification				
		Not at all Important		Very Important			Very Easy		Very Difficult		
a.	Library Technician diploma	1	2	3	4	5	1	2	3	4	5
b.	Desired Number of years of experience	1	2	3	4	5	1	2	3	4	5
c.	Technical and bibliographic skills (e.g., acquire/ manage/dispose of information records / resources)	1	2	3	4	5	1	2	3	4	5
d.	Public Service Skills (e.g., create/maintain programs/ services, reference, instruction)	1	2	3	4	5	1	2	3	4	5
e.	Information technology skills	1	2	3	4	5	1	2	3	4	5
f.	Managerial skills (e.g., skills involved in structuring / coordinating areas of personnel / staff development, budgeting, operations)	1	2	3	4	5	1	2	3	4	5
g.	Business skills (e.g., ability to read financial statement, prepare a business case, or develop a marketing plan)										
h.	Leadership potential (e.g., taking initiative and making things happen through the effective action of others)	1	2	3	4	5	1	2	3	4	5
i.	Entrepreneurial skills (e.g., ability to seek out new opportunities and reconceive and revitalize products and services)	1	2	3	4	5	1	2	3	4	5
j.	Interpersonal or 'people' skills	1	2	3	4	5	1	2	3	4	5
k.	Communication skills	1	2	3	4	5	1	2	3	4	5
l.	Ability to handle high volume workload	1	2	3	4	5	1	2	3	4	5
m.	Ability to respond flexibly to change	1	2	3	4	5	1	2	3	4	5
n.	Ability to deal with range of users	1	2	3	4	5	1	2	3	4	5

o.	Ability to learn new skills	1	2	3	4	5	1	2	3	4	5
p.	Dedication to values of libraries	1	2	3	4	5	1	2	3	4	5
q.	Commitment to the organization's goals	1	2	3	4	5	1	2	3	4	5
r.	Interest in professional development / continuing education	1	2	3	4	5	1	2	3	4	5
s.	Other specialist skills (specify and rate up to 3):										
	a. _____	1	2	3	4	5	1	2	3	4	5
	b. _____	1	2	3	4	5	1	2	3	4	5
	c. _____	1	2	3	4	5	1	2	3	4	5

4. Do you think the education provided in library technician programs equips graduates with the competencies required to work effectively at your organization?

- Yes
- No
- Don't Know
- Not Applicable

5. How could the curriculum content of library technician programs be improved? (e.g., what should the content focus more or less on?)

6. On a scale of 1 to 5, what level of input does your organization have into the curriculum content at any of Canada's 18 library technician programs?

1	2	3	4	5
No input at all		Some input		Very much input

B. Training Needs of Immigrant Staff

7. Have you ever hired professional librarians or library technicians who acquired their credentials outside Canada and who lacked Canadian library experience?

- Yes, Library Technicians
- Yes, Professional Librarians
- Yes, Both
- No (Skip to Q9)
- Don't Know (Skip to Q9)

8. What, if any, training was required for these recent immigrant recruits to meet your competency needs? (You may include any competencies listed in Q3 and/or any others necessary for staff in your organization.)

Training needs for immigrant **professional librarians**:

Training needs for immigrant **library technicians**

9. Do you have any further comments or points you would like to add to help us understand your responses to this questionnaire?

THANK YOU FOR TAKING THE TIME TO COMPLETE THIS QUESTIONNAIRE.

Please return the completed survey by faxing to:

Allison Sivak

(780) 492-7925

Deans/Directors and Program Heads Interview Instrument

LIBRARY EDUCATORS TELEPHONE INTERVIEW GUIDE

INTRODUCTION TO TELEPHONE SURVEY SCRIPT

Hello Director's Name, this is Interviewer's Name calling from the 8R's Canadian Library Human Resource Study Team to conduct the scheduled interview with you today.

First, I'd like to thank you for your participation in this national study.

As you know, the purpose of this phase of the project is to investigate the education-industry competency match, both for library sector professionals and paraprofessionals. We want to find out the different ways the library education system contributes to the human capital or skills of the library workforce.

As mentioned in our earlier e-mail to you about this project, the opinions and views that you express today will be kept strictly anonymous. Once our conversation has been documented, all identifiers will be removed and the results will be presented on an aggregate level only (e.g. by geographical region or by type of library).

The interview will take about 1 hour, depending on your responses. If at any time you wish to terminate the interview please feel free to do so, and if there are any questions you prefer not to answer please let me know and we will simply move on to the next question.

As a reminder, we are only interested in your responses pertaining to your current **MLIS** or other equivalent graduate program that is officially accredited by the American Library Association under the accreditation standards. (e.g., MLS, MIST). We use the term "MLIS" throughout the survey to represent all programs accredited by the American Library Association.

If agreed to have taped: Lastly, I would just like to remind you that you agreed to have this telephone interview tape recorded and I am turning on the recorder now.

Do you have any comments or questions before we begin the interview?

INTERVIEW QUESTIONS

PROGRAM FOCUS AND PROGRAM CHANGE

1. How has the curriculum of your program changed in the past 5 years, if at all?
 - a. What underlies this change in focus? What is the reasoning behind this change?
 - ▶ Have any of these changes been made explicitly to address changing skill demands in the library workplace?
2. Can you please tell me about your current program focus. How would you describe the focus of your program?
 - ▶ If trouble answering question, can answer with respect to:
 - ▶ How would you distinguish your program from the other 6 MLIS programs across the country?
 - ▶ Would you say that there is a librarian focus to your program? Or Are there other information related occupations that your program attempts to address?
 - a. How is this focus reflected in the program curriculum?
 - b. How is this focus reflected in the types of skills and abilities that students will leave the program with?
 - ▶ These can be technical skills (such as IT skills), professional skills (such as teaching ability or communication), or personal / behaviour skills (such as flexibility, adaptability to change, or leadership ability).
 - c. How is this focus reflected in your continuing education or professional development offerings, if at all?
3. What are some of the things that influence that focus?
 - ▶ Do you have an underlying philosophy/perspective that drives the focus?
 - ▶ What about the influences of your institution and/or your partnerships with other departments?
 - ▶ What about the influence of the areas of expertise of your faculty?
 - ▶ What about the influence of Graduate Studies?
 - ▶ What about the influence of the labour market?
 - ▶ What about the influence of the North American (or even international) LIS trends?
4. Do you intend to continue with the same over-arching focus or are there any plans in the works for change?
 - a. Are there any plans to introduce or increase opportunities for students to engage in more hands-on practical library experience through practicum, co-op or internship programs?
 - b. Do you have any plans for program expansion, such as;
 - ▶ The development or expansion of doctoral programs?
 - ▶ The expansion of MLIS courses into undergraduate studies?
 - c. Are any of these changes designed to address labour market skills demands?
5. What are your perceptions of the congruencies between your program and the skill needs of the workplace? In other words, to what extent do you think the program addresses the competency needs of the library sector?
 - a. To what extent do you think it is important that the program content be informed by the competency needs of the library sector?
 - b. Do you think there is room for improvement? And if so, what changes would need to be made so that your program provides a better fit with the skill needs of the marketplace?
 - c. How would you assess your ability to change the program in response to emerging marketplace trends (e.g., employer demands for generalists and specialists and for leadership, management, and business skills)?
 - ▶ Do you face any barriers to making such curricular change?

RECRUITMENT/ACCESSIBILITY

I would now like to ask you a series of questions about applicants to your program, such as the numbers and types of people applying, the kinds of methods you use to attract potential students, and a few questions on the acceptance criteria into your program.

6. Do you have a recruitment policy and if so, what is it intended to address?
 - ▶ Does the recruitment policy relate in any way to the focus of your program?
 - ▶ Ask for copy of policy if have one
7. Do you market your program at all, and if so, do you market towards any specific target audiences?
 - ▶ Current library workers (e.g., library technicians, volunteers)
 - ▶ Current undergraduates students from specific faculties
 - ▶ Immigrants or foreign-trained individuals
 - ▶ Individuals with certain personal characteristics (e.g., detail-oriented, . . .
8. Do you have any plans to change your marketing strategy and if so what are these changes intended to address?
 - ▶ Do your plans involve recruiting to special populations such as current library personnel, foreign-trained individuals or to visible minorities?
9. Have there been any notable shifts in the number of people applying to your program in the past 5 to 10 years?
 - ▶ What about changes in the types of people applying to your program within the past 5 to 10 years?
 - ▶ More males?
 - ▶ More younger/older people?
 - ▶ People with different educational or work experience backgrounds?
 - ▶ More or fewer visible minorities?
 - ▶ More or fewer foreign-trained applicants?
10. Have there been any noteworthy changes in your acceptance criteria for admission into the program within the past 5 years and if so what was the intent of these changes?
 - a. What barriers, if any, do you face in trying to change the acceptance criteria for program admission?
11. Do you have any plans to change your acceptance criteria and if so what are these changes and what issue do they intend to address?
 - ▶ Is the intended effect to increase / decrease the size of your student body and if so why?
 - ▶ Is the intended effect to shift the dominant characteristics of individuals enrolled in your program and if so why?
12. What are your projected enrollments over the next 5 years, numerically speaking?
 - ▶ Do you foresee your enrollment staying the same? Increasing? Decreasing?
13. Do you have any plans for alternate methods of program delivery?
 - ▶ Are you planning to introduce or increase distance education opportunities?
 - ▶ Is it a reasonable aim to offer the entire program at a distance? If not, what are the disadvantages of doing so?
 - ▶ Are you planning to expand or introduce multiple points of entry into the program over the year? allowing more part-time students?
14. What are your overall perceptions about the level of program accessibility?
 - ▶ Are you aware of individuals who cannot access the program for whatever reason, but whom you think should access the program?
 - ▶ What processes or policies do you have that are designed to make the program accessible? (e.g., part-time, multiple entry points over the year, distance learning)

15. Do you have a process for evaluating the foreign academic credentials of applicants to your program and if so can you please briefly tell me how this process works?
16. Do you see any patterns in the types of courses that are typically needed by foreign students?
- ▶ Do you offer any courses or course content that are designed to meet the unique training needs of foreign students?

LIBRARY SECTOR PARTNERSHIPS

17. Do you have any contact with employers and if so can you please tell me what these contacts involve?
- ▶ Do you meet on a regular or formal basis?
 - ▶ Are any of these meetings explicitly or otherwise designed to gather information from employers on the types of skills/abilities they are looking for in new graduates?
 - ▶ How effective are these contacts?
- a. Do you see a need to increase the communication between educators such as yourself and employers and if so, do you have any suggestions for how these relationships could be improved?
- ▶ What, if any, barriers do you see to improving educator/employer relationships?
18. Do you have any contact with other library-related educational programs and if so can you please tell me what these contacts involve? (e.g., with other MLIS program and/or with library technician programs)
- ▶ Do you meet on a regular or formal basis?
 - ▶ What is the purpose of these meetings?
- a. Do you see a need to increase the communication among library-related educators and if so, do you have any suggestions for how these relationships could be improved?
- ▶ What, if any, barriers do you see to improving inter-educator relationships?
19. Do you have any contact with any local, provincial, or national library associations and if so can you please tell me what these contacts involve?
- ▶ Do you meet on a regular or formal basis?
 - ▶ What is the purpose of these meetings?
 - ▶ Do you partner in professional development initiatives with these library associations?
- a. Do you see a need to increase the communication between educators such as yourself and library associations and if so, do you have any suggestions for how these relationships could be improved?
- ▶ What, if any, barriers do you see to improving educator/association relationships?

SUCCESSION PLANNING

20. Have you experienced any library faculty retirements in the past 5 years or so and, if so, how difficult was it for you replace these individuals?
- ▶ Are you concerned about the retirement of library faculty in the future and if so do you have any plans for how library educators will be replaced?
 - ▶ Are there subject areas that you have a harder time finding suitable candidates for than others?

THIS CONCLUDES THE INTERVIEW. THANK YOU FOR TAKING THE TIME TO PROVIDE YOUR THOUGHTFUL RESPONSES TO SOME VERY IMPORTANT QUESTIONS.

Do you have any further comments you would like to add or any questions you would like to ask?

FOLLOW UP INTERVIEW WITH THANK YOU EMAIL.

Current MLIS and LIT Survey Instrument

Thank you for participating in this important study.

This questionnaire will take between 15 and 20 minutes to complete. Please read the questions carefully and answer them as accurately as possible. The success of the study depends on this.

As a reminder, your participation is entirely voluntary and your responses will be held in the strictest confidence.

Survey Instructions

Please adhere to the following guidelines when completing the survey:

1. When navigating through the survey, please DO NOT USE THE “ENTER” button on your keyboard. Instead, please use the ‘tab’ or ‘arrow’ keys, or the “back” arrow button on your web browser or you can use your mouse to navigate through the survey.
2. We are only interested in your responses pertaining to your current MLIS or other equivalent graduate program that is officially accredited by the American Library Association under the accreditation standards. (e.g., MLS, MIST). We use the term “MLIS” throughout the survey to represent all programs accredited by the American Library Association.

If you are participating in another program or have previously participated in another library-related program, DO NOT draw upon these other educational experiences in your responses.

If you have any questions about how to complete the survey or experience any difficulties while completing the survey, please contact:

Marianne Sorensen, Chief Methodologist
marianne@socialresearch.ca
(780) 430-1179

SECTION A: CURRENT EDUCATION INFORMATION

1. Which institution are you currently attending?

MLIS:

- University of British Columbia
- University of Alberta
- University of Western Ontario
- University of Toronto
- McGill University
- Université de Montréal
- Dalhousie University

LIT:

- Algonquin College
- Cégep de l'Outaouais
- Collège de Maisonneuve
- Cégep de Trois-Rivières
- Cégep Lionel-Groulx
- Collège François-Xavier-Garneau
- Grant MacEwan
- John Abbott College
- Langara College
- Mohawk College
- Nova Scotia Community College
- Red River Community College
- S.A.I.T.
- Saskatchewan Institute of Applied Science and Technology
- Seneca College
- University College of the Fraser Valley

2. As of December, 2005, what percentage of the program had you completed?

- 0 – 25%
- 26 – 50%
- 51 – 75%
- More than 75%

3. On average, how many courses are you taking per term?

- 1-2
- 3
- 4
- 5 or more

4. What format of program delivery have you participated in at any point in the MLIS program? (Check all that apply)

- Traditional classroom
- Practicum, co-op, or internship

- Online education
- Other distance education (e.g., telephone, mail, teleconference or other forms of distance correspondence)

5. What are the top 2 reasons why you chose the MLIS program / Library Technician program as a field of study?

1st Reason

2nd Reason

SECTION B: PROGRAM ENTRANCE/ACCESSIBILITY

6. How did you find out about what your MLIS program was like before you made the decision to attend? (check all that apply)

- Word of mouth
- Program representative (e.g., faculty, graduate studies advisor)
- Program information session / Open house
- Career counseling
- Advertising
- MLIS Program website
- Other internet search (not including school website)
- Other: please specify: _____

7. What are the major reasons why you chose to attend the MLIS / Library Technician program at the _____ (insert name of institution from Q1): (check all that apply)

- Convenient geographical location
- Desirable geographical location
- Good reputation of program and/or faculty members
- Good reputation of university
- Program curriculum topics suited my interests
- Ability to pursue a joint degree
- Ability to take courses online
- Ability to take the program in French
- Program located in same university in which I did my undergraduate degree
- Friends were attending same program / institution
- Program affordability (excluding scholarship)
- Awarded Scholarship (or other type of funding)
- Was accepted here (and not elsewhere)
- Other reason, please specify: _____

8. Did you relocate from another province/territory or country to attend this program?

- Yes, came from another province/territory à please specify: _____
- Yes, came from another countryà please specify: _____

No

9. Do you feel that the entrance requirements for your program are appropriate? For instance, do you feel that the program's admission requirements (e.g., the level of education and / or experience) match the program's demands of you (e.g., intellectual content, workload)?

Yes

No, à What changes would you recommend to the current entrance requirements to your program?

10. Do you feel there are enough different options in the ways you can take the program? (e.g., the ability to attend part-time, to start at various points throughout the school year, to utilize distance education opportunities)?

Yes

No, à What changes would you recommend to the current methods of program delivery?

SECTION C: PROGRAM PERCEPTIONS

The questions in this section ask you to draw upon your understanding of the kinds of skills and abilities you think you will need when you find a job.

11. For the following list, first rate how important you feel it is that you are provided with the skill / ability in your program and second, the extent to which the program is providing you with the skill / ability:

		Importance that Skill/Ability Provided in Program					Extent to Which Program Providing Skill / Ability				
		Very Unimportant			Very Important		To No Extent			To a Great Extent	
a.	General library skills and abilities	1	2	3	4	5	1	2	3	4	5
b.	Technical and bibliographic skills (e.g., acquire / manage/dispose of information records / resources)	1	2	3	4	5	1	2	3	4	5
c.	Public service skills (e.g., create/maintain programs/ services, reference, instruction)	1	2	3	4	5	1	2	3	4	5
d.	Information technology skills (e.g., digital library services, web design skills, knowledge management skills)	1	2	3	4	5	1	2	3	4	5
e.	Managerial skills (e.g., skills involved in structuring / coordinating areas of personnel / staff development, budgeting, operations, project management)	1	2	3	4	5	1	2	3	4	5
f.	Leadership skills (e.g., taking initiative and making things happen through the effective action of others)	1	2	3	4	5	1	2	3	4	5
g.	Business skills (e.g., ability to read financial statement, prepare a business case, or develop a marketing plan)	1	2	3	4	5	1	2	3	4	5

13. To what extent do you agree / disagree that the program is providing you with a realistic depiction of what it is like to work as a librarian / library technician or in a related profession?

1

2

3

4

5

8

Strongly Agree

Strongly Disagree

Don't Know

14. Overall, how satisfied are you with the quality of education you are currently receiving in your MLIS / Library Technician program?

- Very dissatisfied
- Dissatisfied
- Neither satisfied nor dissatisfied
- Satisfied
- Very satisfied

15. What, if anything, do you think could be done to improve the quality of education offered in your MLIS program? Make sure at maximum characters.

SECTION D: FUTURE GOALS / EXPECTATIONS

16. Do you have a job lined up for when you complete your program?

- Yes
- No (skip to Q22)
- Not applicable, already working in library-related position (skip to Q8, Section E)

17. In which type of library or organization is this job? (check only one answer)

- Academic library (e.g., university or college library)
- Public library (includes regional libraries)
- Special government library (federal, provincial, or local)
- Special non-profit library (e.g. hospital, religious institution, charity organization)
- Special for-profit library (e.g. business, law firm, bank, crown corporation)
- School library
- Non-traditional library workplace (e.g. library consulting firm, vendor, researcher)
- Non-library related workplace
- Other: Please specify _____

18. In which geographical region is this job located? (check only one answer)

- British Columbia
- Alberta
- Saskatchewan
- Manitoba
- Ontario
- Quebec
- New Brunswick
- Nova Scotia
- PEI
- Newfoundland / Labrador
- Yukon
- Northwest Territories
- Nunavut
- United States
- Outside of North America

19. Is this job located in an urban or rural region?

- Urban centre (population 10,000 or more people)
- Rural centre (population less than 10,000 people)

20. Which of the following best describe the type of work you will be doing most of the time in the job you have lined up? (check all that apply)

- Children's Services
- Young Adult Services
- Public Services
- Technical Services
- Information Technology (including digital and web services)
- Supervision or management
- Collection Development / Management (including licensing of electronic resources)
- Other Professional work (e.g., systems analyst, personnel, finance, marketing)
- Other: please specify: _____

21. How many hours will you typically be working per week in this position? _____ hours/week

- Irregular hours since "on-call"
- Don't know

22. Is this position permanent or temporary?

- Permanent (Permanent means there is no indication of when the job will end)
- Temporary (Temporary means the job will terminate at some specified time)
- Don't know

SKIP TO Q28

The following questions ask you to think about your plans for work when you have completed your program.

23. Which of the following types of libraries and organizations have you applied to, or do you intend to apply to? (check all that apply)

- Academic library
- Public library
- Special government library (federal, provincial, or local)
- Special non-profit library (e.g. hospital, religious institution, charity organization)
- Special for-profit library (e.g. business, law firm, bank, crown corporation)
- School library
- Non-traditional library workplace (e.g. library consulting firm, vendor, researcher)
- Non-library related workplace
- Other, please specify _____
- Not applicable, plan on continuing education (Skip to Q28)
- Not applicable, not planning to work for other reasons (skip to Q28)
- Don't know

24. Which of the following geographical locations have you applied to, or do you intend to apply to? (check all that apply):

- British Columbia
- Alberta
- Saskatchewan
- Manitoba
- Ontario
- Quebec
- New Brunswick
- Nova Scotia
- PEI
- Newfoundland / Labrador
- Yukon
- Northwest Territories
- Nunavut
- United States
- Other non North American location
- Don't know

25. Have you, or do you intend to, apply to an urban and/or rural location?

- Urban centre only (centre with a population of 10,000 or more people)
- Rural centre only (centre with a population less than 10,000 people)
- Both urban and rural centres
- Don't know

26. Which of the following best describe the type of work you have applied for or intend to apply for? (check all that apply)

- Children's Services
- Young Adult Services
- Public Services
- Technical Services
- Information Technology (including digital and web services)
- Supervision or management
- Collection Development / Management (including licensing of electronic resources)
- Other Professional work (e.g., systems analyst, personnel, finance, marketing)
- Other: please specify: _____
- Don't know

27. Would you be willing to accept a part-time or temporary position?

- Willing to accept part-time position only
- Willing to accept temporary position only
- Willing to accepting part-time AND temporary position
- NOT willing to accept part-time OR temporary position
- Don't know

28. On a scale of 1 to 5, with '1' meaning "very difficult" and '5' meaning "very easy", how difficult/easy do you think it will be for you to find a job after graduation?

1	2	3	4	5	8
Very Difficult				Very Easy	Don't Know

SECTION E: EDUCATION AND WORK BACKGROUND INFORMATION

29. What is the highest level of education you completed before beginning your current program?

MLIS:

- University undergraduate degree
- Masters degree
- Ph.D.

Library Technician:

- High School Diploma
- Certificate / Diploma from college / technical institute
- University undergraduate degree
- Masters degree
- Ph.D.

30. Before participating in the MLIS / library technician program, did you complete any other library-related educational programs?
- Yes
- No (Skip to Q33)
31. Please specify the type of education you previously completed (e.g., library technician diploma [MLIS ONLY], teacher-librarian degree, other undergraduate librarian degree, other undergraduate librarian major or minor, other graduate librarian degree):
expand space allotment
32. Were any of these other programs completed in an educational institution outside of Canada?
- Yes; Please specify country: _____
- No (Skip to Q33)
33. Are you enrolled in your current program to upgrade your Canadian professional librarian / library-related education?
- Yes
- No
34. Have you ever worked, or are you currently working, in a library? (not including practicum, co-op, or internship)
- Yes, currently work in a library: please specify job title: _____
- Yes, previously worked in a library: please specify all previous job titles:
- _____
- _____
- _____
- Never worked in a library

SECTION F: DEMOGRAPHIC INFORMATION

35. What is your gender?
- female
- male
36. In what year were you born? 19 _____
37. What is your current relationship status?
- Single (never married)
- Married or living with partner
- Divorced/separated
- Widowed
38. Do you consider yourself to be an Aboriginal person (includes status Indian, non-status Indian, Inuit or Métis)
- Yes (skip to Q40)
- No

39. Do you consider yourself to be a member of a visible minority group? Members of visible minorities are persons of colour or are non-Caucasian in race (excluding Aboriginal peoples). Examples include Chinese, South Asian, East Asian, Middle Eastern, Latin American, Afro-Canadians.

Yes

No

40. Do you consider yourself to have a disability that may disadvantage you in employment?

Yes

No

41. Do you have any other comments you would like to add that would help us understand your responses to this survey?

CLICK HERE TO FINISH SURVEY-THANKS!

THANK YOU VERY MUCH FOR COMPLETING OUR SURVEY

If you have any questions or comments about this survey or about the

8Rs Canadian Library Human Resource Study, please contact:

Marianne Sorensen, Chief Methodologist

marianne@socialresearch.ca

1-780-430-1179

Practitioners' Survey Instrument

(Professional Librarians and Paraprofessionals)

This questionnaire will take between 10 and 30 minutes to complete. Please read each question carefully and answer them as accurately as possible. The success of the study depends on this.

As a reminder, your participation is entirely voluntary and your responses will be held in the strictest confidence.

Survey Instructions

Please adhere to the following guidelines when completing the survey:

1. When navigating through the survey, please DO NOT USE THE “ENTER” button on your keyboard. Instead, please use the ‘tab’ or your ‘arrow’ keys or your mouse to navigate through the survey.
2. If you cannot complete the survey in one sitting, you can save your responses and return to the survey by logging in with your password at a later date. You may also complete the survey at any computer that has internet access. If you have received this e-mail through your work address, for example, you can complete the survey using your home computer or a public computer. The two requirements for participation in the survey are that you have the URL address and your password.
3. We are only interested in your responses that pertain to your library job. If you have another job, do not draw upon this other job in your responses.
4. If you work at more than one library, please provide responses for the job where you spend the most amount of your time.
5. Complete the survey even if you work in a non-traditional library-type workplace. The term “library” is used throughout the survey in its broadest sense and connotes all types of organizations that perform library work.
6. Complete the survey even if you are currently working outside of Canada.

If you have any questions about how to complete the survey or experience any difficulties while completing the survey, please contact:

Marianne Sorensen, 8Rs Research Team

marianne@socialresearch.ca

(780) 430-1179

SECTION A: BACKGROUND QUESTIONS

1. Do you have a Masters degree in Library and Information Studies (or its historical equivalent—e.g. Bachelor of Library Science)?

Yes

No

2. In what year did you receive your Master's degree in Library and Information Studies (or its historical equivalent)? _____

3. Where did you receive your Master's degree in Library and Information Studies (or its historical equivalent)?

From an ALA-accredited Canadian library school

From an ALA-accredited American library school

From the historical equivalent to an ALA-accredited library school (e.g. Bachelor of Library Science)

From a library school outside North America

Other: Please specify _____

3a. Please specify the institution where you received your Master's degree:

Please specify the country where you received your Master's degree:

3b. Does your current employer recognize your Master's degree in Library and Information Studies (e.g., in terms of your position, salary, benefits)?

Yes

No

Not currently working in a library

Don't know

3c. Have you taken any courses of study or programs in Canada to upgrade your library degree?

No

Yes: How, if at all, has this made a difference to how your employer and the library community recognize your credentials?

4. Do you have any of the following other degrees (indicate all that apply)?

Certificate/diploma from a library technician program

Education degree

Other Master's degree (not including MLIS/MLS)

Ph.D.

- 4a. What is your highest level of education?
- High school diploma
 - Post Secondary Diploma/Certification
 - Education degree
 - University undergraduate degree (not including education degree)
 - Master's degree
 - Ph.D.
- 4b. Do you have a certificate/diploma from a library technician program?
- Yes
 - No
- 4c. In what year did you receive your library technician certificate/diploma? _____
5. Are you currently working in a library?
- Yes
 - No
- 5a. What is the main reason why you are not currently working in a library?
- Currently on leave (including maternity/paternity, health, or education leave or sabbatical)
 - Currently working in a non-traditional library workplace (e.g. consortium, library consultant, vendor, researcher)
 - Voluntarily left my last place of employment
 - Was let go from my last place of employment
 - Currently working in another non-library position
 - Never worked in a library
 - Currently going to school
 - Recently graduated
 - Retired
 - Currently working as a library educator (e.g. faculty member in a library school/technician program)
 - Other reason: Please specify: _____
- 5b. How long has it been since you retired from working in a library?
- Less than 1 year
 - 1 to 2 years
 - 3 to 4 years
 - 5 to 10 years
 - More than 10 years

5c. Would you consider returning to work in a library under any of the following conditions? (please indicate all that apply)

- If I received a higher pay / better benefits than I did before retiring
 - If I could work fewer hours than I did before retiring
 - If I could work more hours than I did before retiring
 - If I could work in a different position than I did before retiring
 - If I could work in a different library than I did before retiring
 - If I could work in a different geographical location than I did before retiring
 - Nothing would make me consider returning to work in a library
 - Other reason: Please specify
-

5d. Which of the following explain why you left your last place of employment? (please indicate all that apply)

- Left for personal reasons
 - Moved to more desirable geographical location
 - Found a higher level position elsewhere
 - Found a better paying job elsewhere
 - Found an overall better job elsewhere
 - Decided to make a career change
 - Went back to school
 - Insufficient pay/benefits
 - Insufficient opportunity for promotion
 - Excess stress from job
 - Inability to balance work with my family or personal life
 - Dissatisfaction with relationship with superiors
 - Dissatisfaction with relationship with library board members (if applicable)
 - Dissatisfaction with relationship with peers
 - Poor treatment by employer
 - Dissatisfaction with job duties
 - Dissatisfaction with all aspects of job
 - Other reason for leaving last place of employment: Please specify
-

5e. Are you currently looking for a position in a library?

- Yes
 - No: What is the major reason why you are not currently looking for a library position?
-

5f. How long have you been looking for a library position?

- Less than 6 months
- 6 months to 1 year
- 1 – 2 years
- More than 2 years

5g. During this time, how many applications have you sent out for a library position? _____

5h. During this time, how many in-person job interviews have you attended? _____

5i. What, in your opinion, is the major reason why you have not yet found a position in a library?

6. What level is your current position?

Non-Management

Supervisor

Middle Management (e.g., branch head, department head)

Senior Administrator (e.g. head librarian, chief librarian, director, CEO or deputy/assistant head, chief, director, regional head)

7. Which one of the following job titles best describes your current library position?

Professional Librarian

Library Technician

Library Assistant, Associate or Aide –new category split from above

Manager/Administrator

Other professional (e.g., systems analyst, personnel, finance, marketing)

Secretary, Administrative Assistant, Clerk

Other: Please specify: _____

8. How long have you worked in this career?

Less than 1 year

2 to 3 years

4 to 5 years

6 to 10 years

11 to 15 years

More than 15 years

9. How many hours do you usually work per week in your library position? _____ hours

10. Is your position permanent or temporary?

Permanent (Permanent means there is no indication of when the job will end)

Temporary (Temporary means the job will terminate at some specified time)

11. Are you working on a volunteer basis in your current position (i.e., you are not paid for your labour)?

Yes

No

12. What was your gross annual salary in your library position in 2003 (before taxes and deductions)?

\$_____/year

13. Are you currently represented by a union or staff association (e.g. are you covered by a collective agreement or a union contract)?

Yes

No

14. Please indicate how often you perform each of the following job functions:

		Frequency Perform Job Function					
		Never	1	2	3	4	Frequently
I Collections							
a.	Collection development, evaluation and management	1	2	3	4	5	
b.	Copyright clearance	1	2	3	4	5	
c.	Electronic licensing		1	2	3	4	
d.	Digitization of collections	1	2	3	4	5	
II Public Service and Outreach							
a.	Reference, information service and research support	1	2	3	4	5	
b.	Programming, reference, readers advisory, information and research support to adults	1	2	3	4	5	
c.	Programming, reference readers, advisory, information and research/homework support to teens ¹	1	2	3	4	5	
d.	Programming, reference readers, advisory, information and homework support to children	1	2	3	4	5	
e.	Instruction in library use, resources and research	1	2	3	4	5	
f.	Programming and services to special populations (e.g., workplace employees, people with disabilities)	1	2	3	4	5	
g.	Liaison activities (e.g. with individual faculty, assigned departments, community groups or agencies)	1	2	3	4	5	
III Technical and Bibliographic Services							
a.	Cataloguing, database management and organization of information resources (including metadata schemes and Online Public Access Catalogues (OPACs))	1	2	3	4	5	
b.	Creation and maintenance of bibliographic records	1	2	3	4	5	
c.	Processing interlibrary loan requests – borrowing and lending	1	2	3	4	5	
d.	Acquisition, receipt and payment of library materials	1	2	3	4	5	
e.	Circulation and discharge of library materials	1	2	3	4	5	
f.	Sorting, shelving and filing of library materials	1	2	3	4	5	
g.	Bindery and materials processing	1	2	3	4	5	
h.	Repair and conservation of library materials	1	2	3	4	5	
IV Information Technology							
a.	Library systems, hardware, and software support	1	2	3	4	5	
b.	Network management and technical support	1	2	3	4	5	
c.	Web development and applications	1	2	3	4	5	
d.	Database creation and maintenance (e.g. OPACs)	1	2	3	4	5	
V Professional Development / Participation							
a.	Participation in professional organizations	1	2	3	4	5	
b.	Attendance at conferences and workshops	1	2	3	4	5	
c.	Research and publishing in the field of librarianship	1	2	3	4	5	
VI Administration and Management							
a.	Training and development	1	2	3	4	5	
b.	Managing library units/activities	1	2	3	4	5	

c.	Supervision and evaluation of personnel	1	2	3	4	5
d.	Organizational planning and decision-making	1	2	3	4	5
e.	Policy development	1	2	3	4	5
f.	Human resources planning and management	1	2	3	4	5
g.	Budgeting and financial management	1	2	3	4	5
h.	Managing space, facilities and building operations	1	2	3	4	5
i.	Fund-raising and donor support	1	2	3	4	5
j.	Marketing and public relations	1	2	3	4	5
VII: Other						
a.	Please specify other important job functions you perform frequently that have not been covered above:					

SECTION B: JOB MOBILITY

1. How long have you worked at your current organization? (please add up the total number of years spent in all positions and at all branches, if worked in more than one position or branch within the same organization)
 - Less than 1 year
 - 2 to 3 years
 - 4 to 5 years
 - 6 to 10 years
 - 11 to 15 years
 - More than 15 years

2. Have you ever worked at a different library than the one where you currently work? (do not include different branches within the same library system)
 - No
 - Yes

- 2a. Please indicate the total number of different library organizations you have worked in throughout your career. (do not include different branches within the same library system)

_____ Total number of different organizations

- 2b. Which of the following explain why you left your last place of employment? (please indicate all that apply)
 - Moved to another geographical region for personal reasons
 - Moved to more desirable geographical location
 - Insufficient pay/benefits
 - Insufficient opportunity for promotion
 - Excess stress from job
 - Inability to balance work with my family or personal life
 - Dissatisfaction with relationship with superiors
 - Dissatisfaction with relationship with library board members (if applicable)

- Dissatisfaction with relationship with peers
- Poor treatment by employer
- Dissatisfaction with job duties
- Dissatisfaction with all aspects of job
- Found a higher level position elsewhere
- Found a better paying job elsewhere
- Found an overall better job elsewhere
- Decided to make a career change
- Went back to school
- Other reason for leaving last place of employment: Please specify _____

3. To what extent do you agree/disagree with the following statements about why you remain at your current organization:

		Extent to Which Agree/Disagree					
		Strongly Disagree				Strongly Agree	N/A
	I remain at my current library because . . .						
a.	I like my current job	1	2	3	4	5	
b.	I like my current workplace	1	2	3	4	5	
c.	I like the people I work with	1	2	3	4	5	
d.	I feel loyal to my employer	1	2	3	4	5	
e.	I feel loyal to my library patrons	1	2	3	4	5	
f.	There are no other jobs available	1	2	3	4	5	
g.	I could not easily get another job at my current salary/benefits	1	2	3	4	5	
h.	I have not been successful in finding another job	1	2	3	4	5	
i.	I do not have the time to look for another job	1	2	3	4	5	
j.	I am trying to gain experience so I can apply for other positions	1	2	3	4	5	
k.	My spouse/significant other works in the same geographic area	1	2	3	4	5	8
l.	I don't want to move and disrupt my children's education or friendships	1	2	3	4	5	8
m.	I don't want to move away from the community in which I live	1	2	3	4	5	
n.	I have family members or friends in this area who need my attention	1	2	3	4	5	
o.	Other reason for remaining in current library. Please specify:	1	2	3	4	5	

4. Which one of the following library sectors/locations best describes the type of library you are currently working in?

- Canadian university library
- Canadian college/technical institute library (including university colleges)
- Canadian public library
- Canadian consortium or regional library
- Canadian special library: Federal government
- Canadian special library: Provincial government
- Canadian special library: Local government

- Canadian special library: Non-profit library (e.g. hospital, religious institution, charity organization)
- Canadian special library: For-profit library (e.g. business, law firm, bank, crown corporation)
- Canadian school library
- Canadian Non-traditional library workplace (e.g. library consulting firm, vendor, research project)
- U.S. library
- Non-North American library

4a. Is your library currently a member of CARL (Canadian Association of Research Libraries)

- Yes
- No
- Don't know

CARL Institutions

Carleton University
 CISTI / ICIST
 Concordia University Libraries
 Dalhousie University Libraries
 McGill University
 McMaster University
 Memorial University of Nfld.
 Library and Archives of Canada
 Queen's University
 Simon Fraser University
 Université de Montréal
 Université Laval
 Université d'Ottawa
 Université du Quebec a Montréal
 Université de Sherbrooke
 University of Alberta
 University of British Columbia
 University of Calgary
 University of Guelph
 University of Manitoba Libraries
 University of New Brunswick
 University of Regina Libraries
 University of Saskatchewan
 University of Toronto
 University of Victoria
 University of Waterloo
 University of Western Ontario
 University of Windsor
 York University Libraries

4b. Is your library currently a member of CULC (Council of Administrators of Large Urban Public Libraries)

- Yes
- No
- Don't know

CULC Institutions

Barrie Public Library
 Bibliothèque de Gatineau
 Réseau des bibliothèques de Laval
 Bibliothèque Pierre-Georges-Roy
 Bibliothèque municipale de Montréal

Bibliothèque municipale de Longueuil
 Brampton Public Library
 Burnaby Public Library
 Burlington Public Library
 Calgary Public Library
 Cambridge Libraries/Galleries
 Coquitlam Public Library
 Edmonton Public Library
 Fraser Valley Regional Library
 Greater Victoria Public Library
 Halifax Regional Library
 Hamilton Public Library
 Kitchener Public Library
 London Public Library
 Markham Public Library
 Mississauga Library System
 Oakville Public Library
 Oshawa Public Library
 Ottawa Public Library
 Provincial Information & Library Resources Board (includes all Newfoundland Public Libraries)
 Regina Public Library
 Richmond Hill Public Library
 Richmond Public Library
 Saskatoon Public Library
 St. Catharines Public Library
 Surrey Public Library
 Thunder Bay Public Library
 Toronto Public Library
 Vancouver Island Public Library
 Vancouver Public Library
 Vaughan Public Library
 Windsor Public Library
 Winnipeg Public Library

5. Which of the following different library sectors/locations have you worked in previously (indicate all that apply):

- Canadian university library
- Canadian college/technical institute library (including university colleges)
- Canadian public library
- Canadian consortium or regional library
- Canadian special library: Federal government
- Canadian special library: Provincial government
- Canadian special library: Local government
- Canadian special library: Non-profit library (e.g. hospital, religious institution, charity organization)
- Canadian special library: For-profit library (e.g. business, law firm, bank, crown corporation)
- Canadian school library
- Canadian Non-traditional library workplace (e.g. library consulting firm, vendor, research project)
- U.S. library
- Non-North American library
- None
- Other: Please specify:

5a. What is the major reason why you currently or previously work(ed) in a non-Canadian library?

5b. What is the major reason why you returned to work in Canada?

6. Would you consider working in a U.S. library at some point in the future?

No

Yes: Please explain what would attract you to working in a U.S. library

7. Would you consider working in a rural or remote region of Canada?

No

Yes: already work in a rural/remote region of Canada

Yes: I would consider working in a rural/remote region of Canada

Please explain what attracts you to working in a rural or remote region of Canada:

SECTION C: JOB ATTITUDES / JOB SATISFACTION

1. To what extent do you agree/disagree with the following sets of statements about what is important to you in a job and whether that element is part of your library job?

Extent to Which Agree/Disagree

		Strongly Disagree				Strongly Agree	N/A
a.	It is important to me to have a job that is challenging	1	2	3	4	5	
b.	My job is challenging	1	2	3	4	5	
a.	It is important to me to have a job that allows me to use information technology skills	1	2	3	4	5	
b.	My job provides the opportunity to use information technology skills	1	2	3	4	5	
a.	It is important to me to have a job that allows me to perform a variety of tasks	1	2	3	4	5.	
b.	My job provides the opportunity to perform a variety of tasks	2	3	4	5		
a.	It is important to me to have a job that allows me to grow and learn new skills	1	2	3	4	5	
b.	My job provides the opportunity to grow and learn new skills	1	2	3	4	5	
a.	It is important to me to have a job that allows me to supervise others	1	2	3	4	5	
b.	My job provides the opportunity to supervise others	1	2	3	4	5	
a.	It is important to me to have a job that allows me to motivate others	1	2	3	4	5	

b.	My job provides the opportunity to motivate others	1	2	3	4	5	
a.	It is important to me to have a job that allows me to manage a service/department	1	2	3	4	5	
b.	My job provides the opportunity to manage a service/department	1	2	3	4	5	
a.	It is important to me to have a job that allows me to perform a leadership role	1	2	3	4	5	
b.	My job provides the opportunity to perform a leadership role	1	2	3	4	5	
	Leadership involves taking initiative and making things happen through the effective action of others. Skills important for leadership include negotiating, networking, motivating, fundraising, having a future vision, and a strong community involvement.						
a.	It is important to me to have a job that allows me to seek out new project opportunities	1	2	3	4	5	
b.	My job provides the opportunity to seek out new project opportunities	1	2	3	4	5	
a.	It is important to me to have a job that allows me to participate in decisions about the overall library strategy	1	2	3	4	5	
b.	My job provides the opportunity to participate in decisions about the overall library strategy	1	2	3	4	5	
a.	It is important to me to have a job that allows me to participate in decisions about my area	1	2	3	4	5	
b.	My job provides the opportunity to participate in decisions about my area	1	2	3	4	5	
a.	It is important to me to have a job in a dynamic and changing environment	1	2	3	4	5	
b.	My job environment is dynamic and changing	1	2	3	4	5	
a.	It is important to me to have a job with little work-related stress	1	2	3	4	5	
b.	In my job I have little work-related stress	1	2	3	4	5	
a.	It is important to me to have a job with a manageable workload	1	2	3	4	5	
b.	In my job I have a manageable workload	1	2	3	4	5	
a.	It is important to me to have a job that allows me to balance my work and family or personal life	1	2	3	4	5	
b.	In my job I am provided with the opportunity to balance work and family or personal life	1	2	3	4	5	
a.	It is important to me to have a job that earns a fair salary	1	2	3	4	5	
b.	In my job I earn a fair salary	1	2	3	4	5	
a.	It is important to me to have a job that receives adequate benefits (e.g. dental, health, pension plan)	1	2	3	4	5	
b.	In my job I receive adequate benefits	1	2	3	4	5	
a.	It is important to me have a job that I feel certain will continue	1	2	3	4	5	
b.	I feel certain that my job will continue	1	2	3	4	5	
a.	It is important to me to have a job that allows me to advance my career	1	2	3	4	5	
b.	In my job I am provided with opportunities to advance my career	1	2	3	4	5	
a.	It is important to have a job in which I am treated fairly, despite my gender, race, or ethnicity	1	2	3	4	5	
b.	In my job I am treated fairly, despite my gender, race, or ethnicity	1	2	3	4	5	
a.	It is important to me to have a job in which I am treated with respect by my superiors	1	2	3	4	5	8

b.	In my job I am treated with respect by my superiors	1	2	3	4	5	8
a.	It is important to have a job in which I have a good relationship with my supervisor(s)	1	2	3	4	5	8
b.	In my job I have a good relationship with my supervisor(s)	1	2	3	4	5	8
a.	It is important to me have a job in which I have a good relationship with administration	1	2	3	4	5	8
b.	In my job I have a good relationship with administration	1	2	3	4	5	8
a.	It is important to me to have a job in which I have a good relationship with library board members	1	2	3	4	5	8
b.	In my job I have a good relationship with library board members	1	2	3	4	5	8
a.	It is important to me to have a job in which I have a good relationship with professional librarian staff	1	2	3	4	5	8
b.	In my job I have a good relationship with professional librarian staff	1	2	3	4	5	8
a.	It is important to me to have a job in which I am treated with the same amount of respect as professional librarians ¹	2	3	4	5	8	
b.	In my job I am treated with the same amount of respect as professional librarians	1	2	3	4	5	8
a.	It is important to me to have a job in which I have a good relationship with paraprofessional staff	1	2	3	4	5	8
b.	In my job I have a good relationship with paraprofessional staff	1	2	3	4	5	8
a.	It is important to me to have a job that allows me to teach	1	2	3	4	5	
b.	In my job I am allowed me to teach	1	2	3	4	5	
a.	It is important to me to have a job in which I am eligible for tenure.	1	2	3	4	5	
b.	In my job I am eligible for tenure	1	2	3	4	5	
a.	It is important to me have a job in which I am eligible for a continuing appointment	1	2	3	4	5	
b.	In my job I am eligible for a continuing appointment	1	2	3	4	5	
a.	It is important to me to have a job in which I am eligible for research leaves (e.g., sabbaticals)	1	2	3	4	5	
b.	In my job I am eligible for research leaves	1	2	3	4	5	
a.	It is important to me have a job that allows me to conduct research and publish	1	2	3	4	5	
b.	In my job I am allowed to conduct research and publish	1	2	3	4	5	

2. Overall, how satisfied are you with your current job?

- Very satisfied
- Satisfied
- Somewhat satisfied
- Dissatisfied
- Very dissatisfied

SECTION D: CAREER DEVELOPMENT/training/education

1. Does your organization subsidize (or reimburse) any portion of the costs associated with your attendance at library association meetings?
 - Yes
 - No
 - Have never attended a library association meeting
 - Don't know

2. Does your organization subsidize, assist, or reimburse your participation in training courses taken outside of your paid working hours?
 - Yes
 - No
 - Have never participated in this type of training
 - Don't know

3. For the following list, first indicate if you have ever participated in the type / format of training through your current workplace, and if so, the extent to which the training improved your ability to perform your job:

Ability	Participated in		Extent to Which Improved to Perform Job						
	Yes	No	To no Extent					To a Great Extent	N/A
a. Job-oriented skills training (excluding technology)	1	2	1	2	3	4	5	8	
b. Technology skills training	1	2	1	2	3	4	5	8	
c. Customer-service related training	1	2	1	2	3	4	5	8	
d. Management training	1	2	1	2	3	4	5	8	
e. Northern Exposure to Leadership (NEL)	1	2	1	2	3	4	5	8	
f. Other leadership training (not including NEL)	1	2	1	2	3	4	5	8	
g. Other professional development (e.g. subject specialty, library issues)	1	2	1	2	3	4	5	8	
h. Mentorship training	1	2	1	2	3	4	5	8	
i. Job rotation	1	2	1	2	3	4	5	8	
j. Job sharing	1	2	1	2	3	4	5	8	
Please indicate any other types of training that improved your ability to perform your job that we not have covered above:									

4. Please indicate the extent to which you agree/disagree with the following statements about training, career development, and organizational commitment:

		Extent to Which Agree/Disagree					
		Strongly Disagree				Strongly Agree	N/A
a.	I currently have sufficient education, training, and experience to allow me to perform my job effectively	1	2	3	4	5	
b.	Given my education, training and experience, I am overqualified for my current position	1	2	3	4	5	
c.	Given my education, training and experience, I am qualified to move into a higher level position	1	2	3	4	5	8
d.	I am interested in participating in technology skills training	1	2	3	4	5	
e.	I am interested in participating in management skills training	1	2	3	4	5	
f.	I am interested in participating in business skills training	1	2	3	4	5	
g.	I am interested in moving into a position with more responsibility	1	2	3	4	5	8
h.	My organization provides me with sufficient opportunities to participate in training	1	2	3	4	5	
i.	I am committed to the goals of this organization	1	2	3	4	5	
j.	I really feel that this organization's problems are my own	1	2	3	4	5	
k.	I would be very happy to spend the rest of my career at this organization	1	2	3	4	5	
l.	I would be very happy to spend the rest of my career in my current position	1	2	3	4	5	

5. In thinking about your future career, what kind of training do you feel would provide you with the most important skills required for you to move into a higher level position? (please be as specific as you can: e.g., training in conflict management, in negotiation, in specific computer programming applications)

6. Are you currently enrolled in a post-secondary program for credit (i.e., leading toward a diploma, certificate, or degree)?

Yes: Please specify the program you are enrolled in (e.g., Library Technician Diploma/Certificate, B.Ed., B.A., MLIS, LLB, MBA, PhD):

No

7. Are you interested in obtaining an MLIS degree?

Yes: What, if anything, has prevented you from obtaining an MLIS degree to date?

No: Please explain why you are not interested in obtaining an MLIS degree

7a. Thinking back to when you first decided you wanted to be a librarian, what were your three main reasons for choosing the librarian profession?

First Reason: _____

Second Reason: _____

Third Reason: _____

7b. If you knew what you know now about the librarian profession, would you have made the same choice to become a professional librarian?

Yes, Please explain why you would make the same career choice.

No, Please explain why you would not make the same choice.

SECTION E1: NEW PROFESSIONAL LIBRARIAN ENTRANTS:

1. To what extent do you agree or disagree with the following statements about the education you received in your Master's of Library and Information Studies program?

		Extent to Which Agree/Disagree					
		Strongly Disagree				Strongly Agree	N/A
a.	The program provided me with the general skills and abilities required to effectively perform my current job.	1	2	3	4	5	
b.	The program provided me with the information technology skills required to effectively perform my current job.	1	2	3	4	5	8
c.	The program provided me with the management skills required to effectively perform my current job.	1	2	3	4	5	8
d.	The program provided me with the leadership skills required to effectively perform my current job.	1	2	3	4	5	8
e.	The program provided me with the business skills required to effectively perform my current job.	1	2	3	4	5	8
f.	The program provided me with the problem-solving skills required to effectively perform my current job.	1	2	3	4	5	8
g.	The program provided me with a realistic depiction about what it is like to work as a librarian.	1	2	3	4	5	
h.	The program provided me with a realistic depiction about what it is like to work as a librarian in my library sector	1	2	3	4	5	
i.	I can apply what I learned in the program to what I do in my librarian job	1	2	3	4	5	

2. Overall, how satisfied are you with the quality of education you received in your MLIS program?

- Very dissatisfied
- Dissatisfied
- Neither satisfied nor dissatisfied
- Satisfied
- Very satisfied

3. What, if anything, do you think could be done to improve the quality of education offered in MLIS programs?

4. Which of the following types of libraries and organizations did you apply to when looking for your first professional librarian job? (check all that apply)

- Academic library
- Public library
- Special government library (federal, provincial, or local)
- Special non-profit library (e.g. hospital, religious institution, charity organization)
- Special for-profit library (e.g. business, law firm, bank, crown corporation)
- School library
- Non-traditional library workplace (e.g. library consulting firm, vendor, researcher)

5. Which of the following locations did you apply to when looking for your first professional librarian job? (check all that apply):

- Within the same university where I received my MLIS degree
- Within the same city as the university where I received my MLIS degree
- Within a library located in a different Canadian city than where I received my MLIS degree
- Within a library located in a small town (under 10 000 people) or remote region of Canada
- Within a library located in the United States
- Within a library located outside of North America
- Within another business (not a library)

6a. What is the major reason you applied for a job in a library outside of Canada?

6b. What is the major reason you applied for a job in a non-library organization?

6. After completing your library studies program, how long did it take you to find your first professional librarian position?
- I already had a job lined up before graduating
 - 0 to 2 months after graduating
 - 3 to 6 months after graduating
 - 7 to 12 months after graduating
 - More than one year after graduating
8. Was your first professional librarian position full-time or part-time?
- Full-time (typically, more than 29 hours per week)
 - Part-Time (typically less than 30 hours per week)
9. Was your first professional librarian position permanent or temporary?
- Permanent (permanent means there is no indication of when the job will end)
 - Temporary (temporary means the job will terminate at some specified time)
10. Did you have any experience working in a library before graduating from your library studies program?
- Yes
 - No
11. Did you participate in a co-op or practicum (or other type of program that involved alternating periods of work at a library with periods of in-class study) while still enrolled in your library studies program?
- Yes
 - No
 - Don't know
12. How long do you expect to continue working at your current work place?
- Less than one year
 - 1 to 5 years
 - 6 - 10 years
 - For remainder of career
 - Don't know
13. What kind of work would you like to be doing 10 years from now?
- The same work I am doing now
 - Administrative librarian (e.g., Head Librarian, Director, CEO)
 - Management librarian (e.g., Branch or Department head)
 - Supervisory librarian
 - Non-management librarian
 - Non-librarian work
 - Other: Please specify: _____
 - Don't know

SECTION E2: NEW ENTRANTS TO LIBRARY

1. To what extent do you agree or disagree with the following statements about the education you received in your library technician program?

		Extent to Which Agree/Disagree					
		Strongly Disagree				Strongly Agree	N/A
a.	The program provided me with the general skills and abilities required to effectively perform my current job.	1	2	3	4	5	
b.	The program provided me with the information technology skills required to effectively perform my current job.	1	2	3	4	5	8
c.	The program provided me with the management skills required to effectively perform my current job.	1	2	3	4	5	8
d.	The program provided me with the leadership skills required to effectively perform my current job.	1	2	3	4	5	8
e.	The program provided me with the business skills required to effectively perform my current job.	1	2	3	4	5	8
f.	The program provided me with the problem-solving skills required to effectively perform my current job.	1	2	3	4	5	8
g.	The program provided me with a realistic depiction about what it is like to work in a library.	1	2	3	4	5	
h.	The program provided me with a realistic depiction about what it is like to work in my library sector	1	2	3	4	5	
i.	I can apply what I learned in the program to what I do in my library job	1	2	3	4	5	

2. Overall, how satisfied are you with the quality of education provided in your library technician program?

- Very dissatisfied
 Dissatisfied
 Neither satisfied nor dissatisfied
 Satisfied
 Very satisfied.

3. What, if anything, do you think could be done to improve the quality of education offered in library technician programs?

4. After completing your library technician program, how long did it take you to find your first library technician position?

- I already had a job lined up before graduating
 0 to 2 months after graduating
 3 to 6 months after graduating
 7 to 12 months after graduating
 More than one year after graduating

5. Did you have any experience working in a library before graduating from your library technician program?
- Yes
- No
6. How long do you expect to continue working at your current work place?
- Less than one year
- 1 to 5 years
- 6 - 10 years
- For remainder of career
- Don't know

SECTION E3: MID-CAREER AND SENIOR LIBRARIANS

1. To what extent do you agree or disagree with the following statements about how your job has changed in the past 5 years:

		Extent to Which Agree/Disagree				
		Strongly Disagree				Strongly Agree
	Compared to 5 years ago...					
a.	My job is currently more interesting	1	2	3	4	5
b.	My job is currently more challenging	1	2	3	4	5
c.	My job is currently more enjoyable	1	2	3	4	5
d.	My job is currently more rewarding	1	2	3	4	5
e.	My job is currently more stressful	1	2	3	4	5
g.	My job currently requires more skill	1	2	3	4	5
f.	I am currently more concerned about my job security	1	2	3	4	5
h.	I am currently required to learn more new tasks	1	2	3	4	5
i.	I am currently required to perform more difficult tasks	1	2	3	4	5
j.	I am currently required to perform more high tech tasks	1	2	3	4	5
k.	I am currently required to perform a wider variety of tasks	1	2	3	4	5
l.	I am currently required to perform more routine tasks	1	2	3	4	5
m.	I am currently required to work harder	1	2	3	4	5
n.	I am currently required to perform more managerial functions	1	2	3	4	5
o.	I am currently required to assume more of a leadership role	1	2	3	4	5
p.	I am currently required to perform more business functions	1	2	3	4	5
q.	I am currently required to perform more tasks once done by paraprofessional staff	1	2	3	4	5
r.	I am currently less motivated to do my work	1	2	3	4	5

2. What, if anything, would increase your motivation to perform your work?

3. What kind of work do you see yourself performing in your final working years?

- The same work I am doing now
 - Administrative librarian (e.g. head librarian, director, CEO)
 - Middle management librarian (e.g. department, branch head)
 - Supervisory librarian
 - Non-management librarian
 - Non-librarian work
 - Other: Please specify:
-

Don't know

4. At what age do you realistically think you will retire from your professional librarian career?

- Earlier than 55
- Between 55 and 60
- Between 61 and 64
- At 65
- After 65
- Don't know

5. Would you accept an early retirement package if it were offered?

- Yes
- No
- Don't know

Please explain why you would or would not accept an early retirement package.

6. Are there any conditions that would make you consider delaying your retirement?

- Yes
 - No
 - Don't know
 - Please specify what conditions would make you consider delaying your retirement:
-

7. To what extent are you looking forward to retiring from your job as a professional librarian?

- To a great extent
- To some extent
- To no extent

SECTION E4: MID-CAREER AND SENIOR STAFF

1. To what extent do you agree or disagree with the following statements about how your job has changed in the past 5 years:

		Extent to Which Agree/Disagree					
		Strongly Disagree				Strongly Agree	N/A
	Compared to 5 years ago,						
a.	My job is currently more interesting	1	2	3	4	5	
b.	My job is currently more challenging	1	2	3	4	5	
c.	My job is currently more enjoyable	1	2	3	4	5	
d.	My job is currently more rewarding	1	2	3	4	5	
e.	My job is currently more stressful	1	2	3	4	5	
f.	My job currently requires more skill	1	2	3	4	5	
g.	I am currently more concerned about my job security	1	2	3	4	5	
h.	I am currently required to learn more new tasks	1	2	3	4	5	
i.	I am currently required to perform more difficult tasks	1	2	3	4	5	
j.	I am currently required to perform more high tech tasks	1	2	3	4	5	
k.	I am currently required to perform a wider variety of tasks	1	2	3	4	5	
l.	I am currently required to perform more routine tasks	1	2	3	4	5	
m.	I am currently required to work harder	1	2	3	4	5	
n.	I am currently required to perform more managerial functions	1	2	3	4	5	
o.	I am currently required to assume more of a leadership role	1	2	3	4	5	
p.	I am currently required to perform more business functions	1	2	3	4	5	
q.	I am currently required to perform tasks once done by professional librarians	1	2	3	4	5	8
r.	I am currently less motivated to do my work	1	2	3	4	5	

2. At what age do you realistically think you will retire from working in your library job?

- Earlier than 55
- Between 55 and 60
- Between 61 and 64
- 65
- After 65
- Don't know

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5. Would you accept an early retirement package if it were offered?

- Yes
- No
- Don't know

Please explain why you would or would not accept an early retirement package.

6. Are there any conditions that would make you consider delaying your retirement?
- Yes
 - No
 - Don't know
 - Please specify what conditions would make you consider delaying your retirement:
-

5. To what extent are you looking forward to retiring from your library job?
- To a great extent
 - To some extent
 - To no extent
-

SECTION F: DEMOGRAPHIC AND WORKPLACE INFORMATION

1. What is your gender?
- female
 - male
2. In what year were you born? 19 _____
3. What is your current relationship status?
- Single (never married)
 - Married or living with partner
 - Divorced/separated
 - Widowed
4. Do you currently have dependent children or dependent adults living with you?
- Yes, dependent children
 - Yes, dependent adults
 - Yes, both dependent children and adults
 - No
5. Do you consider yourself to be a member of a visible minority group? Members of visible minorities are persons of colour or are non-Caucasian in race (excluding Aboriginal peoples). Examples include Chinese, South Asian, East Asian, Middle Eastern, Latin American
- yes
 - no
6. Do you consider yourself to be an Aboriginal person (includes status Indian, non-status Indian, Inuit or Métis)
- Yes
 - No
7. Do you consider yourself to have a disability that may disadvantage you in employment?
- Yes
 - No

8. Is your library located in an urban centre with a municipal population of more than 10,000 people?
- Yes
- No
9. In what province/territory is your library located?
- Alberta
- British Columbia
- Saskatchewan
- Manitoba
- Ontario
- Quebec
- New Brunswick
- Nova Scotia
- Newfoundland/Labrador
- PEI
- Yukon
- NWT
- Nunavut
10. What are the first three digits of your workplace postal code? _____
11. In total, approximately how many paid staff are employed in your library? (include all staff except volunteer workers)
- Less than 5
- 5 - 10
- 11 - 19
- 20 - 50
- More than 50

SECTION G: CONCLUDING QUESTIONS

1. What, in your opinion, are the most pressing human resource challenges the library sector will face over the next 5 years and why?

2. Do you have any other comments, questions, or concerns that relate to this study or questionnaire?

CLICK HERE TO FINISH SURVEY-THANKS!

THANK YOU VERY MUCH FOR COMPLETING THIS SURVEY

If you have any questions or comments about this survey or about the 8Rs Canadian Library Human Resource Study, please contact:

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