THE FUTURE OF HERITAGE WORK IN CANADA

A Joint CCA-CLA-ASTED-CMA Project

BY

The 8Rs Research Team

University of Alberta
Ernie Ingles (Chair), Associate Vice-President (Learning Services) & Chief Librarian
Kathleen De Long, Associate Director, Finance and Human Resources
Chuck Humphrey, Data Library Coordinator
Allison Sivak, Research Assistant

Tandem Social Research Consulting
Dr. Marianne Sorensen, Chief Methodologist
Jennifer de Peuter, Research Assistant

MARCH 2004

ACKNOWLEDGEMENTS

T A B L E   O F   C O N T E N T S

The Future of Heritage Work In Canada

LIST OF FIGURES AND TABLES

LIBRARY TABLES & FIGURES

ARCHIVES TABLES & FIGURES

MUSEUM TABLES & FIGURES

The Future of Heritage Work In Canada

APPENDIX TABLES/FIGURES

Appendix A: Supplemental Heritage Tables

Appendix B: Supplemental Library Tables and Figures

Appendix C: Supplemental Library Tables and Figures Relating to Paraprofessionals

E X E C U T I V E   S U M M A R Y

PART I: HERITAGE SUMMIT OUTCOMES
RECOMMENDATIONS AND ACTIONS PLANS

A heritage summit meeting was held in March of 2004 to garner feedback from the study and to develop recommendations and action plans that are implied from the findings. Evan though this is one of the first times that representatives from libraries, archives, and museums have come together to discuss their unique and overlapping issues and concerns, the summit generated a wide range of recommendation and action plans. Details of the individual sector and collective heritage recommendations can be found in the main body of the report (Part I). Recommendations for 'next steps' include:

1. Identify common sector characteristics to locate areas which would make the most sense to work on collectively.
2. Consider developing an umbrella organization to take up the role of following through on the implications of the study findings and symposium recommendations as well as on shared points of advocacy and lobbying.
3. Ensure continued support for, and participation in, this human resource heritage study by publicizing this report and participating in future tri-sector meetings.
4. Explore areas that need further investigation such as the professional and paraprofessional survey being conducted by the 8Rs research team in the library sector.

PART II: HERITAGE (LIBRARIES, ARCHIVES, AND MUSEUMS)

INTRODUCTION
This research project began in response to industry calls for a greater understanding of several intersecting human resource challenges believed to be facing heritage institutions, including retirement and replacement of the 'baby boom' generation.

This study covers much ground that has never before been examined in libraries, archives, and museums. The extensiveness of the questionnaire permits the analysis of a wide range of human resource topics. Although far from exhaustive, the presentation of results highlights some of the most important human resource areas. It should be acknowledged that the 8Rs team is continuing with their research initiative by examining other aspects of human resources in the library sector, including, among other phases, a survey of librarians and paraprofessionals in 2004. This study will also allow the library sector to be analyzed with a greater degree of granularity and permit the identification of trends and circumstances in different types and sizes of libraries.

The report begins in Part I with a comparative analysis of general staffing numbers and demographic profiles between the three heritage sectors. A detailed analysis of each sector's human resource issues is presented in Part II for libraries, Part III for archives, and Part IV for museums.

A. BROAD LITERATURE REVIEW

Reviews of the literature indicate that heritage institutions have not focussed critical attention on human resource planning, including the recruitment, retention, and training of professionals at all career stages. Little hard data exists, however, that can substantiate claims that a human resource crisis is looming in the heritage community. Addressing these human resource issues is crucial in light of budget restrictions, rapid technological advancement, organizational restructuring, an aging workforce, and a growing trend towards the use of contingent labour.

B. RESEARCH DESIGN

The majority of questions in the surveys are replicated for the three heritage sectors. In June, 2003, the surveys were distributed by mail to 2,579 heritage institutions. Non-responding organizations were contacted up to three times with requests to submit their surveys. Many more follow-up contacts were made with responding organizations to clarify responses or to request missing data. The total heritage response rate is 32% (35% for libraries, 44% for archives, and 26% for museums). Among responding institutions, 67% had professionals on staff (63% for libraries, 78% for archives, and 71% for museums). The analyses contained in this report focus on the results for institutions with professional staff.

C. HERITAGE STAFF CHARACTERISTICS

An examination of the organization of staffing offered in heritage institutions and the characteristics of their staff reveal significant differences between libraries, archives, and museums, including:
- Museums are by far the most likely to utilize volunteer labour (88% compared to 55% of archives, and 43% of libraries).
- Libraries are the most likely to employ full-time professionals (90% compared to 73% of archives, and 56% of museums) and archives are the most likely to utilize temporary professionals (21% compared to 5% of libraries and 9% of museums).
- Gender parity within professional staff is evident in archives and museums, but libraries are dominated by females.
- Visible minorities, aboriginal Canadians, and the disabled are not well-represented in any of the heritage sectors.
- One in five heritage professionals are over the age of 55. Professionals in the museum sector are, on average, younger than professionals working in libraries or archives (almost half are less than 45 years of age, compared to 35% of those working in either libraries and archives).

PART III: LIBRARY SECTOR FINDINGS

INTRODUCTION

Predictions of an impending human resource crisis in library staffing stem from the combination of many factors such as an aging workforce, a lack of succession management, and limited opportunities for leadership and management grooming as a result of downsizing and cutbacks in the 1990s. That these concerns are occurring in a field of great technological and organizational change adds further urgency to the need to weigh in the relative influence of any one factor. The results of this portion of the heritage study confirm

that issues of recruitment, retirement, retention, education, training, and human resource practices all bear on an assessment of the sector's ability to accommodate change and to compete in an economy increasingly driven by knowledge and information.

Early in the analysis, it became apparent that the library system is characterized by important distinctions between public, academic, and special libraries. A presentation of these sub-sector differences is, however, beyond the scope of this summary, which is a synthesis of the most important findings for the total sample of libraries. Readers interested in learning about the sub-sector results are invited to examine the full library portion of the report (Part III).

A.   RECRUITMENT
The most dominant recruitment pattern among libraries is one where there is a stable or decreased need to recruit and no librarians have recently been hired. A second pattern of having a need to recruit combined with active recruitment is observed for about one in five libraries. A small minority of libraries (third recruitment pattern) have experienced an unfilled need to recruit.

Overall, recruitment does not appear to be a problem for the majority of libraries, although such barriers as limited financial resources, geographical location, and hiring freezes prevent some libraries from hiring. When recruiting new librarians, leadership potential, managerial skills, and the ability to respond flexibly to change are the most important and most difficult to fulfill competencies.

An analysis of the difference between the number of librarian hires and departures revealed a librarian human resource growth rate of 2.4 percentage points in 2002. The majority of libraries, however, did not experience any librarian mobility into or out of their organizations in 2002, indicating that growth was concentrated within a minority of libraries. This small growth comes on the heels of a sustained period of staff contraction and thus has likely recaptured only a portion of the librarian workforce lost during that time. Nevertheless, if the numerical growth of professional librarians continues at a similar rate as it did in 2002, future losses from retirements could be neutralized.

B.   RETIREMENT AND SUCCESSION PLANNING
Results from the analysis on retirements do not reinforce the notion of a looming staffing crisis in libraries. First, only one-third of libraries had at least one librarian retire in the past five years, representing a librarian workforce loss of just over 10 percentage points. Further, only a minority of libraries that had experienced retirements encountered difficulties in replacing the technical skills and knowledge lost when senior librarians retired from their organization (although slightly greater difficulties were experienced when having to replace lost leadership qualities). A minority are also concerned about the adequacy of their current pool of internal candidates that could replace the skills and abilities and assume leadership roles in the future. Again, however, greater concern over the succession of leadership capabilities, than over technical skills and knowledge, is apparent.

Second, it is estimated that between 20% and 30% of current librarians will retire or be eligible to retire over the next decade. This equates to a loss of only 1 to 2 librarians retiring

in each library over a ten year period. Clearly, when viewed at the level of the individual library, retirement estimates are much less alarming than when viewed at the level of the sector as a whole. That only one in ten libraries has a succession planning strategy for the development and replacement of librarians might reflect the reality of the small number of retirements that are expected to occur within individual libraries.

C.   RETENTION
For the most part, retention of librarians is not of great concern among libraries. Although most of the librarians who left their organization in the past year did so voluntarily (48% resigned voluntarily, 17% left involuntarily, and 35% retired), the primary explanation for leaving was that of personal reasons. In fact, the majority (68%) of new librarian recruits are expected to stay in the same library for at least 5 years, which is somewhat above the national average for the entire Canadian workforce. Similarly, high turnover rates are not of concern to the vast majority of libraries, although there are indications that low turnover rates are a problem with respect to limiting the ability to provide promotional opportunities.

D.   LIBRARY SCIENCE EDUCATION
The majority of libraries feel that MLIS programs equip graduates with the competencies they need. Still, a wide array of suggestions were provided for how to improve MLIS programs, most of which had to do with providing more training in business and in core technical skills. Very few libraries indicated that they have any input into the curriculum offered by MLIS programs.

E.   CONTINUING EDUCATION
Most of the training provided to librarians is in the area of technology and job-oriented skills. Given the high demand for leaders and managers, it is somewhat surprising that a greater proportion of libraries do not provide more training in these areas. However, the provision of experiential leadership opportunities is much more widely practiced.

F.   HUMAN RESOURCE PRACTICES AND JOB SATISFACTION
The extrinsic benefits offered to librarians are, for the most part, above those provided in similar occupations in both non-profit and for-profit Canadian workplaces. For example, the average salary for full-time librarians is $55,000 per year compared to an annual average of $48,000 among professionals working in for-profit organizations.

The evaluation of the intrinsic benefits provided to librarians is not quite as favourable with respect to the implementation of progressive job strategies--such as job enrichment, job sharing, and job rotation--which are not standard practices within libraries. While positive employee-employer relations and gender equity are evident in most libraries, room for improvement exists in the realms of establishing more family-friendly procedures and in finding opportunities for greater librarian involvement in organizational-level decision-making.

G.   ORGANIZATIONAL AND LIBRARIAN ROLE RESTRUCTURING
Despite that most libraries did not recruit new librarians in the past year, almost half of the sample of libraries report they had an increased demand for librarians in the past five years and that their need for librarians will continue to increase over the next five years. Indeed,

results from the survey questions relating to organizational and librarian role restructuring indicate a situation of great change within libraries. According to respondents, increased adoption of information technology and re-engineering are the most influential determinants of changing librarian roles. The major role changes covering the past five years and the next five years are an increased need for librarians to perform leadership and managerial roles and an even greater need to perform generalist roles.

H.   MOST PRESSING FUTURE HUMAN RESOURCE CHALLENGES

When asked to comment on the most pressing human resource challenges facing the library sector in the future, the most often-cited responses related to concerns over the replacement of retiring senior librarians. This finding is interesting given that we did not find especially high levels of concern expressed in other survey questions that directly ask about the past and future difficulties in replacing retiring staff.

Financial concerns (e.g., over salaries and the ability to adequately staff libraries) were also noted by one in five libraries as the most pressing future human resource challenge, as were concerns about the implementation of new technologies, the recruitment of librarians with the appropriate competencies, and the education and training of librarians in MLIS programs or within the organization itself.

PART IV: ARCHIVES SECTOR FINDINGS

INTRODUCTION

Concerns have been expressed by the archives community about such human resource issues as an aging workforce, the continuation of a small human resource base, increasing requirements for professionals to perform managerial functions, and little standardization with respect to educational credentials. But human resources in the archives sector have not been extensively researched. This study fills some of the many gaps in our understanding of the human resource situation for these heritage institutions.

A.   RECRUITMENT

Recruitment activity in archives is much lower than the expressed need to hire new professional archivists, suggesting that some organizations have not been able to hire to meet their human resource needs. Budget restrictions and a hiring freeze or limitation are the major reasons why these archives have not recruited. Among organizations that have recruited in the past year, the inability to offer permanent or full-time work to archivist candidates serve as the most important barriers to successful recruitment. When recruiting new archivists, years of experience is the most important and most difficult to fulfill competency. Overall, however, most archives do not report experiencing great difficulty when recruiting.

An analysis of the difference between the number of archivist hires and departures revealed an archivist human resource reduction rate of 3 percentage points in 2002. Contraction of the archivist workforce occurred, however, within a small minority of archives. Most archives, in fact, did not experience any archivist mobility, indicating over-time workforce stability for the majority of organizations.

B.   RETIREMENT AND SUCCESSION PLANNING

Numerically speaking, the issue of retirements in archives is not overly problematic. Only 5% of archivists retired in the past five years and less than 10% of the current workforce are predicted to retire or to be eligible to retire over the next ten years. Still, a loss of one or two senior archivists over the next decade is of greater consequence to smaller organizations.

Given the few retirements that have occurred, it is not surprising that few archives experienced difficulties replacing the skills, knowledge, and leadership qualities lost by departing senior staff. Greater difficulties, however, are anticipated over having to replace these competencies in the future given the current pool of suitable internal candidates.

C.   RETENTION

Most of the archivists who left their organizations in the past year did so voluntarily (44% resigned voluntarily, compared to 18% who left involuntarily, and 38% who retired), with many doing so because of inadequate salaries. High turnover rates, however, are not a matter of great concern among archives. Indeed, the majority (71%) of new recruits are expected to stay in the same archives for at least 5 years, which is far above the national average for the entire Canadian workforce. Low turnover rates, on the other hand, are a problem with respect to limiting the ability to provide promotional opportunities.

D.   ARCHIVES-RELATED EDUCATION

Archivists are noted for their varied education levels and training routes. We found, however, that a good proportion (57%) of the archivists represented in this survey have a graduate education and virtually all (93%) have at least some university education. While most respondents positively rated archivist-related Master's programs, there is an explicit need for these programs to offer more practical experience to students.

E.   CONTINUING EDUCATION

Eight in ten archives provided training to their staff in 2002, most of which involved job-oriented or technology-based skill training. Much less training was provided in the areas of management and leadership, competencies that are continually increasing in demand within archives.

F.   HUMAN RESOURCE PRACTICES AND JOB SATISFACTION

For the most part, archives provide a good quality of work environment for their archivist staff. With a few exceptions, both the extrinsic (e.g., salary and benefits) and the intrinsic job benefits (e.g., good employer-employee relations, employee empowerment, gender equity) provided within Canadian archives are favourable. For example, while noting the caution that must be taken when interpreting the findings on salary because of missing data, the archivists represented in this survey earned on average $55,500 per year (full-time only). This compares to an annual average of $48,000 among professionals working in for-profit organizations in Canada. But, further analysis revealed that salaries are polarized with about one-third offering relatively high salaries and one-third providing below-standard salaries to their archivists.

G.   ORGANIZATIONAL AND ARCHIVIST ROLE RESTRUCTURING

All indications are that archives have recently experienced a great amount of change and will continue to do so, both organizationally speaking and in terms of the roles and functions of professional staff. For example, more than half report an increased need for archivists in the past five years and over the next five years. Past and future increased demand for archivists to perform generalist functions and to assume managerial and leadership roles is also indicated by this study. According to respondents, increased adoption of new information technologies is the most influential determinant of archivist role change.

H.   MOST PRESSING FUTURE HUMAN RESOURCE CHALLENGES

When asked to comment on the most pressing human resource challenges facing the archives sector in the future, the most often-cited responses related to financial concerns. This finding is supported by responses to numerous other survey questions where budget restrictions and inadequate salaries were reported as barriers to recruitment and to the replacement of senior staff. Financial issues also clearly tie into such recruitment barriers as not being able to offer full-time or permanent employment. The financial-related comments made by respondents with respect to the most challenging future human resource issues echo these concerns about not having the financial ability to adequately staff archives.

Other human resource challenges commented on having to deal with the need to keep up with new technologies, difficulties in locating archivists with the competencies needed by the organization, managing high workloads that have resulted from organizational change, preparing for retirements, and coping with the need to continually offer further education and training to archivists.

PART V: MUSEUM SECTOR FINDINGS

INTRODUCTION

Compared to libraries and archives, the museum sector presents a unique set of human resource development challenges. The high proportion of voluntary workers, the greater prevalence of part-time and seasonal positions and variable funding commitments compound the challenges faced by museums and their ability to accommodate future human resource challenges. These challenges may also have influenced the relatively low response rate received for museums, and may explain why many received surveys were incomplete.

The analysis of museums was carried out by dividing the sample into small (i.e., less than 3 professionals) and medium-large sized museums. A presentation of the differences between the museum sizes is, however, beyond the scope of this summary, which is a synthesis of the most important findings for the total sample of museums. Readers interested in learning about these differences are invited to examine the full museum portion of the report (Part V).

A.   RECRUITMENT

Although most Canadian museums need to recruit more professional staff than they did five years ago, a minority (31%) actually hired in the past year. An even smaller proportion

experienced difficulties recruiting. Still, budget restraints and the inability to offer full-time or permanent work to candidates for professional positions serve as important barriers to successful recruitment. When recruiting new professionals, specialist skills, leadership potential, management skills, and years of experience top the list of the most important and most difficult to fulfill competencies.

An analysis of the difference between the number of professional hires and departures in 2002 revealed that human resource contraction occurred among volunteer professionals, but that a growth in the number of non-volunteers took place in the same time period. These results, should they continue, are promising and represent a reversal of the sector's increasing reliance on volunteer labour. Otherwise, the majority (55%) of museums did not experience any turnover among their professional staff.

B.   RETIREMENT AND SUCCESSION PLANNING
Results from the analysis on retirements do not support the notion of an impending staffing crisis in museums. First, only 14% of museums had at least one professional retire in the past five years, representing a 5 percentage point loss in this workforce.

Given the small numbers of retirements that have occurred, it's not surprising that few museums experienced difficulties replacing the skills, knowledge, and leadership qualities lost by departing senior staff. Somewhat greater difficulties are anticipated, however, over having to replace these competencies in the future given the current pool of suitable internal candidates.

Second, it is estimated that only 5% of current curators, conservators, and 'other' professionals will retire or be eligible to retire over the next ten years. This equates to a loss of less than 1 professional in each museum over a ten year period, which is clearly not cause for great alarm.

C.   RETENTION
The retention of museum professionals within the organization is an area of some concern. The majority of professionals who left their organization in the past year (most of whom we have already noted were volunteer staff) resigned voluntarily (52% left voluntarily, 15% involuntarily left, and 32% retired). Many of these voluntary departures were because of inadequate salaries at their current workplace. Notably, turnover rates among museum professionals are somewhat higher than they are for librarians and archivists, as is the amount of concern over these rates expressed by museum administrators.

D.   MUSEUM-RELATED EDUCATION
There are no standardized core educational requirements for museum professionals. Therefore, while formal qualifications may indicate an individual's ability to perform professional museum work, it is not uncommon to make qualification assessments based upon on-the-job experience. This research demonstrates a need for more formal training opportunities; a museum-related degree is one of the most important and most difficult competencies to find among candidates who apply for professional museum positions. The educational levels also bear this out with less than one-third of museum professionals

represented in the survey having a graduate degree. Notably, the level of educational attainment of volunteer and non-volunteer professionals do not differ.

Two-thirds of museums feel that museum-related Master's level education equips graduates with the competencies they need, with most suggesting that these programs could be improved by offering more practical experience.

E.   CONTINUING EDUCATION
The amount of training offered to museum professionals appears to be adequate, however, museums could benefit by offering more management and leadership training or by exploring the use of other experiential training means to foster these needed competencies. The challenge for museums will be to provide training opportunities that involve minimal costs, since the majority indicated that inadequate budgets prevented them from offering the amount of training that is needed.

F.   HUMAN RESOURCE PRACTICES AND JOB SATISFACTION
Limited budgets hamper the human resource activities of museums in a number of ways, but perhaps most significantly with regard to the inability to provide adequate salaries. This conclusion is based on responses to a range of survey questions where 'inadequate salary' is cited as a major barrier to recruitment and to the succession of senior staff, and as a chief reason for experiencing retention problems. Given these findings, it is somewhat surprising that the mean annual salaries among museum professionals represented in this survey are slightly above those offered to other professionals in Canada ($52,000 compared to $48,000). This comparison, however, comes with a strong methodological warning given the different methods used to calculate salaries and the low response rate in our sample to the salary question. It should also be noted that the benefits (e.g., supplemental medical or dental) offered to museum professionals do not match those provided for similar occupational groups in other Canadian non-profit organizations.

The intrinsic benefits offered to museum professionals--such as positive employee-employer relations, gender equity, and staff empowerment-- suggest a good quality of work life that may compensate for the less than optimal extrinsic benefits.

G.   ORGANIZATIONAL AND PROFESSIONAL STAFF ROLE RESTRUCTURING
Results from a series of questions asking respondents about their past and future staffing needs suggest a situation of great change within the Canadian museum community. Driven largely by the increased implementation of information technology, museums are in a situation of high demand for more professional staff and, increasingly, for those who can perform more generalist functions and assume leadership and managerial roles.

H.   MOST PRESSING FUTURE HUMAN RESOURCE CHALLENGES
When asked to comment on the most pressing human resource challenges facing the museum sector in the future, by far the most often-cited responses related to financial concerns. Constricted financial resources arise as one of the strongest limitations to human resource development throughout the report and are viewed as a major concern by six in every ten respondents. Most of the financial-related comments were expressions of concern about the inadequacy of salaries and about not having the financial ability to adequately

staff museums. Comments relating to recruitment, retirement, staff rejuvenation and education were also provided, but by a much smaller portion of museums.

PART I: HERITAGE SUMMIT OUTCOMES:

RECOMMENDATIONS AND ACTION PLANS

An important part of this research is to elicit involvement of the heritage community and to move the data forward by developing action steps. Accordingly, an all-day heritage summit meeting was held in Ottawa on March 23, 2004 to garner feedback from the study and to develop recommendations and action plans that are implied from the findings. This section of the report summarizes the major points made at the summit by 36 representatives from libraries, archives, and museums (see Appendix J for a list of participants). Before the meeting, a draft version of this report was disseminated to the library, archives, and museum communities.

The summit was structured to allow for separate sector discussions on how to address the unique human resource issues and recommended action steps within that sector as well as possible collective tri-sector responses to the research findings. Much of the dialogue was in the form of a brainstorming session rather than specific recommendations for action. This is perfectly understandable since this was one of the first times that representatives from all three sectors had an opportunity to discuss their unique and overlapping structures, issues, and concerns. Participants needed the chance to establish their common interests before forging specific recommendations. The following points, therefore, should be viewed as starting positions that will be further delineated in future meetings.

We begin the presentation with the recommendations and action plans for each individual heritage sector. The variation in topics covered between the individual sectors, to some extent, reflect their respective views on what are the most important problems, issues, and challenges.

Libraries

1. <u>Succession Planning</u>: Succession planning was articulated as the responsibility of the community as a whole. Having said this, it was recommended that the importance of succession planning within institutions be emphasized.

2. <u>Education</u>: The group noted that library schools and library technician programs need to be engaged in the discussion of human resource issues in libraries. The question was raised by participants whether they should collectively make the case to engage the schools as integral participants.

3. <u>Leadership and Management</u>: There is a need to emphasize leadership training as a strategy, and broaden skill development to adapt to changing roles. It was also recommended that professional associations play a greater role in leadership / management development and support, with input from practitioners as well as educators.

4. <u>Changing Workforce Roles</u>: Picking up on the findings that paraprofessionals are increasingly required to perform professional librarian roles, it was noted that while there is a status difference between librarians as 'professionals' and library associates or technicians as 'paraprofessionals,' many paraprofessional staff actually do have undergraduate and graduate degrees. The two traditional avenues of entry-level

education (MLIS and Library Technician Diplomas) should therefore be revisited. In addition, with respect to continuing education, associations, educators and employers could explore non-traditional programs or certifications of library education (perhaps located within current education programs), in order to ensure that the competencies necessary for libraries are addressed.

5. <u>Workforce Diversity</u>: The library profession clearly needs to invest in the diversification of its workforce. The question was raised whether associations could play a role in promoting the profession outside the predominantly caucasion, female demographics.

Archives

1. <u>Leadership and management</u>: It was felt that the development of leadership and management skills is a holistic and long-term process that should begin in graduate school and be achieved through the joint efforts of MAS programs, professional associations and archives institutions. At the educational level, there is a need for greater emphasis on core leadership and management courses that are specifically targeted to archives.   Associations could also play a stronger role in providing training opportunities (e.g. leadership/management as a conference theme). Finally, students themselves could be encouraged to develop a career plan that would identify their short and long term goals and be assisted with finding tangible ways to achieve their goals

2. <u>Retirements:</u> Concern was expressed over the need to replace soon-to-retire archivists given the lack of readiness among internal candidates and given the absence of grooming for senior roles. The proposal was made to rethink the hierarchical organizational structures of archives to minimize the gap between those leaving and those replacing retirees.

3. <u>Recruitment and Workforce Diversity</u>: Archives need to collaborate with other groups to address the lack of visible minorities hired in heritage institutions. The challenge is to encourage immigrants and visible minorities to enroll in undergraduate history programs to begin with and then encourage their entrance into MAS programs.

4. <u>Marketing:</u> It was felt that archives need to promote their work so that the public has greater recognition of their usefulness (e.g. the relevance of archival work to legislation, privacy, and information access). A suggestion was made that the internet be better used to raise public awareness of archives to gain support and recognition. It was also recommended that youth should be encouraged to come into the archives sector.

Museums

1. <u>Education</u>: Given the lack of standard educational competencies in museums, there is a need to map out what the graduate degree for museum work should be. The Canadian Museums Association could assist by providing a communication link between educators and employers to increase the understanding of the real competencies needed. It was

also recognized that educators and students need to be provided with an appreciation of the "harsh realities" of working in the sector. This could be done by improving the communication link between educators and employers to increase the understanding of the real competencies needed or by developing a long-term (e.g. 2 years) professionally paid internship program to allow students to become familiar with how their work impacts the overall organization (e.g., Canada Council residencies for aboriginal curators). The possibility of providing professional museum management courses outside the university, at the advanced level, should also be explored (e.g. Queen's University leadership program or a 5-day retreat on specific topics two times a year).

2. Organizational and Association Training: Museum certification programs should have standardized components across Canada. Coaching, mentoring and job shadowing are all strategies that could assist with bridging the skills gap between senior staff and entry level or mid-career staff. This recommendation is provided with the understanding that these strategies are often lost within the pressures of the daily workplace and that senior staff are already performing multiple jobs and often cannot commit the resources or time necessary to do an adequate job with coaching.

3. Leadership and Management: There are significant issues around leadership and management across the sector. As a first step, however, the sector needs to clearly define leadership and management skills in terms of workplace realities.

4. Recruitment and Diversity: The federal government has made funding available for short-term residencies (e.g. for aboriginal curators), but there still exists a need for long-term diversity initiatives.

5. Funding: In line with the results from the study, participants felt that the biggest problem in museums was finding funding to support programs. There is a need to re-think how the endemic funding problems in this sector can be positively effected through a series of innovative and practical strategies that fit within the HR framework and have outcomes at national, provincial and institution levels. The need for an entrepreneurial spirit and greater self-reliance was offered as a recommendation to counter the decreasing availability of government funding. Fundraising and business skills should be held by everyone within the organization (i.e., development of an entrepreneurial organizational culture).

6. Future Research: The museum sector would benefit from having the results of this study broken down by type of institution (e.g. museums, heritage sites, art galleries).

Tri-Sector Recommended Action Steps

The following points capture the collective response of all 36 summit participants. Since some of the individual sector points were carried over into the tri-sector discussion, overlap exists between the previous section and the following points.

1. <u>Leadership and Management:</u> The increased need for leaders and managers found in the study was echoed by summit participants and was an area that garnered much discussion. The major points made include:

   - It was felt that before embarking on any leadership / management initiatives, it is important that the skills and abilities of these two roles be clearly defined and the issues that these skills are needed to resolve be clearly delineated. Although there appears to be a convergence of the leadership and management skills needed by all three sectors, the skills sets vary somewhat by sector and by institutional size. It is therefore important that initial discussions begin by first developing a common basket of skills which can then be tailored according to the specific needs of libraries, archives, and museums.

   - Strong interest was expressed in developing a leadership / management training program by modeling after existing programs. One such program that was highly praised was the Northern Exposure Leadership Institute (NELI) created by Ernie Ingles and the University of Alberta Learning Services. At the Institute, professionals in the first 2-7 years of their careers are nominated by their workplace to attend the five-day program. Such a program at a national level could be an avenue for leadership development, with input from local, provincial and national associations. Another possible model to emulate is the museum management program offered at the Banff Centre which is aimed at more senior professionals.

   - Other suggestions for leadership / management training included:
     - Develop workshops for common skills
     - Explore developing distance education programs that utilize the internet
     - Share models across groups, but then modify according to the unique needs of each sector
     - Develop two levels of leadership / management development--one for new professionals and one for mid-career professionals
     - Do not overlook internal training for management and leadership. For example, could encourage people within 10 years of retirement to transfer their skill sets to newer professionals (i.e., internal mentoring initiatives)
     - Acknowledge and address the fact that not all professionals want to become leaders and managers

2. <u>Education:</u> The study results noted the lack of communication between heritage institutions and educational programs. Hence, the primary emphasis of discussion was on the need for greater collaboration between the two groups. Much of the dialogue on education pertained to training in leadership and management. Major recommendations include;

   - Facilitate greater input by employers in curricula
   - Communicate to professional schools of the sector's need for leadership, management, marketing, and advocacy as core courses

- Communicate to students the reality that they will likely be slated for management positions at some point in their career
- Develop practical experience as part of the curricula
- Open the dialogue with post secondary programs as to how they market heritage work to potential students
- Explore the logic of traditional education given the dramatic shifts in professional and paraprofessional roles
- Explore distance education as an alternative form of delivery

3. <u>Workforce Diversity:</u> Throughout the day, mention was made of the need to deal with the under-representation of minorities in heritage institutions. Concern was expressed for the need to be more representative of heritage audiences. Recommendations include;

- Given that the lack of diversity is not just a national challenge, but is also a regional or provincial one, investigate the causes of under-representation at the regional, provincial, and finally, national level
- Investigate the process for recognizing foreign credentials
- Work with educational institutions to ensure they are marketing their programs to a diversity of students

4. <u>Technology:</u> The increasing use of information technology was acknowledged by survey respondents as the most important driver of organizational and professional role change. The major recommendations made under the technology umbrella include:
- Examine the impact of emerging technologies on all three sectors and identify common issues/challenges and best practices or solutions that can be shared
- Identify common information technology skills and explore sector-wide IT training
- Exploit technology to position sector well within the knowledge economy

5. <u>Marketing/Funding Heritage:</u> The need to collectively market heritage work to the public and government was a recurring theme throughout the summit meeting. Presumably, this interest stems from the thought that many of the ideas and recommendations presented above are not possible without first more solidly positioning heritage within Canadian mainstream society and the information economy. In light of this view, a number of points for further discussion and exploration were presented by participants:

- Explore shared funding strategies across three sectors including;
  - pool resources of libraries, archives, and museums in small centres
  - develop joint fundraising initiatives
  - share fund raising ideas including endowments and planned giving

- Advocate for greater government support;
  - advocacy must be on an ongoing basis
  - cost out what heritage needs to operate and present a business case to government

- get heritage on agenda of heritage ministers' meeting (every 18 months)
- explore the possibility of hiring a tri-sector lobbyist (has been done in library sector)

- Develop joint marketing strategies to promote a global vision for the sector as a whole;
  - capitalize on the publicity that is generated by the merging of the Library and Archives of Canada
  - raise public awareness of the work being done by heritage
  - market to shared client groups: heighten awareness to specific client groups of who we are and what we do (e.g., genealogy)
  - market to prospective recruits at the student level of what they can expect in their careers (e.g. that they will likely have to perform a managerial role at some point)
  - develop a national ad campaign (e.g. to promote cultural tourism)

Recommended Next Steps

At the end of the summit meeting, all participants engaged in a discussion of possible action steps that could be taken in the near future. Consensus was expressed over the need for heritage institutions, associations, and educators to work collectively and to build greater contacts between the three groups. Interest was also stated for a tri-sector initiative to develop a strategic plan for heritage as a whole. In doing so, the following points were noted as considerations:

1. Identify common sector characteristics: A first step is to draw out the common experiences/challenges/goals across sectors to see where working together would make the most sense. Some commonalities that were identified at the summit meeting include:
   - all are service industries
   - all have public mandates and roles in the community
   - all are 'owned' by government or exist within other corporate structures
   - all have accelerated funding needs

   The results of the survey identified the following common issues that cross-sect libraries, archives, and museums that might also be considered in this first step:
   - low visible minority representation
   - leadership, managerial skills and flexibility increasingly required by professionals
   - formal succession planning a rarity
   - staff retention because of inherent nature of job
   - positive evaluation of Master's level programs
   - more technology and job oriented skills training provided than management / leadership training
   - agreement that professional associations should play role in training
   - job flexibility enhancers not widely practiced

- great amount of past & future role change
- IT main driver of professional role change

2. <u>Consider developing a national Heritage advocacy body:</u> Explore the logic of, and interest among the community, for creating a heritage council of Canada as an umbrella organization to provide centralized lobbying and advocacy, and take up the role of following through on the implications of the study findings and symposium recommendations. In doing so, some of the questions that need to considered include:
   - Are there existing organizations that are already working on some of the recommendations?
   - Is it better to have one umbrella organization or a series of provincial organizations that can account for regional differences?
   - What is the most efficient method given our limited resources and time to develop a strategy?
   - What is the role of educators? Associations?

3. <u>Ensure continued support for, and participation in, this human resource heritage study:</u> As is the case for many initiatives such as this, there is always a risk that the completed work is not carried forward both in terms of community involvement and in terms of further action steps. Hence, participants noted the need to keep the issues on the front burner. Members of the heritage community need to be made aware of the findings of this study and the recommendations made by the heritage summit. Specifically, it was felt;
   - there is a need to have additional meetings to engender more clarity on the next steps and to exploit the current momentum that has been generated from this report
   - it is important to have educators included in subsequent meetings
   - the report needs to be widely disseminated (e.g., through the internet)
   - individual institutions need to be made aware of the succession planning implications of the study

4. <u>Explore areas that need further investigation:</u> It was articulated that this report is a very good start to the research that needs to be done on behalf of the heritage sector, but that there are still areas about which little is known. Further, the recommendations from the Heritage Summit should be examined in light of the work previously completed by individual associations, and such bodies as the Cultural Human Resource Council, so as to be able to build upon this work, rather than 'reinvent the wheel'.

   Interest, therefore, was expressed in investigating some issues in greater detail. The 8Rs research group is continuing with their study of the library sector by surveying librarians and paraprofessionals, educators and educational programs, students, and recent graduates. Museums and archives felt they would benefit from pursuing some of the same additional research. It should also be noted that each sector will be provided with the raw data from this survey so they can pursue a more granular level of analysis, should they see fit.

PART II: HERITAGE

(LIBRARIES, ARCHIVES AND MUSEUMS)

INTRODUCTION

Significant demands have been placed upon the heritage community as knowledge and innovation act as key drivers of the world economy. The ability of institutions to recruit, retain and develop a committed and talented workforce will determine the ability of Canadian libraries, archives, and museums to participate fully in the development of the new economy, as important managers of information, knowledge, and the cultural record. A major factor in the heritage community's ability to respond to challenges posed by changing demand for services and new economic considerations is that of an adequate number of appropriately educated and skilled staff.

This project arose in response to industry calls for a greater understanding of current human resource challenges. Some anecdotal literature has been written, but little hard data exists that could substantiate widespread claims about a human resource crisis looming in the heritage community. A significant lack of qualitative or quantitative data precludes fully-informed decision-making on the part of individual library, archive and museum administrations; thus, there is a major need for a more systematic exploration of the situation for heritage institutions. Without such data, strategic decision-making will be fractured, uninformed, and ineffectual.

Many in the community have expressed concern about a lack of succession management in the system, and thus anticipate a potential crisis in staffing over the next five to fifteen years. This concern is based on the notion that as heritage professionals near the eligible age of retirement (60 years and over), there will be a lack of trained and experienced staff to fill the vacancies created. Other issues that feed from a potential human resource shortage include the need to rejuvenate mid-level staff who, because of downsizing and hierarchical flattening, have not been provided with the opportunity to prepare themselves to fill leadership and administrative vacancies that will arise from retirements. Questions surrounding the educational requirements, occupational competencies, and the provision of training opportunities also play into the cultivation of needed skills, knowledge and abilities.

This study provides the groundwork for national coalitions and partnerships between heritage organizations, educational institutions, and representative professional associations to understand the issues surrounding the supply and demand of the workforce, to assess each sector's readiness to accommodate change, and to bring potential opportunities to the forefront of heritage. The study also presents a standard with which individual heritage organizations can assess their preparedness for emerging employment trends, thereby allowing them to take an unprecedented opportunity to review the effectiveness of their current institutional and professional human resource structures. Individual professionals in the community will also benefit from the groundwork laid by the study, as the heritage sector becomes more cognizant of, and responsive to, their needs.

Results from this survey of heritage community institutions fill some of the many gaps in our understanding of human resource issues in libraries, archives, and museums. We address a few of these gaps in Part I of the report which is a comparative analysis between libraries, archives, and museums in terms of their respective staffing and demographic profiles. A more detailed examination of human resource issues is provided separately for libraries, archives, and museums in Parts II, III, and IV, respectively. For the most part, each sector's analysis provides information on the same areas of investigation, including a presentation of quantitative data on such items as the number of new professional recruits in 2002; the number of professionals departing; the growth, stability, or contraction of the professional workforce; and past and projected retirements. An analysis of the difficulties heritage institutions face when recruiting and planning for succession allow us to identify the chief challenges the sector must address. A review of the educational and training needs of heritage institutions and their ability to meet these needs provides an assessment of each sector's readiness to deal with organizational and professional role change. Finally, human resource areas that are in need of improvement are evaluated with an analysis of the quality of work in libraries, archives, and museums. Most of these results are presented in the main body of the report in a series of tables and figures. Supplementary findings, however, are also provided in the appendix, as are samples of verbatim responses to the open-ended questions for each sector.

A. BROAD LITERATURE REVIEW

Reviews of the broader cultural sector literature indicate that the sector has paid insufficient attention to human resources (CMA, 1995). Issues of leadership training and development at all stages of professionals' careers have been relegated to the margins of human resource management in Canadian cultural institutions. Cultural institutions as a whole have historically neglected human resource issues, strategic planning, and succession management, instead focusing their attention on patrons and audiences. As the recent sectoral study carried out on behalf of the Cultural Human Resource Council (CHRC) concludes,

> [T]he sector has . . . not taken the necessary proactive steps to promote itself or to improve HR practices in order to ensure recruitment of sufficient numbers of new workers to the sector ("Executive Summary" , 2002, p. [3]).

Emphasis on a service delivery model and on "demand-side" strategies have changed the notion of cultural institutions as merely keepers of heritage; they must now focus on the provision of education or information services in order to stay competitive in a climate where they need to attract both the time (in voluntarism and attendance) and money (admissions, donations, etc.) of the public (Statistics Canada, 2000). This has indeed affected the competency frameworks set out by professional associations, such as the Association of Canadian Archivists (ACA) , L'Association des Archivistes du Quebec (LAQ), the Canadian Library Association (CLA), the Canadian Museums Association (CMA), and the Alliance of Librarians, Archivists and Records Managers (ALARM).

The issue of an aging workforce is common to many industries nation-wide. In the heritage community, the combination of an aging workforce and budget cuts are straining human resource capacities. With respect to the library sub-sector, Curran (2003) echoes this assertion, noting that the decreased capacity for hiring younger librarians over the last twenty years (due in part to sustained budget cuts) has created a situation where the majority of the library workforce is concentrated into an older age demographic, thus setting up the pre-conditions for mass retirements within a short period of time. Institutional expansion in cultural and information industries during the 1960s and 1970s was followed by a period of severe funding cutbacks in the 1990s; the result was the public's expectation

of a high level of service, and institutions' inability to hire more staff to provide these services. The same is undoubtedly true of museums and archives.

The CHRC also pinpoints a major crisis in management turnover within the broader cultural sector, where senior staff are responsible for ensuring the continuation of programming and services as if they were not suffering under governmental cuts or stasis in funding. This leads to the reliance on "personal commitment and passion as motivators of workers in the absence of reasonable pay, working conditions, benefits, recognition and promotion" (Interviews Report, 2002, p. 36). While dedication to the industry is a desirable trait of workers in these professions, this situation has implications for our understanding of institutions' capacity to hire excellent staff – and adequate numbers of staff – to meet the new standards of service provision.

The cultural industry is noted as having a significant portion of its workforce employed outside of traditional full time equivalent (FTE) positions. Downsizing in the non-profit sector has resulted in the contracting out of many management functions and services formerly the responsibility of permanent staff. Further, a significant reliance on volunteer labour is characteristic of the cultural sector; Statistics Canada estimated volunteers comprised between 64-70% of the total heritage labour force in 1997-98 (Canadian Culture, 2000 p. 77). Although little is known about the profile of volunteers in heritage institutions, there is a general sense in the community that volunteer labour is increasingly encroaching on the paid labour force. For example, respondents to the CHRC sectoral study contended that,

> [V]olunteers are often given jobs that should properly go to paid workers. Not only does this decrease employment opportunities for cultural workers, but it leads to an undervaluing of those jobs and a dilution of the professionalism attached to them ("Findings and Recommendations", 2002 p. 9).

This brief review of the literature highlights some of the major human resource issues that cross-sect heritage institutions in Canada. A more detailed literature review for each sector is provided in their respective sections of this report.

B.   <u>RESEARCH DESIGN</u>

I   Questionnaire Design

The three questionnaires used in this study were designed to collect information on the human resource experiences and perspectives of heritage institutions (copies of the survey instruments are provided in Appendix E, G, and I for libraries, archives, and museums, respectively). For the most part, the questions asked in each survey representing the library, archives, and museums sectors are the same although adaptations were made to accommodate known differences between the sectors (e.g., greater focus on volunteers in museums). All three surveys begin 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. We provide a representation of the categorized responses for most of the open-ended questions in the main body of the report and supplement this with a sampling of the verbatim responses to these questions in Appendix D, F and H for libraries, archives, and museums, respectively.

The survey instrument also included 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.

Each survey instrument was pretested on a small sample of members in each sector and some minor modifications were made as a result of this testing.

II   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 heritage 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 all three sampling frames; however, our confidence in the completeness and accuracy of the library and archives sampling frames is greater than it is for museums.

Within each 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.

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 to the library sector in mid-June and to archives and museums at the end of June. 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 each sector. 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.

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 300 contacts were made to obtain data clarification and to increase response rates for specific questions). Throughout these months, we received over 300 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 institutions that we did not hear from 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--see Section IV for an explanation of 'qualifying' institutions).

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

III Response Rates

In total, 2,791 surveys were mailed. However, after removing institutions that were not heritage institutions, had closed down, were duplicate records, or did not employ professional staff, the 'cleaned' sample is reduced to 2,579. Of these, 1,357 surveys were sent to libraries, 280 to archives, and 942 to museums.

Table 1.1 presents response rates for each heritage sector and for the library sub-sectors (response rates by province/territory are provided in Appendix Tables A.1, A.2, and A.3, for libraries, archives, and museums, respectively). Response rates for the museum sub-sectors are not presented because information on the size of the museum was not provided in the original sampling frame. Results for museums by sub-sector ('small' and 'medium to large' sized museums), however, are presented throughout the report when appropriate and possible. Sub-sector results for archives are not presented in the report at all because of insufficient cases reporting.

The response rate for libraries is 34%. Given the number of libraries in Canada, results for the 461 libraries permits a high level of confidence in the findings and allows the results to

be generalized to the Canadian library community at large. Results for the library sector are accurate within plus or minus 4 percentage points, 95 times out of 100. The response rates, however, vary somewhat among library sub-sectors. Academic libraries have the highest response rate with half of the distributed surveys being completed and returned. The response rate for public libraries, while not as high, is within acceptable standards for a mail out survey. The somewhat lower response rate for special libraries, however, suggests some care when generalizing these findings to the Canadian special library community.

The number of completed surveys among archives was 123 for a very respectable response rate of 44%. Results for the archives sector are accurate within plus or minus 7 percentage points, 95 times out of 100. Within the museum sector, 245 completed surveys were received for a lower response rate of 26%. However, the confidence intervals for museums are acceptable; results are accurate within plus or minus 6 percentage points, 95 times out of 100.

Response rates to individual survey questions also varied by sector. The vast majority of libraries provided responses to almost every question. Response rates among archives and museums were as low as 50% for some questions, however, despite that numerous attempts were made to complete survey questions by contacting these institutions. Low response rates to questions are noted throughout the report when applicable.

Table 1.1: Response Rate by Heritage Sector and Sub-sector

Heritage Sector	Cleaned Sample[1]	Completed Surveys	Response Rate (%)
TOTAL HERITAGE	**2,579**	**829**	**32.1**
TOTAL LIBRARIES[2]	1357	461	33.5
Public Libraries	657	234	35.6
Academic Libraries	168	84	50.0
Special Libraries	532	140	26.3
TOTAL ARCHIVES	280	123	43.9
TOTAL MUSEUMS[3]	942	245	26.0

Source: 8Rs Canadian Heritage Human Resource Survey
[1] *Cleaned Sample* excludes institutions that were sent a survey but did not complete because they were 1) not a heritage institution, 2) closed down, 3) a branch already covered by a regional institution, 4) a duplicate record, or 5) an institution without professional staff.
[2] Completed library sector surveys do not add up to total surveys completed since library sub-sector information was not provided for 3 institutions. The response rate is 69.4% for CALUPL and 89.7% for CARL members.
[3] Response rates for museum sub-sectors are not provided because information on size of museum was not provided in the original sampling frame.

IV Organizations with Professional Staff

Figure 1.1 provides the percentage of organizations in each sector and sub-sector that have professionals on staff (see Appendix Table A.4 for definitions of professionals in each sector). Only 63% of libraries surveyed employ professionals, compared to 78% of archives and 71% of museums.[1] But, great variation is found within library and museum sub-sectors. All academic libraries surveyed employ professionals, compared to only one-half (51%) of public libraries and 61% of special libraries. Similar variation is observed for museums, with 100% of medium-large museums employing at least three professionals, and just 59% of small museums having at least one professional on staff.

---

[1] Part of the difference in the proportions of organizations with professionals is explained by the inclusion of 'other' professionals within the museum sector (in addition to curators and conservators) and the exclusion of 'other' professionals within libraries and archives. The work of professional museum staff is more varied and a larger proportion of the professional work is carried out by 'other' professionals.

Category	Percent
TOTAL HERITAGE	67
TOTAL LIBRARIES	63
Public Libraries	51
Academic Libraries	100
Special Libraries	61
TOTAL ARCHIVES	78
TOTAL MUSEUMS	71
Small Museums	59
Medium - Large Museums	100

Percent
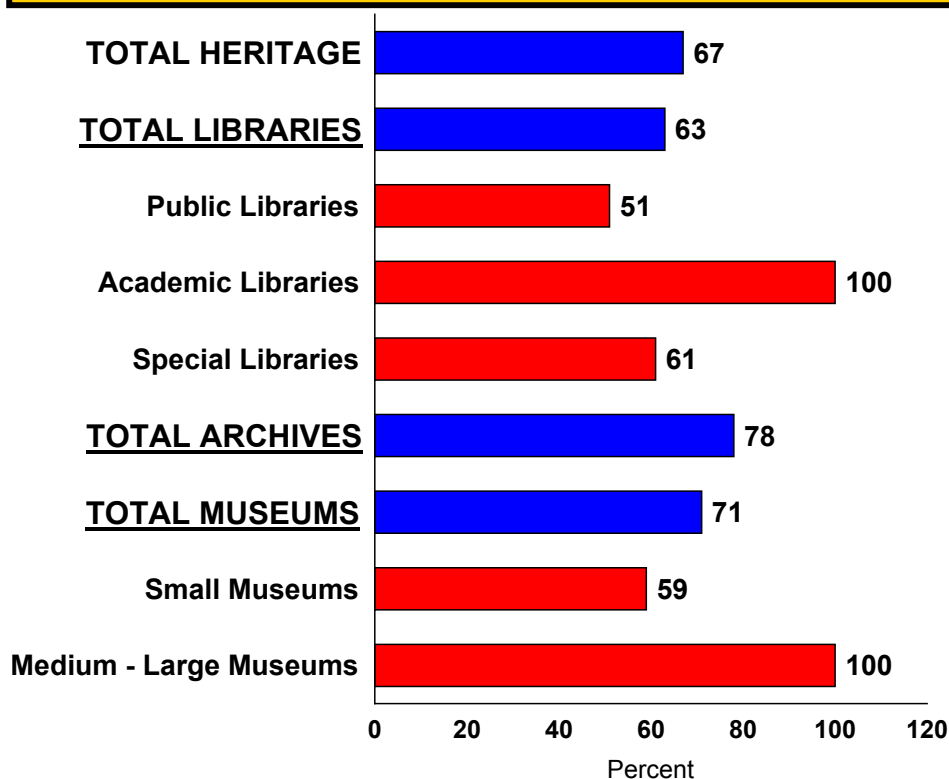
Source: 8Rs Canadian Heritage Human Resource Survey
[1] Libraries includes professional librarians, archives includes professional archivists, and museums include professional curators, conservators, and other professionals. "Small" museums are defined as those with less than three professionals on staff while "medium to large" have at least three professionals.

These results have implications for the analyses of each sector. The survey was designed to capture human resource issues primarily with respect to professional staff. Accordingly, only results for organizations with professional staff are included in the sector analyses presented in Parts II, III, and IV of this report.

Hence, the sample size for libraries is reduced by 37%, archives is reduced by 22%, and museums by 29%. The reduction in sample size is more severe for some sectors, most notably public and special libraries, and small museums.

These finding also have wide-ranging implications for our understanding of the human resource make-up of heritage institutions in Canada. First, it is clear that one-third of Canada's heritage institutions are not run by professionals, at least in the traditional sense

of how librarians, archivists, conservators, and curators are often defined.[2] This suggests that a large minority of institutions probably do not have the financial resources to employ professionals.

Second, the findings raise the question of how we define professionals and how professional status is developed. Libraries use the Masters of Library and Information Studies degree as a simple definition of the library 'professional,' while archives have less clearly defined professional criteria, although many archivists do possess a graduate degree. Museums are probably the most ambiguous in their designation of a 'professional' museum worker, due in part to the absence of a formalized education requirement.

---

[2] The proportion of heritage institutions without professional staff is likely even higher than one-third since many potential respondents did not complete the survey because they did not have professional staff and these non-respondents are not included in the calculation of this figure.

C.   HERITAGE STAFF CHARACTERISTICS

The human resource profile of the Canadian heritage sector is clearly one of diversity, as the data presented in Table 1.2 demonstrate. Collectively, the majority of heritage organizations surveyed employ paid labour (88%); but only 76% of museums and 79% of archives have paid positions, compared to 96% of libraries. Further variation is revealed when we look at different museum sizes, where small museums are significantly less likely than medium-large sized museums to have paid positions (67% compared to 94%).

Notably, nearly two-thirds (65%) of heritage organizations utilize volunteer services, either as a complement to or in lieu of a paid workforce. Museums, having the lowest percentage of organizations with paid staff, have the highest percentage of organizations utilizing volunteers of all sectors (88%), and in both of its sub-sectors (92% for small museums and 81% for medium-large museums). Conversely, only 55% of archives and 43% of libraries utilize volunteers. Among libraries, public libraries are more than five times as likely as academic libraries and more than two times as likely as special libraries to have volunteers in their organizations (65% of public compared to 12% for academic and 25% for special libraries).

The last two columns of Table 1.2 provide the distributions of paid and non-paid staff across and within the heritage sectors. Of the total 19,152 paid positions represented in the sample, 87% are in libraries, 7% are in archives and 6% are in museums. Of the 1,101,062 total volunteer hours donated in 2002, 44% were performed in libraries, 47% in museums, and only 9% were in archives. Public libraries stand out as being the most likely to use volunteers (65%) in this sector and account for more than 9 in every 10 volunteer hours.

Table 1.2: Total Number of Employees[1] and Volunteer Hours by Heritage Sector and Sub-sector

Heritage Sector	# of Orgs.	Percent		Sector & Sub-sector Distribution	
		Organizations			
		With Paid Employees	With Volunteers	Paid Employees	Volunteer Hours/Year
TOTAL HERITAGE	823	88	65	100	100
				(19,152)	(1,010,062)
TOTAL LIBRARIES[2]	461	96	43	87	44
Public Libraries	234	96	65	52	93
Academic Libraries	84	100	12	43	1
Special Libraries	140	92	25	5	6
TOTAL ARCHIVES	123	79	55	7	9
TOTAL MUSEUMS	245	76	88	6	47
Small Museums	172	67	92	36	47
Medium-Large Museums	73	94	81	62	53

Source: 8Rs Canadian Heritage Human Resource Survey

[1] Although respondents were asked to provide the total number of employees in full-time equivalent (FTE) format, almost 50% provided the absolute total number of employees instead. Hence, these data are either an under-estimation of the number of employees or an over-estimation of FTE employees.

[2] Library sub-sector data do not add up to total sample since type of library information not provided for 3 institutions.

Clearly, libraries employ the majority of paid heritage workers; although they comprise 56% of all heritage organizations in the sample, libraries account for 87% of all paid employees. Conversely, museums account for only 30% of the sample, but almost half (47%) of all heritage volunteer hours take place within this sector. Archives make up 15% of all heritage organizations and comprise 7% of all paid employees and 9% of all volunteer hours.

The distribution of professionals (volunteer and non-volunteer) within the library and museum sub-sectors is provided in Figure 1.2.[3] One-half of library professionals represented in this survey work in public libraries, 44% work in academic libraries, and special libraries employ just 6% of library professionals. The vast majority of museum professionals work in medium-large museums (83%), compared to just 17% in small museums. Further detail of the type of professional staff represented in each sector is provided in Appendix Tables A.5, A.6, and A.7, for libraries, archives, and museums, respectively.

Figure 1.2: Percentage of Professionals[1] for Library and Museum Sub-sectors
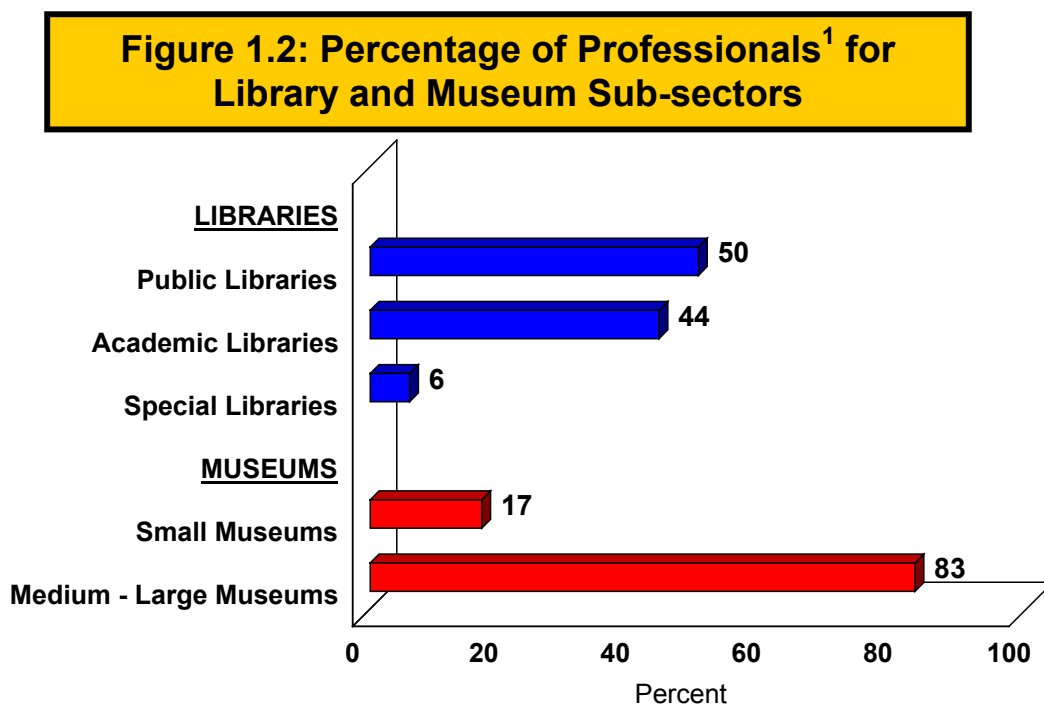
Source: 8Rs Canadian Heritage Human Resource Survey
[1] Libraries include professional librarians and museums include professional curators, conservators, and other professionals. Sub-sector data are not provided for archives because insufficient cases do not permit the division of the sample into sub-sectors.

_____

[3] Data for archives are not presented in the figure since the analysis of this sector was done only for the entire sample, again, because insufficient cases did not permit further breakdown of this sector (e.g., into 'small' or 'large' sized archives).

Table 1.3 presents the work status of professionals in libraries, museums and archives. Not only are libraries more likely to employ paid staff (Table 1.2), they are also the most likely of the three heritage sectors to employ full-time staff. While 90% of librarians work on a full-time basis, only three out of four (73%) archivists and over one out of two (56%) museum professionals work full-time. As a group then museums and archives are much more likely than are libraries to be functioning with part-time employees.

Once again, these percentages vary by library type and museum size. Among libraries, public libraries have the highest percentage of part-time professional employees (13%). Interestingly, larger museums are more likely than smaller museums to have part-time staff. Table 1.3 reveals that the greatest proportion of temporary employees is found in archives, where one in five positions are considered temporary. This is significantly higher than the 5% of libraries and 9% of museums reporting temporary positions.

Table 1.3: Work Status of Professionals by Heritage Sector and Sub-sector

Heritage Sector	Percent			
	Full-time	Part-time[1]	Temporary[2]	Collective Agreement
TOTAL HERITAGE	83	17	7	58
TOTAL LIBRARIES	90	10	5	67
Public Libraries	87	13	3	63
Academic Libraries	93	7	7	74
Special Libraries	92	8	5	50
TOTAL ARCHIVES	73	26	21	65
TOTAL MUSEUMS	56	44	9	17
Small Museums	70	30	--	10
Medium-Large Museums	54	46	--	19

Source: 8Rs Canadian Heritage Human Resource Survey
[1] Part-time status includes individuals who normally working less than 30 hours per week.
[2] Temporary status includes individuals where there is an indication of when the employment will end. Data are not provided for museum sub-sectors on the percentage employed temporarily because of insufficient cases reporting on this question.

Finally, Table 1.3 displays the percentage of heritage professionals with collective agreements. Well over half of the organizations surveyed report that their professional staff is covered by a collective agreement (58%). While librarians and archivists are equally likely to have collective agreements (67 and 65 percent, respectively), they are found among only a small minority of museum professionals (17%). Not surprisingly, medium-large museum professionals are more likely (19%) to be covered by a collective agreement than are those working in small museums (10%). Within libraries, collective agreements are most common in academic libraries (74%) and least common in special libraries (50%).

Discussions in the literature about a shortage of professionals are often interspersed with the need for heritage institutions to build a more diverse workforce (Canadian Museums, 1995; Howland, 1999; Acree, Epps, Gilmore, & Henriques, 2001). The heritage sector, which may as a whole be a female-dominant field in terms of numbers, is still seen as not creating enough opportunities for women and minorities, particularly in higher management (Canadian Museums, 1995). From a Canadian perspective, this has particular relevance with the Human Resources Development Canada (HRDC) (2002) prediction that by 2011, all net labour force growth in Canada will be supplied by immigrant workers. As our institutions and services are, to a certain extent, expected to mirror the demographics of our larger society, programs designed to enhance employment equity and diversity are of considerable importance.

It is with these considerations in mind that we present the demographic characteristics of professionals employed in libraries, archives and museums (Table 1.4). Overall, females have slightly greater representation in professional heritage occupations than do males (66%). Gender disparity is greatest in the library sector, where females hold three out of four professional positions, compared to one out of two positions in archives and museums. The significantly higher proportion of females in professional library positions, compared to archives and museums, is not particularly surprising, given that librarianship is a traditionally female-dominated occupation.

But, the findings of gender parity in the archives and museum sectors might be masking gender inequities between the ranks of professionals. Results from Craig's survey of

Canadian archivists reveal that though women made up approximately 60% of the archivist workforce, men are more likely than women to be mid-level administrators (Craig, 2000, p. 31-32). Canadian-wide general labour force research also demonstrates that males continue to dominate the upper most ranks despite that females have made inroads into supervisory and middle-management positions (Hughes, 2000). Although there is no direct evidence of occupational segregation occurring within museums and libraries, generalization of both the national data and the results from Craig's study is likely appropriate.

Table 1.4: Minority Status of Professionals by Heritage Sector and Sub-sector

Heritage Sector	Percent			
	Female	Visible Minority[1]	Aboriginal[2]	Disabled[3]
TOTAL SAMPLE	66	3	1	1
TOTAL LIBRARIES	74	5	<1	1
Public Libraries	79	5	<1	<1
Academic Libraries	68	4	<1	1
Special Libraries	79	4	<1	1
TOTAL ARCHIVES	49	<1	<1	2
TOTAL MUSEUMS	51	1	3	<1
Small Museums	66	0	0	<1
Medium-large Museums	48	2	3	1

Source: 8Rs Canadian Heritage Human Resource Survey
[1] Visible Minorities include those who are non-Caucasian in race or non-white in colour (e.g., black, Asian, Middle Eastern, Hispanic).
[2] Aboriginals include those who identify themselves as Status Indian, Non-Status Indian, Métis or Inuit.
[3] Disabled includes those 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.

Table 1.4 also reveals that visible minorities are not well represented in Canadian heritage organizations, comprising only 3% of the total professional labour force (compared to 14% in Canada's entire labour force). The greatest representation of visible minorities is found in

libraries (5%), while 1% or less of professionals in museums and archives are visible minorities. Aboriginal representation is also nominal in libraries, archives and museums, accounting for only 1% of the total professional workforce. Persons with disabilities were equally unlikely to be working as professionals in the Canadian heritage sector (1%).

The higher proportion of visible minorities in libraries as a whole is interesting given that, of the three heritage sectors, libraries were least likely to report having a hiring policy designed to recruit professionals from diverse ethnic and racial backgrounds. While 38% of museums and 35% of archives reported having such a policy, only 27% of libraries did so (results not shown in table or figure).

The demographic composition of the heritage sector is further depicted through a presentation of the age distribution of professionals in libraries, archives and museums (Figure 1.3). Perhaps most striking in these data is the fact that only one in five heritage professionals is over the age of 55, and that 37% of the professional heritage labour force is younger than 45 years. This finding holds true for both libraries and archives, but professionals in the museum sector are, on average, considerably younger. Low response rates from archives and museums for the age question suggest that caution should be taken when interpreting the finding for these two sectors.

Figure 1.3: Age Category of Professionals by Heritage Sector[1] and Sub-sector

■ < 45   ■ 45 to 55   ■ > 55

Category	< 45	45 to 55	> 55
TOTAL HERITAGE	37	43	20
TOTAL LIBRARIES	35	44	21
Public Libraries	35	47	18
Academic Libraries	34	41	25
Special Libraries	43	41	16
TOTAL ARCHIVES	35	42	23
TOTAL MUSEUMS	49	36	15
Small Museums	48	31	21
Medium - Large Museums	50	37	13

Percent

_____
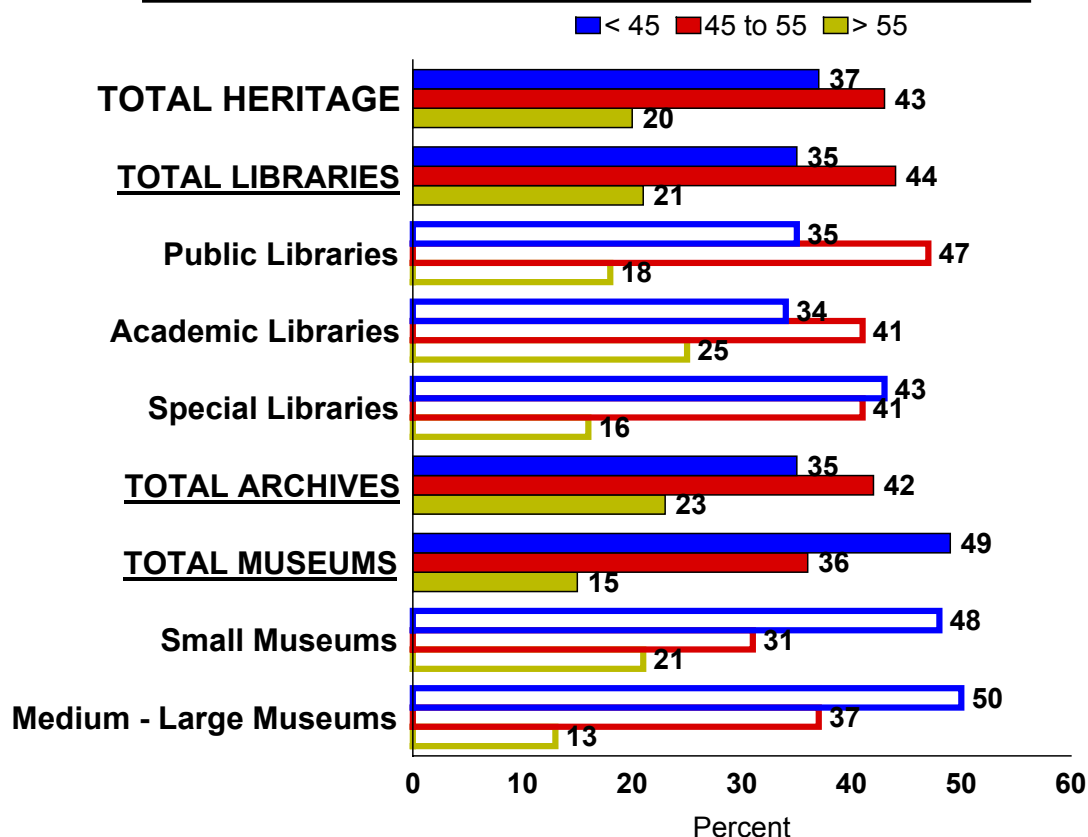
Source: 8Rs Canadian Heritage Human Resource Survey
[1] Only 63% of the museum sample and 60% of archives reported on age, compared to 92% of libraries.

How do these age distributions compare to the Canadian working population as a whole? In 2001, 11% of Canadian workers were 55 years of age or older compared to 20% of all heritage professionals in the sample. But professionals tend to be older than on average. For example, almost 25% of medical specialists, 29% of professors, and 13% of registered nurses were at least 55 years of age in 2001. Interestingly, only 3% of information technology specialists were of this same age (Statistics Canada, 2001). Thus, the age profile of heritage professionals in this study lies somewhere in the middle of other professionals in the Canadian workforce.[4]

_____

[4] The age profile of heritage professionals in this study is somewhat older than the distribution provided by Statistics Canada. According to Statistics Canada 2001 data, only 16% of librarians, archivists, conservators, and curators are at least 55 years of age, compared to 20% of the professionals represented in this survey. Part of the difference is because

The findings presented in Figure 1.3 have significant implications for retirement planning. With less than one-fifth of their professional labour force currently eligible for retirement, libraries and archives appear, on average, to be well positioned to implement their succession planning strategies. The case is even more optimistic for museums, where only 15% of professionals are over the age of 55. A more in-depth and reliable analysis of projected retirement numbers is provided for each heritage sector in their respective sections of this report (Part III, Section B.111 for libraries, Part IV, Section B.111 for archives, and Part V, Section B.111 for museums).

alternate definitions are used to capture individuals working in these occupations. Librarians in the Statistics Canada data, for example, include teacher librarians as well as library workers who do not meet our definition of professional status.

PART III: LIBRARY SECTOR FINDINGS

INTRODUCTION

Much anecdotal literature has been written about recruitment, retention and leadership in the library profession. Most of the discussion draws upon American data, which is based on aggregate statistics gathered from such sources as professional associations and federal statistics bodies. However, there is a glaring lack of primary data, or even aggregate statistics, to contextualize the current Canadian situation.

Many library professionals have expressed concern about a lack of succession management in the library industry, and thus anticipate a potential crisis in staffing over the next five to fifteen years. This concern is based on the understanding that as librarians and library workers near the eligible age of retirement (60 years and over), there will be a lack of trained and experienced professionals and paraprofessionals to fill the vacancies created.

Further, issues of leadership training and development at all stages of librarians' careers have been relegated to the margins of human resource management in Canadian libraries. Budget cutbacks have resulted in the elimination or merging of middle and senior positions as they become vacant, therefore limiting the number of positions that serve as leadership grooming for mid-career librarians, as well as limiting the number of leaders who could act as mentors. The result is what Curran calls the "obstruction of the 'natural' progressive promotion conveyor belt for librarians leading to senior administrative positions" (2003, p. 135). The question arises as to whether there are adequately trained and experienced staff ready to fill positions created by upcoming retirements.

As this brief discussion suggests, retirements are not the only issue of concern within the library sector, although they do exacerbate other human resource problems that may already be evident. The results of this portion of the heritage study confirm that issues of recruitment, retention, retirement, education, training, and human resource practices all bear on an assessment of the sector's ability to accommodate retirements, both now and in the future. That this is occurring within a context of great change adds to the complexity of the analysis and, of course, to the complexity of the situation for the library community.

We have already noted some of the limitations of the survey results for libraries in the methods section of this report (Part I, Section B). Although an adequate response rate to the survey was received, the sample size of the sector is reduced by 33% when organizations without professional librarians are removed from the database.[5] The findings presented in this section of the report, therefore, are based on the remaining 289 libraries (120 public, 84 academic, and 85 special libraries). Lastly, although the survey was designed to examine human resource issues primarily with respect to professional librarian staff, a few survey questions were asked about paraprofessional staff. The results from these questions are presented in Appendix C without further discussion.[6]

---

[5] The survey was designed to capture human resource issues primarily with respect to professional staff. Accordingly, only results for libraries with professionals are included in the analysis.
[6] The results for paraprofessional staff will be analyzed in more detail for the 8Rs final report on the library sector.

SECTION A: RECRUITMENT

I   Introduction

Recruitment represents the pivotal point of organizational entry for librarians. Decisions about what kind of skills, knowledge, and abilities are needed, and how best to design positions and then select librarians play a central role in building library human resources and, ultimately, in sustaining the library service. As libraries are confronted with increasingly complex economic, technical, social, cultural and political environments, they are challenged to find new and more integrated ways of structuring their human resource functions. Within this context, one of the most critical exercises of human resource management is to attract and develop a librarian workforce suited to the organization's unique needs and goals. For example, as jobs increasingly necessitate the ability to change and to learn new skills (i.e., skill flexibility), libraries are challenged to recruit to meet such flexibility needs.

The major goal of this section of the investigation is to determine the extent to which libraries are hiring new librarians and experiencing difficulties recruiting, and the major barriers to recruitment. Also included is an examination of recruitment as an 'input' into the broader human resource cycle of employment in comparison to librarian departures. These calculations estimate the growth, stability, or contraction of professional librarian staff occurring in the past year. The section concludes with an analysis of the match between the competencies needed by libraries and their ability to fulfill these competencies when recruiting.

II   Recruitment Need, Ability, and Activity

Figure 2.1 presents responses to the question asking whether the organization's need to hire new librarians has increased, decreased, or remained stable compared to 5 years ago. The results suggest a stable need for hiring over the past five years for most libraries and for most library sectors. The majority of public and special libraries reported little change in their need to hire new professional librarians over the past five years (56% and 66%, respectively). Still, a significant minority of these sectors indicated an increased need to hire (41% of public and 27% of special libraries). Academic libraries were somewhat more likely than the other two sectors to report an increased demand, with half stating that their need

to hire new professional librarians has increased over the past five years. Only 7% of the total sample experienced a decreased need to hire new professional librarians in the past 5 years, with little variation across library sectors.

Figure 2.1: Demand Change for Need to Hire Professional Librarians[1] by Library Sector
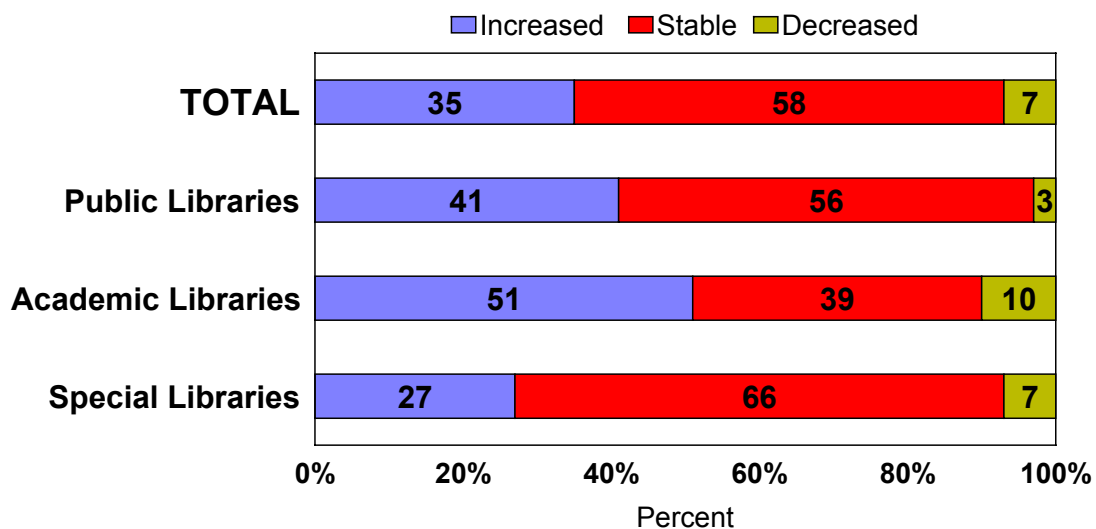
Source: 8Rs Canadian Heritage Human Resource Survey
[1] Based on responses to the question "Has your organizations need to hire new professional librarians increased, decreased, or remained stable compared to 5 years ago?"

Whether this increased need to hire is to fill job vacancies that have been left open for some time (due to earlier hiring freezes and downsizing in the 1990s), or the need exists to fill recent job vacancies (due to departing librarians or newly created positions), is not clear. However, since another question asking about whether the need for more librarians has increased in the past 5 years (see Figure 2.21) indicated an even higher need than revealed in Figure 2.1, we can assume that the data presented here represent the need to hire for actual position openings and do not reflect the fact that libraries could simply benefit from having more staff.

Libraries' ability to recruit adds another dimension to our understanding of their hiring experiences. As Figure 2.2 demonstrates, the majority of libraries currently experience

relative ease in recruiting compared to five years ago. Seven in ten organizations report that their ability to recruit is either the same or better than it was 5 years ago. It is still noteworthy, however, that 3 in 10 are finding recruitment more difficult. These findings are generally applicable to all three library sectors.

Figure 2.2: Current Ability to Recruit Compared to 5 Years Ago[1] by Library Sector
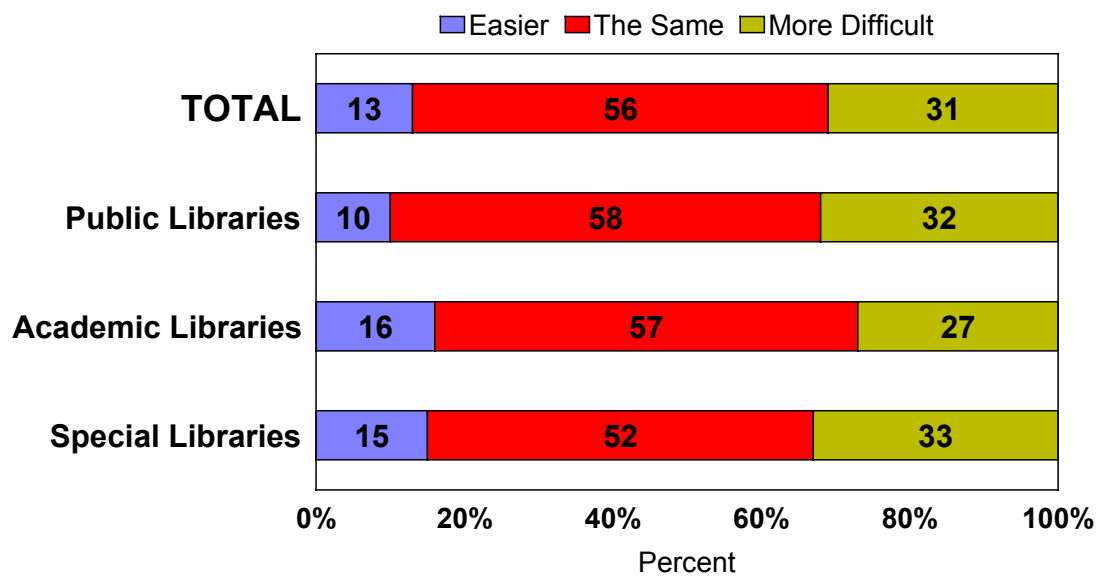
Legend: Easier ▪ The Same ▪ More Difficult

Sector	Easier	The Same	More Difficult
TOTAL	13	56	31
Public Libraries	10	58	32
Academic Libraries	16	57	27
Special Libraries	15	52	33

Percent

_____

Source: 8Rs Canadian Heritage Human Resource Survey
[1] Based on responses to the question "On a scale of 1 to 5 (with '1' representing "much easier" and '5' representing "much more difficult"), how would you rate your organization's ability to recruit qualified professional librarians compared to five years ago?" Responses of '1' and '2' and '4' and '5' have been combined and presented in this figure.

Difficulties recruiting were not found to correlate with the need to recruit. Of those libraries indicating an increased need to hire, only 28% report that recruitment is more difficult than it was 5 years ago. Among those with a stable or decreased need, 32% consider their ability to recruit more difficult than 5 years ago. Hence, experiencing more difficulties recruiting does not appear to stem from an increased demand to hire librarians.

In fact, academic libraries, which were more likely to report an increased need to recruit than public and special libraries, were marginally less likely to experience difficulties recruiting. While many factors may account for this, it is noteworthy that academic libraries

were twice as likely as public libraries and more than four times as likely as special libraries to have changed their recruitment strategies in the past year because their usual methods were not attracting a sufficient pool of qualified librarian applicants (see Appendix Figure B.1). Of the changes made, the most commonly cited involved organizational restructuring by improving personnel policies, by changing job descriptions or by reclassifying positions to reduce the rigidity of competency requirements. Other changes involved more proactive promotion of the library or advertising for positions, with some increased use of electronic advertising.

Having examined the relative need to recruit and the extent of recruiting difficulties experienced by Canadian libraries, Table 2.1 presents the actual recruitment activity among libraries, including the percentage of libraries and library sectors recruiting new librarians in the past year, the proportion of all current librarians who are new recruits, the mean number of new recruits per library, and the mean age of newly hired professional librarians.

In total, 36% of libraries hired at least one librarian in the past year. Academic libraries, which were more likely to have an increased demand, were also more likely to have hired new librarians (46%). Conversely, special libraries were significantly less likely to have indicated an increase in demand and to have recruited in the past year (16%). Few sector differences are observed for the proportion of new recruits to all librarians (column 2), but again we see special libraries recruiting fewer librarians per organization (column 3). Part of this difference is likely attributable to the size of special libraries, which are often smaller.

Table 2.1: New Professional Librarian Recruits[1] by Library Sector

Library Sector	% Orgs. w/ New Recruits	New Recruits as % of Total Librarians	Mean # Recruits Per Org.[2]	Mean Age of New Recruits
TOTAL	36	10	3.0	37
Public Libraries	42	10	3.2	35
Academic Libraries	46	10	3.6	38
Special Libraries	16	7	1.0	39

Source: 8Rs Canadian Heritage Human Resource Survey
[1] Includes new professional librarians hired in the past year (between January 1, 2002 and December 31, 2002).
[2] Among organizations that have recruited new professional librarians only.

Table 2.1 also presents the average age of newly recruited professional librarians. The age profile of new recruits is not surprising, given that MLIS graduates tend to be older than other Master's' students (over 50% of North-American MLIS graduates are over 35 years of age; ALISE, 2001). The somewhat older age of new recruits has both positive and negative implications for human resource planning. First, the age profile of new librarians suggests a certain maturity that should play into easier adjustments to the workplace when hired. Further, since most recent MLIS graduates appear to have some library experience (Schrader, 2002), transitions into the workplace should be relatively smooth. On the other hand, a later start in the career cycle creates abbreviated careers and abridged opportunities for leadership grooming.

Further analysis combines findings on the need to recruit, the ability to recruit, and whether or not an organization has recruited into four major recruitment patterns. Figure 2.3 presents the percentage of libraries within each of the four major types of recruitment patterns for the total sample of libraries and for each library sector.

The most common recruitment pattern (pattern 1) is that of a stable or decreased need to recruit compared to five years ago, coupled with no recruitment in the past year. This typology characterizes 47% of all libraries and, notably, 64% of special libraries. About one in five of these libraries experienced difficulty recruiting.

The second most prevalent recruitment pattern is exhibited by 23% of libraries (pattern 2); these libraries have a greater need to recruit compared to five years ago and have hired in the past year. Academic libraries are the most likely sector to fit this pattern (34%), followed closely by public libraries (28%). Notably, only 13% of these libraries reported having a 'poor' ability to recruit.

> **Canadian libraries can be characterized by one of two major recruitment patterns: Most have a stable or decreased need to recruit and are not recruiting, but a significant minority have an increased need to hire, have hired new librarians in the past year, and, for the most part, have not experienced recruitment difficulties.**

While only a small percentage (16%) of libraries have an increased need to hire but have not hired (pattern 3), this is an important typology since this pattern potentially represents an unfilled demand for new librarians. This is also the most likely group of libraries to indicate that they are experiencing difficulties recruiting, with one-third reporting a 'poor' ability to recruit. Further analysis revealed that 83% of these libraries cited budget restraints as a significant barrier to recruitment (compared to 60% for the total sample--See Figure 2.4).

Lastly, 14% of libraries had a stable or decreased need to hire, but still hired librarians in the past year. Few sector differences are evident for this recruitment typology.

These findings portray the general landscape of recruitment in Canadian libraries, and in doing so reveal great variation across and within library types. Given the variability in recruitment needs and experiences, a sector-wide call to modify recruitment strategies would be inappropriate. Having said this, however, distinct library sectors (e.g., special libraries, small public libraries in remote areas) could collectively look at strategies to improve their recruitment prospects and to communicate their particular circumstances to government and funding agencies.

Figure 2.3: Current Need to Recruit[1], Whether or not Recruited in Past Year[2] and Ability to Recruit[3] by Library Sector
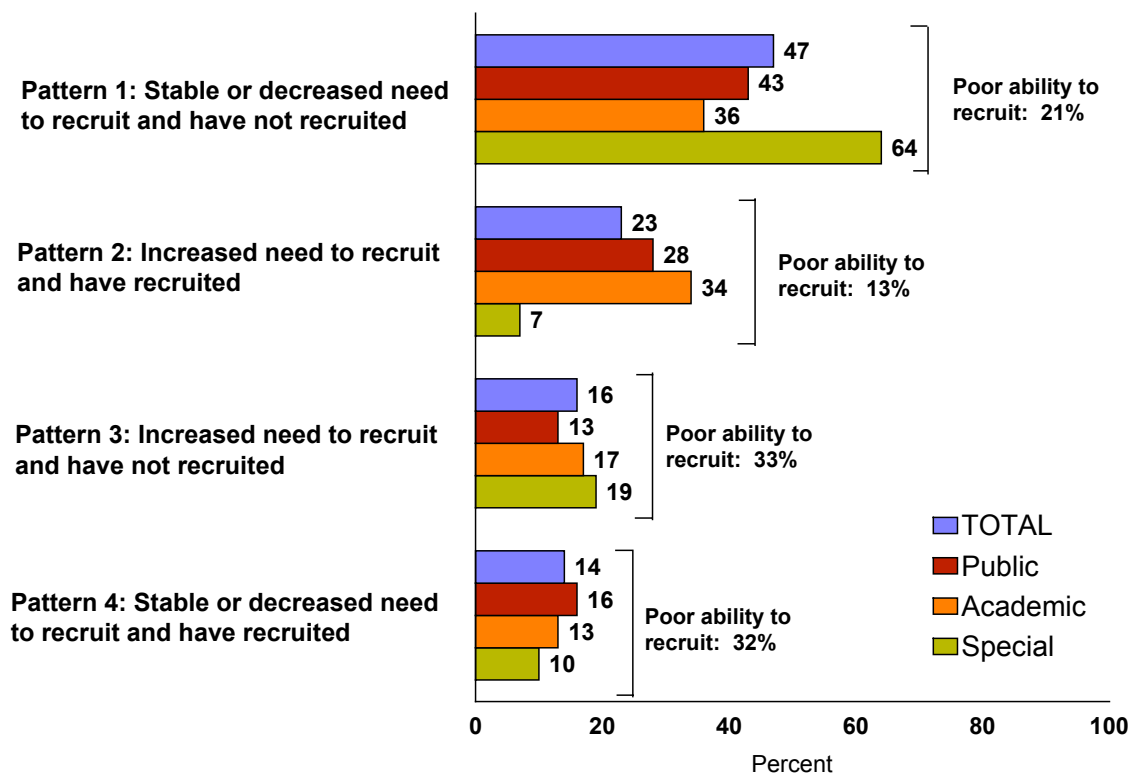
Pattern 1: Stable or decreased need to recruit and have not recruited
- 47
- 43
- 36
- 64

Poor ability to recruit: 21%

Pattern 2: Increased need to recruit and have recruited
- 23
- 28
- 34
- 7

Poor ability to recruit: 13%

Pattern 3: Increased need to recruit and have not recruited
- 16
- 13
- 17
- 19

Poor ability to recruit: 33%

Pattern 4: Stable or decreased need to recruit and have recruited
- 14
- 16
- 13
- 10

Poor ability to recruit: 32%

Legend:
- TOTAL
- Public
- Academic
- Special

Percent (0, 20, 40, 60, 80, 100)

_____

Source: 8Rs Canadian Heritage Human Resource Survey

[1] Based on responses to the question "Has your organizations need to hire new professional librarians increased, decreased, or remained stable compared to 5 years ago?"

[2] Includes new professional librarians hired in the past year (between January 1, 2002 and December 31, 2002).

[3] Based on responses to the question "On a scale of 1 to 5 (with '1' representing "much easier" and '5' representing "much more difficult"), how would you rate your organization's ability to recruit qualified professional librarians compared to five years ago?" Responses of '4' and '5' have been combined and presented in this figure.

Most academic libraries do not appear to be experiencing grave recruitment problems even though they are recruiting at a higher rate than the other two sectors. Similarly, most special libraries are not facing a difficult recruitment situation, but this is because they do not appear to have the need to hire new librarians. Public libraries illustrate both of these recruitment scenarios; they are less likely than special libraries to have a stable or reduced need to recruit and are recruiting at a slightly lower rate than academic libraries. Furthermore, recruitment recommendations for the 16% of libraries that have a need to recruit but are not hiring may be superfluous since their difficulties often stem from the

financial inability to hire. Rather, this group might benefit by looking beyond recruitment to decisions around such opportunities as restructuring of positions and training and development of the current staff complement.

III   Barriers to Recruitment

The above results provide some clues about which libraries are experiencing recruitment difficulties. A series of questions asking specifically about the barriers to recruiting permits a causal analysis of major reasons why libraries are facing difficulties recruiting. Respondents were invited to indicate the extent to which a list of 15 items prevented them from hiring qualified professional librarians. Figure 2.4 below presents the percentage of respondents indicating the most commonly reported barriers (i.e., a barrier "to some" or "to a great extent"), for the total sample, for libraries that have recruited new librarians in the past year, and for those that have not recruited (see Appendix Tables B.2, B.3, and B.4 for library sector results of all 15 barriers by ability to recruit). These data allow us to distinguish between barriers to recruitment among libraries that have recruited and among those that have not recruited. These barriers take on a different meaning when they are interpreted within a scenario of hiring versus a situation where they have not been able to (or not needed to) recently hire librarians. Indeed, the results presented in Figure 2.4 illustrate that libraries that have hired in the past year experience different barriers to recruiting than those that have not hired.

A quick glance at Figure 2.4 reveals that the major barriers are environmental or monetary, for which little can be done, at least within the realm of human resource planning. Budget restraints present a significant barrier to recruiting for 60% of organizations. As might be expected, budgets were cited as a barrier by 74% of libraries that had not recruited new librarians in the past year, compared to only 40% among those who had recruited. These findings suggest that many of the libraries not hiring new librarians in the past year were not able to because of insufficient financial resources and not because they did not have a need to hire.

Figure 2.4: Most Significant Barriers to Recruitment[1] by Whether or Not Recruited in Past Year
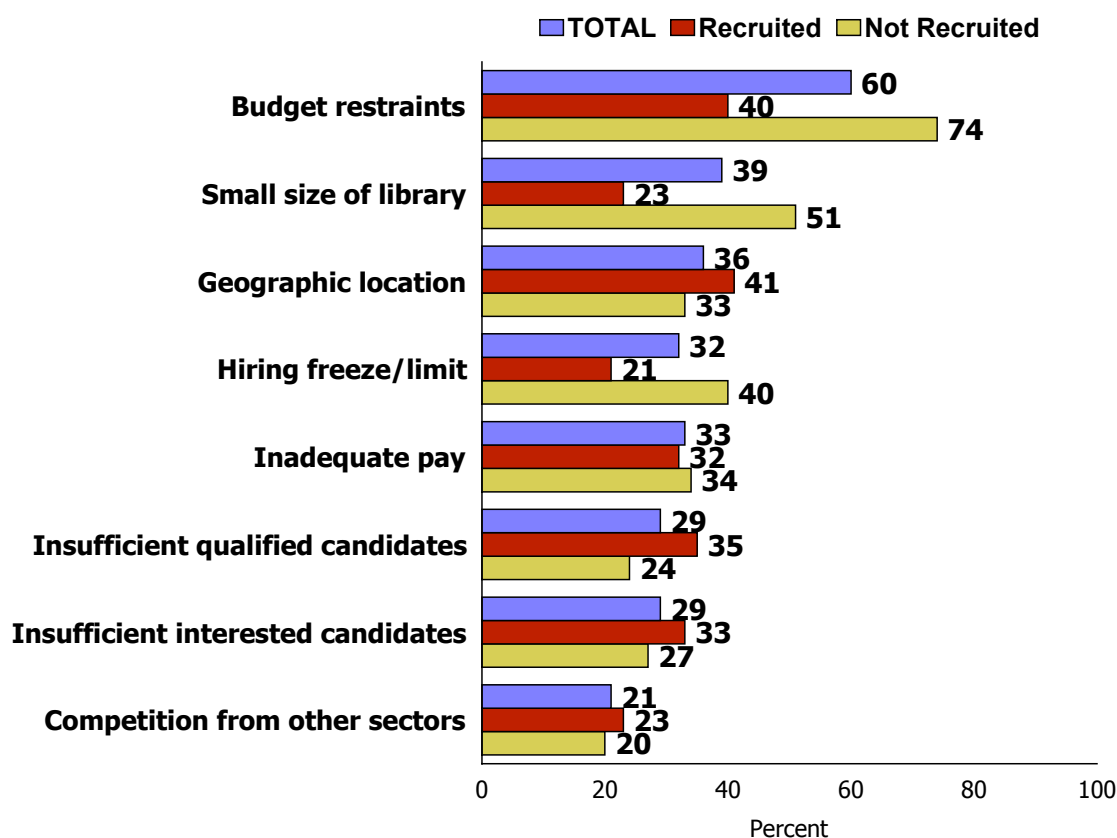
Legend: ■ TOTAL ■ Recruited ■ Not Recruited

Barrier	TOTAL	Recruited	Not Recruited
Budget restraints	60	40	74
Small size of library	39	23	51
Geographic location	36	41	33
Hiring freeze/limit	32	21	40
Inadequate pay	33	32	34
Insufficient qualified candidates	29	35	24
Insufficient interested candidates	29	33	27
Competition from other sectors	21	23	20

Percent (x-axis: 0, 20, 40, 60, 80, 100)

_____

Source: 8Rs Canadian Heritage Human Resource Survey
[1] Respondents were asked to indicate, on a 1 to 5 scale (with '1' meaning "to no extent" and '5' meaning "to a great extent"), the extent to which each of 15 issues prevented them from hiring qualified professional librarians. Scores of '4' and '5' have been combined and presented in this figure for the most significant barriers.

Barriers to recruitment vary depending on whether or not the library has hired new librarians in the past year. Libraries with new recruits report geographical location, inadequate pay, and an insufficient pool of qualified and interested candidates as barriers. Conversely, budget restraints, the small library size and a hiring freeze are the major barriers to recruiting among libraries that have not hired in the past year.

Further data provided in Figure 2.4 suggest that many of those not hiring are also prohibited from doing so because they were working under a hiring freeze or limitation (40%) or experienced the small size of their library as a significant barrier (51%). In contrast, geographic location stands out as a barrier for a significant minority of hiring libraries (41%), followed by an insufficient pool of qualified applicants (35%), and an insufficient pool of interested applicants (33%).

It is worth noting, as an aside, that similar proportions (one-third) of libraries that indicated inadequate pay as a barrier to recruitment also reported that their salaries were not competitive (results not shown in figure or table). Yet libraries reporting that their salaries were not competitive were less likely (than those reporting competitive salaries) to have recruitment strategies other than salaries in place to attract candidates to professional librarian positions. For libraries without competitive salaries, only 38% had other recruitment strategies to attract strong candidates, compared to 58% of those with competitive salaries. Again, we see a pattern of hiring practices based on financial ability rather than on need.

The total sample results on recruitment barriers mask significant library sector differences. Table 2.2 presents library sector results for the most important recruitment barriers.

First, the majority of libraries in each sector noted budget restraints as a barrier to recruitment. Special libraries are most likely to indicate that the small size of the library and an organizational hiring freeze are important barriers to recruiting. Otherwise, public libraries report experiencing a greater number of barriers than do the other sectors. A larger proportion of public libraries indicated that geographical location, inadequate pay, an insufficient pool of qualified or interested applicants, and competition from other sectors as important barriers to their recruitment of qualified professional librarians. Academic libraries are likely the strongest competitors for librarians faced by public libraries, but within the sector it is also likely that candidates often favour large urban public libraries over smaller and more remote libraries. Many of these barriers are also interrelated. For example, perhaps poor geographical location and non-competitive salaries reduce public libraries' ability to be competitive for librarians, which in turn results in an insufficient pool of interested (and to a lesser extent qualified) librarian candidates.

The results in Table 2.2 clearly support the conclusion that not only are academic libraries less likely to experience difficulties recruiting (Figure 2.2), but they tend to experience fewer barriers to recruiting. Further, public libraries are less likely than academic libraries to be able to successfully recruit new librarians. Special libraries are also less likely than academic libraries to report having a good ability to recruit, but they are facing fewer barriers to recruitment than are public libraries.

Table 2.2: Most Significant Barriers to Recruitment[1] by Library Sector

Recruitment Barrier	Percent			
	Total Sample	Public Libraries	Academic Libraries	Special Libraries
Budget restraints	60	55	62	68
Small size of library	39	38	30	51
Geographic location	36	51	30	19
Hiring freeze/limit	32	25	35	41
Inadequate pay	33	47	22	25
Insufficient pool of qualified applicants	29	36	22	25
Insufficient pool of interested applicants	29	43	21	18
Competition from other sectors	21	31	18	11

Source: 8Rs Canadian Heritage Human Resource Survey
[1] Respondents were asked to indicate, on a 1 to 5 scale, the extent to which each of 15 issues prevented them from hiring qualified professional librarians. Scores of '4' and '5' have been combined and presented in this table for the most significant barriers.

It is interesting that although 29% of libraries considered an insufficient pool of qualified applicants to be an important barrier to their successful recruitment, only a very small minority (6%) felt that applicants were less qualified than they were five years ago (Figure 2.5). The findings suggest that, of the 29% of libraries reporting an "insufficient pool of

qualified applicants" as a barrier to recruitment, a greater proportion based this response on a numerical deficiency in the applicant pool rather than on the poor quality of the pool.

Figure 2.5: Applicant Ratings Compared to 5 Years Ago[1] by Library Sector
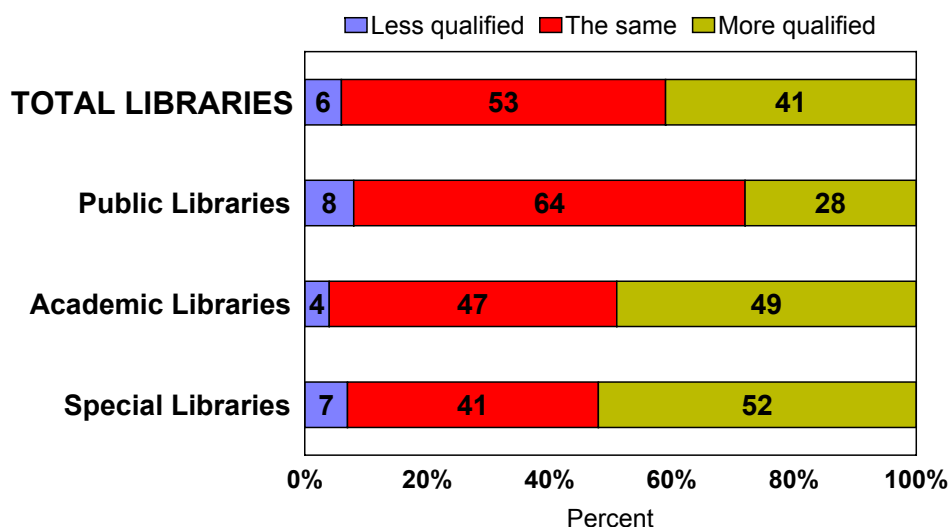
Legend: ▢ Less qualified ▮ The same ▮ More qualified

Library Sector	Less qualified	The same	More qualified
TOTAL LIBRARIES	6	53	41
Public Libraries	8	64	28
Academic Libraries	4	47	49
Special Libraries	7	41	52

Percent (0% – 100%)

_____
Source: 8Rs Canadian Heritage Human Resource Survey
[1] Responses to the question: "On a scale of 1 to 5 [with '1' representing "much less qualified" and '5' representing "much more qualified"], how would you rate the general qualifications of applicants for professional librarians positions compared to 5 years ago?" Scores of '1' and '2', and '4' and '5' have been combined and presented in this figure.

IV   Numerical Librarian Supply

The data presented so far in this report demonstrate that a minority of libraries have recruited new librarians in the past year. But how do these new recruits influence the overall numerical supply when departures are factored into the equation? In other words, do the total librarian 'inputs' and 'outputs' into the library system suggest sector growth, stability, or contraction?

Table 2.3 presents the net gain or loss between the number of librarians leaving and the number hired in the year 2002, for the total sample and for each library sector. These data allow us to determine the extent to which organizations are experiencing librarian mobility in

and out of their libraries as well as provide an estimate of expansionary (as opposed to replacement) hiring.

For the total sample, the difference between the number of librarians leaving and those being hired was +78, for a yearly growth rate in the librarian workforce of 2.4 percentage points. In terms of sector differences, net librarian growth was 45 in public libraries and 35 in academic libraries, but special libraries reduced their workforce by 2 librarians. These figures represent a growth rate of 2.9 percentage points for public libraries, 2.3 for academic libraries, and a loss rate of 1.4 for special libraries.

Table 2.3: Net Gain/Loss of Librarians[1] in Past Year by Library Sector

| | | Librarian Departing/Hiring Situation | | | | | |
| | | Orgs. without Departing nor Hiring New Librarians | | Orgs with Departing Librarians | | Orgs. Hiring New Librarians | |
Library Sector	Total Net Librarian Gain/Loss	% Orgs.	Net Libs.	% Orgs.	Lib. Loss	% Orgs.	Lib. Gain
TOTAL SAMPLE	**+78**	**50**	**0**	**42**	**-234**	**36**	**+312**
Public Libraries	+45	47	0	47	-113	42	+158
Academic Libraries	+35	39	0	51	-105	46	+140
Special Libraries	-2	66	0	26	-16	16	+14

Source: 8Rs Canadian Heritage Human Resource Survey
[1] Based on the difference between the number of librarians hired in the past year (between January 1, 2002 and December 31, 2002) and the number of librarians leaving the organization in the past year, which includes an estimate of retiring librarians based on retirements in past five years divided by 5.

It should be noted that this small growth represents a snapshot of one year and likely recaptures only part of the librarian shrinkage that occurred for much of the 1990s. Recently released data from Statistics Canada (2004) indicates that between 1991 and

2002, the number of librarian jobs shrank an average of 3.6% each year, equaling a total change of 33% fewer jobs in 2002 than ten years previously.[7]

The remaining figures in the table provide a more detailed picture of the circumstances under which librarian gains or losses were made in the year 2002. Exactly one-half of all libraries neither lost nor hired any librarians. Not surprisingly, special libraries were the most likely (66%) not to experience librarian mobility in or out of their organizations in the past year.

About four in ten libraries experienced departures, with a total of 234 librarians leaving among these organizations. And just over one-third (36%) of libraries hired 312 librarians. Academic libraries were the most likely to have librarians both leave their organizations (51%) and be hired (46%). Again, special libraries were the least likely to experience departures (26%) and hires (16%).

These results indicate overall sector growth of the number of librarians in the Canadian library system. But this growth is occurring disproportionately across sectors; while many public and academic libraries experienced growth in 2002, special libraries appear to have a more stable workforce. Further, the findings suggest that academic and public libraries have a much more dynamic librarian turnover rate than their stable special library counterparts. Hence, recruitment activity by public and academic library human resource departments must be more rigorous to accommodate the number of librarians entering and exiting their organizations.

The ability of the system to accommodate new librarians should also not be overlooked. From the perspective of the recent librarian graduate looking for work, the results are promising since it appears that the system is able to accommodate some growth, not solely by hiring to replace departing librarians, but also through the creation of new librarian positions.[8] Indeed, a review of MLIS graduate surveys reveals that they have had stronger

---

[7] Since Statistics Canada uses a much broader definition of "librarian" (e.g., it includes non MLIS graduates), comparisons between our findings and Statistics Canada's figures must be made with some caution.
[8] Given the contraction environment that characterized many libraries in the early to mid 1990s, these apparent new positions might simply be old positions that` have been vacant for some time, and only now are they able to be filled as hiring freezes are lifted and budgets improved.

recent success in obtaining work than they did in the early 1990s.[9] The likelihood of employment for recent graduates appears to be most promising in the academic and public sectors.

> **In 2002, public and academic libraries experienced net increases in their numbers of librarians, whereas special libraries experienced a small net loss. Public and academic libraries also have greater rates of librarian mobility than do special libraries.**

That the sector experienced expansion also has implications for the aging workforce and for the ability to compensate for retirements. If the growth continues at a similar rate as observed in 2002, the numerical loss of professionals from retirements should be offset (if retirements occur as is predicted in Section B, III).

All of these conclusions, however, need to be tempered with the understanding that a significant proportion of libraries have not experienced any librarian turnover in the past year. From the organization's perspective, human resource activity with respect to recruitment among these libraries need not be as rigorous. Instead, other aspects of human resource development in such areas as training, implementing new job strategies, or rethinking and then reconstructing librarian positions might help counteract the reality of having to provide services without the benefit of having new recruits. And from the point of view of recent graduates or currently employed librarians looking to change employers, opportunities to find employment are highly dependent upon the library where one is applying. A logical strategy would be to cast one's application net as wide as possible when looking for work in the library sector.

Overall growth in the number of librarians in the Canadian library system also has important implications for the age profile of librarians since new entrants inject a younger age demographic into the system. As older librarians exit the system and new young librarians enter, the continuation of an aging librarian demographic is curbed to some extent. But, again, since this growth falls after a decade of librarian cutbacks, expansion will need to

---

[9] For example, McGill reports 96% of 2002 graduates had found employment one year after graduating compared to 82% in 1994. Toronto graduates report similar placement levels; while only 66% of 1996 graduates were working in the field a year after leaving the school, 93% of those from the class of 2000 could make the same statement.

continue at a similar, or perhaps even greater, pace for several years before we see a significant limiting effect on aging. Indications are, however, that the majority of libraries feel an increased need for more librarians over the next five years (see Figure 2.21). Insofar as libraries are able to meet this increased need, then, we might project a future librarian age profile that is younger than is currently the case. This projected future is tenuous at this point given the many factors that play into libraries' ability to meet an increased demand (Figure 2.4). Still, this likelihood is the most plausible for academic libraries since they are experiencing higher numbers of librarian retirements and new recruits, and are in a better position, resource-wise, to fulfill an increased need for librarians.

These data provide a picture of the numerical relationship between the inputs and outputs of the librarian supply equation. The following section presents an analysis of the match between the librarian competencies needed by libraries and their ability to meet these demands when recruiting. Thus, the information permits an analysis of the match or mismatch between competency supply and demand.

V   Competency Supply/Demand Match/Mismatch

Respondents were provided with a list of 23 competencies and asked to rate the importance of each when making recruiting decisions as well as their ability to fulfill the competency. Figure 2.6 presents those competencies rated both as the most important and the most difficult to fulfill (see Appendix Table B.5 for results of all 23 competencies).

Figure 2.6: Most Important AND Most Difficult to Fulfill Competencies When Recruiting Librarians by Library Sector
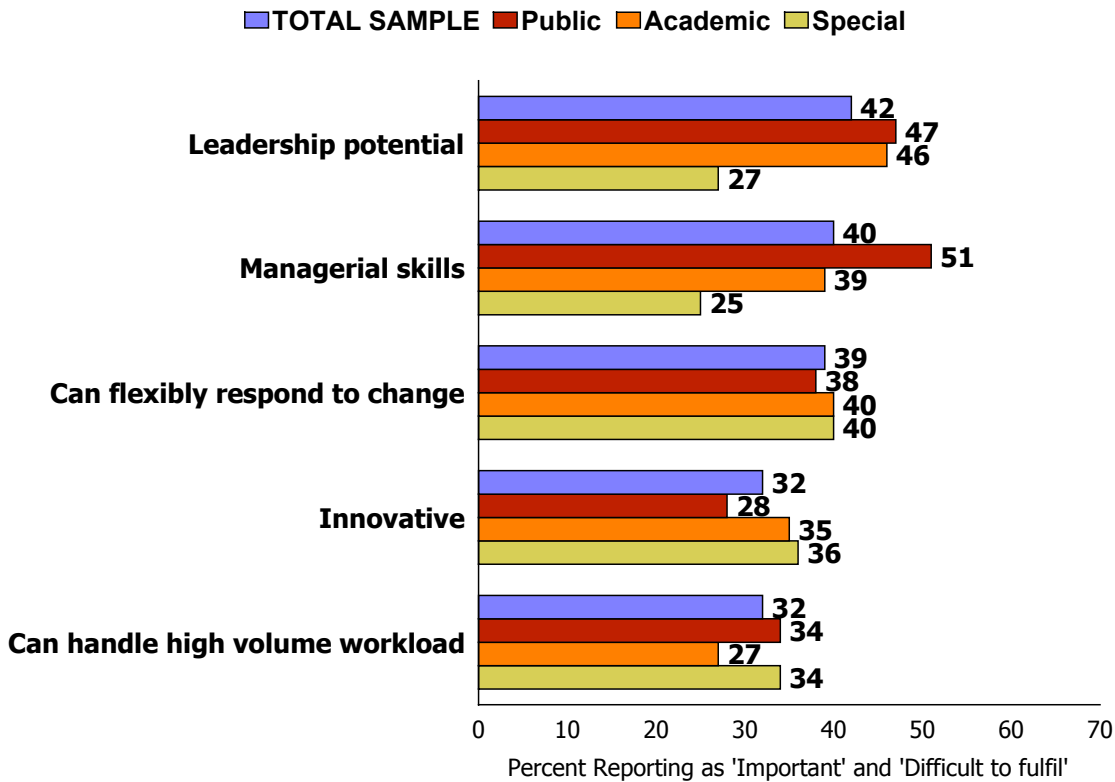
Legend: TOTAL SAMPLE, Public, Academic, Special

Competency	TOTAL SAMPLE	Public	Academic	Special
Leadership potential	42	47	46	27
Managerial skills	40	51	39	25
Can flexibly respond to change	39	38	40	40
Innovative	32	28	35	36
Can handle high volume workload	32	34	27	34

Percent Reporting as 'Important' and 'Difficult to fulfil'

Source: 8Rs Canadian Heritage Human Resource Survey
[1] Respondents were asked to rate the importance of each competency on a 1 to 5 scale when making hiring decisions about professional librarians and their level of difficulty in fulfilling these competencies. Respondents indicating the competency as important AND difficult to fulfill are presented in this figure.

> **The literature cites two common definitions for leadership skills and management skills, respectively.**
>
> **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.**
>
> **Management involves structuring one's own activities and those of others; coordinating the use of resources to maximize productivity and efficiency. Areas of concern include personnel (including staff development), planning and budgeting, and operations. (Young, Powell, and Hernon, 2002)**

Leadership potential and managerial skills were the most important and most difficult to fulfill competencies reported by the largest proportion of libraries. While these skills are viewed as important and difficult to fulfill by academic and especially public libraries, the same cannot be said for special libraries. Roughly equal proportions of public, academic and special libraries noted that the ability to respond flexibly to change was an important competency that was difficult to fulfill. The importance of this competency is not surprising given the dynamic and changing nature of libraries and librarianship in the past decade. Ability to innovative and to handle a high volume of work were viewed as equally important and difficult to fulfill competencies by just under one-third of libraries. Few sector differences are observed for these last two competencies.

> **When hiring, leadership potential, managerial skills, and the ability to respond flexibly to change are the most important and most difficult to fulfill competencies.**

SECTION B: RETIREMENT AND SUCCESSION PLANNING

I   Introduction

Many in the library community have expressed concern over the aging librarian demographic, particularly with respect to the number of retirements that are predicted to occur over the next five to ten years. Curran (2003), for example, has noted that the decreased capacity for hiring younger librarians over the last twenty years (due in part to sustained budget cuts) has created a situation where the majority of the librarian workforce is concentrated into an older age demographic, thus potentially creating a situation where a great number of professionals will retire within a short time period.

Estimates of the number of retirements vary greatly. According to Wilder (2003), 6.7% of Canadian librarians in research libraries will have reached retirement by 2005, an additional 21.8% by 2010, and 26.8% by 2015, for a total of 56.2% of the research library workforce over the next 15 years. Other estimates regarding retirement rates include 48% of librarians across the country by the year 2005 (Weiler, 2000), and 52% of Quebec librarians over the next fifteen years (Ramangalahy, Villalonga and Durocher, 2003). Comparisons between these projections are encumbered by differences in type of library or geographic area studied, but they do point out the variability in estimated retirements that library administrators have had to draw upon, no doubt adding to the confusion when developing human resource succession strategies.

Nevertheless, the available quantitative retirement research has fueled concerns about how libraries are going to replace their departing senior staff. Indeed, succession planning is emerging as a key concern in the library field: over the previous two years, Canadian professionals have coordinated conferences and workshops on the topic of succession planning.

Though succession planning began as a response to the replacement of key upper-level management librarians, recent publications and presentations have expanded this view to include planning for the replacement of librarian staff at all levels, as well as associate, or paraprofessional staff. Obvious reasons for this shift include first the acknowledgement that

senior librarians may hold non-management positions which also need to be filled when they retire. Second, succession planning is not always about replacing the same competencies held by retiring librarians. Given the rapidly changing roles and functions of staff, succession planning also needs to consider the possibility of restructuring positions that were once held by retiring librarians to reflect the current and future competency needs of libraries. Third, there is growing recognition that succession-planning needs to incorporate recruitment and training efforts and analyses of the functional requirements of librarians at all levels in the hierarchy, and not just at the end of librarian human resource cycle. As well, many of the paraprofessional library staff were hired in the same time period as librarians, are of the same age demographic, and are predicted to retire in similar numbers (Kalin, 2003). Lastly, much of the current literature on succession management reiterates the need for libraries to take a long-term view, and a proactive role in terms of planning their workforce needs (e.g., Whitmell, 2002). Conceptions of succession planning within the library field have thus migrated to an organization-wide approach.

Some support for the view that libraries are not prepared to replace upcoming retiring professionals can be found in a recent survey of 124 libraries conducted in 2002 (Summerfield, 2002). When asked about their level of preparedness for replacing retiring librarians, 21% of respondents felt "not at all prepared," and 53% felt "somewhat prepared." However, when asked about their strategies for succession planning, while a succession plan was the most frequently-stated response, "no strategies developed" was the second most frequently-stated response. Further, budget limitations and a lack of interested or qualified candidates lead the list of reasons for experiencing difficulty in replacing staff. The authors of the study note their results are "far from conclusive," and have suggested further investigation to provide more useful data.

Succession management is increasingly viewed as the responsibility of all involved within the library sector: individuals, institutions, and associations. In other words, there is a push for the profession as a whole to take on the issue of succession beyond simply the individual efforts of library institutions. But results from the CLA study suggest that many libraries are uncertain about the role that associations could play in fostering succession planning. When

asked about what the CLA could do to assist with addressing the situation, the most frequent response from the sample of libraries was "nothing."

The goal of the present study is not simply to 'predict' the size of the next wave of future retirements. While this is important information to garner, it is equally important to ground those numbers in the existing human resource conditions of Canadian libraries. The present retirement situation, including retirement events of the past five years, current succession planning preparedness, and perceptions of libraries' own ability to replace required competencies and barriers to this replacement will help lay the foundation for an informed understanding of how any retirement bulge will be experienced by the library sector in the future. These elements are examined in our analysis of retirements.

II   Current Retirement

Table 2.4 presents librarian retirements occurring within the past five years. Beginning with the total sample, one-third of Canadian libraries experienced retirements over the past five years, representing a loss of 13% of the total current professional librarian workforce. An average of 4.2 librarians retired within each library experiencing retirements (or 1.3 retirements for each library in the sample). Only 18% of special libraries experienced retirements in the past five years, representing 8% of the special librarian workforce, for an average of 1.2 librarians retiring from each special library with retirements. Academic libraries stand out as the most likely to have had retirements (44%) and have the greatest number of retiring librarians, at 7.4 librarians per organization. Public libraries were slightly less likely than academic libraries to experience retirements (38%) and had fewer librarians (2.6) retiring in each organization.

Table 2.4: Retirements in Past 5 Years by Library Sector

Library Sector	% Orgs. w/Retiring Librarians	Retirements as % of current Librarians	Mean # Retirements Per/Org.[1]	Age at Retirement		
				Before 65	65	After 65
TOTAL	**34**	**13**	**4.2**	**79**	**13**	**8**
Public Libraries	38	8	2.6	73	13	14
Academic Libraries	44	19	7.4	82	14	4
Special Libraries	18	8	1.2	88	0	12

Source: 8Rs Canadian Heritage Human Resource Survey
[1] Average retirements among organizations with retirements only. If the total sample is used as the denominator, average retirements per organization is 1.3.

A significant proportion (79%) of librarians retired before the age of 65, and only 8% retired after 65. Comparing across sectors, public librarians were the least likely to retire before age 65 (although this figure is still high at 73%), and most likely of the sectors to retire after age 65 (14%). Academic librarians were the least likely to retire after age 65 (4%), and special librarians were the most likely of the three sectors to retire before age 65 (88%). The rather large proportion of librarians retiring before age 65 may reflect a Canada-wide trend, where retirements are occurring, on average, at an earlier age (Gower, 1997). Given recent downturns in investments of retirement and pension plan holdings, whether the trend continues in the library sector remains to be seen. Simply put, older librarians may realize soon they are not able to afford to retire early.

Some of the sector variation in the age at which librarians are typically retiring can be explained by differences in retirement policies (Table 2.5). Forty-one percent of the total sample have an age-of-retirement policy, the majority (94%) stipulating 65 years of age as the maximum age of retirement. Academic and public libraries are the most probable of the sectors to have an age-of-retirement policy, which likely accounts for the larger proportion of

retirements occurring in these sectors at age 65, the most typical maximum age of retirement stipulated by policy[10].

Table 2.5: Retirement Policy by Library Sector

	Percent		
Library Sector	% Orgs. w/Age of Retirement Policy	Maximum Median Age of Retirement	% Orgs. w/Early Retirement Pack.
TOTAL	41	65	21
Public Libraries	41	65	11
Academic Libraries	49	65	34
Special Libraries	33	65	20

Source: 8Rs Canadian Heritage Human Resource Survey

Whether librarians are offered an early retirement package also correlates with actual early retirements taken. For example, Table 2.4 shows that public librarians were the least likely to retire before the age of 65 (73%) and, according to Table 2.5, public libraries were the least likely to offer an early retirement package 11%). Still, it is one thing to offer an early retirement package, but that offer still needs to be taken up by the librarians themselves. Hence, retirement policies appear to explain only part of the sector differences in age of retirement.

Other explanations for age of retirement can only be speculated upon at this point. For example, the large percentage of early retirements might be because the predominantly female professional librarian workforce may opt to retire at the same time as their older male spouses exit the workforce. Alternatively, staff who have remained at the same institution for most of their careers may be more inclined to retire earlier.

---

[10] Results on minimum age of retirement are not presented because of insufficient numbers or organizations reporting on this question.

III   Predicted Future Retirement

The retirement results presented so far tell us about what has occurred in Canadian libraries in the past 5 years. These data help in estimating what we might expect in terms of future age of retirements. Since the majority of librarians retired before the age of 65 (79%), predictive retirement models should provide at least two scenarios, one based on retiring at 60 and one at 65.

We use 2001 Statistics Canada data in the calculations of the proportion of current librarians expected to retire over the next ten years because of the greater reliability of these data and because not all libraries reported on age in this survey. Also, by using Statistics Canada data, comparisons in retirement predictions between all libraries, archives and museums are appropriate since they are all based on the same data source.

A couple of methodological caveats should be understood before presenting these figures. First, Statistics Canada's definition of librarians differs from the more rigorous definition used in this study and also includes school librarians. Second, we are unfortunately only able to provide an estimate of retirements over the next 10 years (and not a shorter-term picture of the next 5 years). Third, the estimates are somewhat imprecise since we calculate the predictions using age ranges (e.g., 45 to 54 years of age and 55 to 64 years of age) and can only provide retirement estimates for those who have retired or are eligible to retire. Using age ranges also precludes the ability to provide predictions based on different retirement ages. Rather, we are forced to assume a minimum eligibility age of retirement of 55 years of age, resulting in an overestimation of the actual retirements that will take place over the next ten years.

According to the 2001 Statistics Canada census, 3,486 current librarians are predicted to retire or to be eligible to retire by 2011. This represents 31% of the current librarian workforce retiring over the next ten years.

Clearly, academic libraries have, on average, experienced the greatest number of retirements. But what are the expectations for retirements in the future? Since we are not able to categorize the Statistics Canada data into public, academic, and special librarians,

we use the survey data from this study to estimate retirements by sector, but again with some strong methodological warnings. First, we are only able to provide an estimate of retirements assuming a retirement age of 65. Given that during the past five years, 79% of librarian retirements occurred prior to age 65 (Table 2.4), the data presented below under-estimate retirements (whereas the Statistics Canada data over-estimate retirements). Further, the imprecise nature of the calculations used to estimate predicted retirements leaves some room to question the reliability of these findings. We, therefore, present these results only to demonstrate relative differences in the number of retirements expected to occur between public, academic, and special libraries.

With these limitations in mind, Figure 2.7 provides an estimate of the percentage of current librarians expected to retire over the next ten years, for the total sample and for each library sector. The data show that one in five current librarians are predicted to retire over the next 10 years. As we might predict, a greater proportion of academic librarians are expected to retire (25%) than are public (18%) and special librarians (16%).

In the past five years, about 13% of librarians retired. Future retirement estimates are that between 20% and 30% of the current librarian workforce will retire or be eligible to retire over the next ten years. This translates into an average of 2-3 librarians retiring in each institution.

Care must be taken when drawing upon these data to estimate retirements for individual institutions since they are; 1) sector-wide figures and 2) based on the sample average of 11 librarians per institution. A rough calculation can be derived, however, by applying to the retirement estimate, the ratio of the individual institutions' number of librarians to 11. For example, a library with 20 librarians would double the estimate to 4-6 librarians retiring over the next decade. Similarly, a library with only 5 librarians can expect, on average, half the number of retirements (1-2).

Figure 2.7: Estimated Percentage of Current Librarians Retiring Over Next Ten Years[1] by Library Sector (2003 to 2013)

Library Sector	Percent
TOTAL	21
Public Libraries	18
Academic Libraries	25
Special Libraries	16

Percent
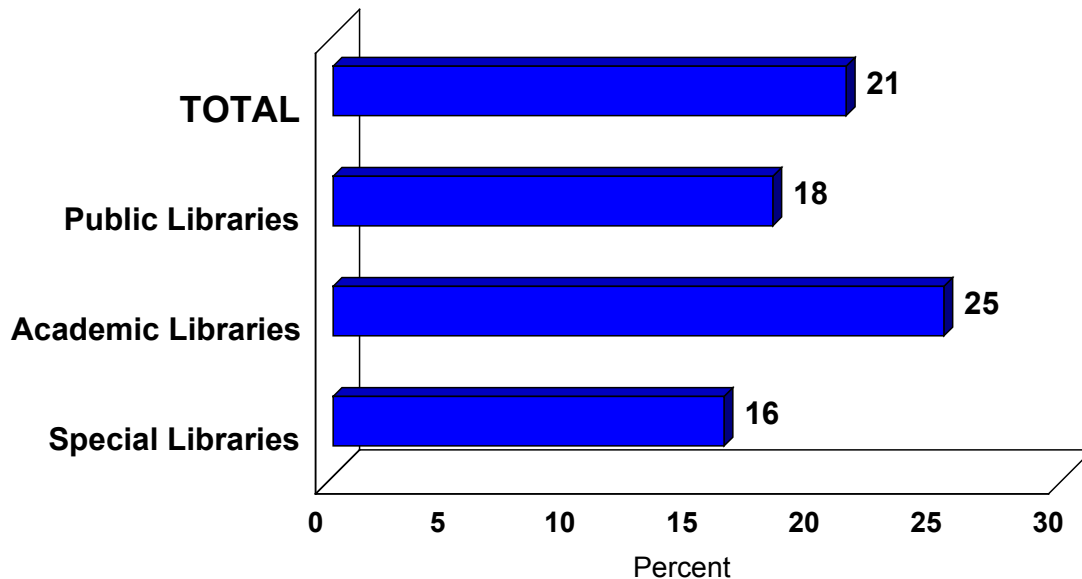
Source: 8Rs Canadian Heritage Human Resource Survey
[1] Based on proportion of librarians currently over 55 years of age and assuming an age of retirement of 65 years of age.

At a broad level, the number of retiring librarians appears to be of consequence for human resource planning within the library sector as a whole. However, if the number of retirements is calculated for each individual library, a very different picture emerges. Given that there are 260 libraries in the sample that provided age information and that 463 of their librarians are expected to retire over the next 10 years, we can further estimate that each Canadian library can expect to have an average of 2 librarians retire over the next decade (463/260). A similar estimate is calculated for public libraries, but 3 librarians per academic library are predicted to retire and less than 1 per special library.

These two levels of analysis clearly present two very different perspectives on retirements; one for the library sector as a whole and the other for individual libraries. When retirements are viewed at the industry level they are considerably more alarming than they are for individual libraries. But, the individual library must interpret their few retirements within the

broader scope of the industry. Two or even three retirements over the next 10 years may not present a human resource crisis for any individual library; however, when retirements are occurring at a similar rate across the sector, competition for replacing the lost knowledge and skills becomes more severe. Further, retirements cannot be viewed in isolation but must be seen as part of the larger supply-demand nexus within any organization. If a single library can expect to have 2 librarians retire over the next 10 years, but they are also having trouble retaining librarians or are experiencing difficulties recruiting new librarians, the human resource loss from retirements is of greater consequence.

The numerical estimation of retirements, of course, says nothing about the qualitative aspects of human resource loss that occurs when librarians retire. Presumably, a good portion of retiring librarians are creating more than just empty positions, but they are generating a vacancy in important knowledge, skills and experience that individual libraries must replace. A series of survey responses presented in the next section about the ability to replace the lost skills, knowledge, and leadership qualities from departing senior librarians speaks precisely to this aspect of retirements.

IV   Succession Planning

To what extent are Canadian libraries planning for succession and to what extent do they anticipate having difficulties replacing critical competencies? By identifying the experiences of libraries in replacing core competencies and by revealing if libraries are proactively planning for succession, this section portrays the current state of the library sector's readiness to embrace the future retirement scenario.

Figure 2.8 presents the percentage of libraries reporting difficulties replacing the technical skills and knowledge and leadership qualities lost by departing senior professional librarians and those estimating an inadequate current pool of candidates eligible to replace these lost competencies in the future, for the total sample and for each library sector. Hence, the set of bars at the top of the figure represent historical difficulties experienced by libraries and the second set possible future difficulties.

Two major points can be made from the results presented in Figure 2.8. First, as a whole, libraries not only experienced greater difficulties replacing leadership qualities than skills

and knowledge lost from departing senior librarians, but they are more concerned about the inadequacy of their current pool of internal candidates in replacing leadership qualities than they are about replacing technical skills and knowledge. Second, special libraries are significantly more likely than the other two sectors to report that their current pool of internal candidates is inadequate to replace either the skills and knowledge or the leadership competencies lost when senior librarians leave their organizations.

Figure 2.8: Ability to Replace Skills/Knowledge and Leadership Qualities Lost from Departing Senior Librarians[1] by Library Sector
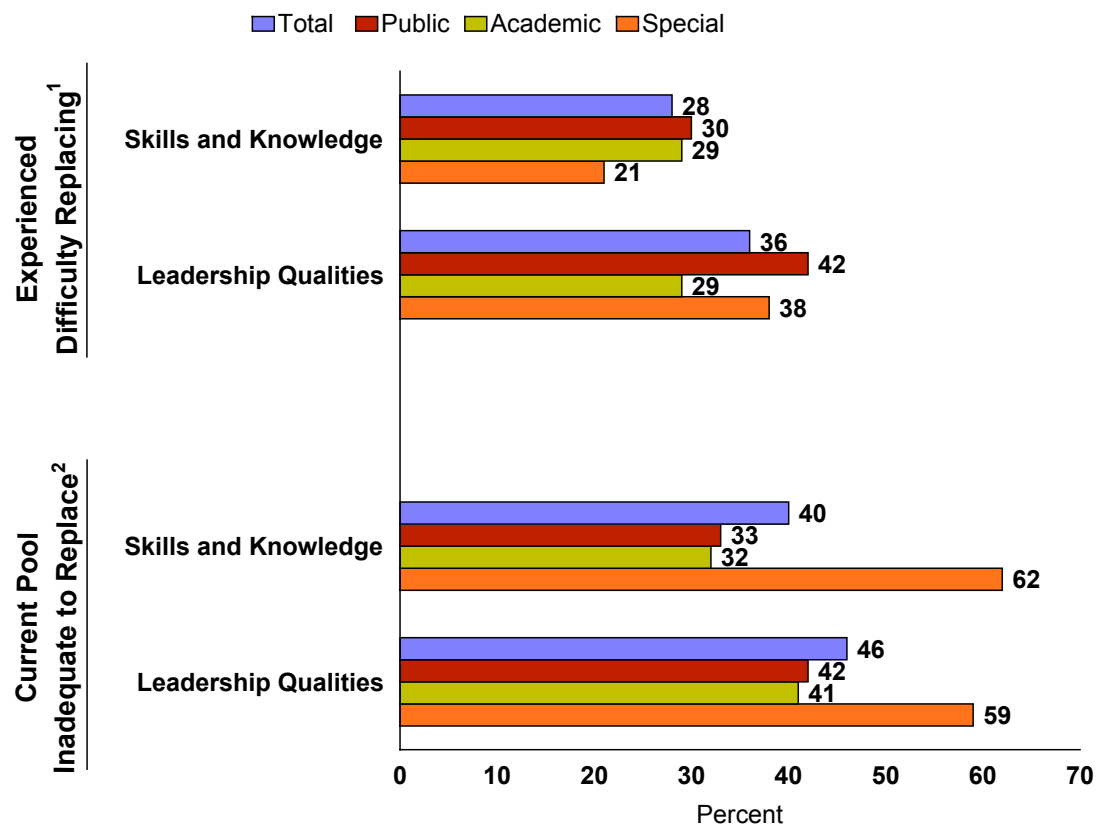
Source: 8Rs Canadian Heritage Human Resource Survey
[1] Based on 'yes' responses to the question: "Have you had any difficulties replacing the skills and knowledge and leadership qualities lost by departing senior professional librarians?"
[2] Based on responses to the question; "On a scale of 1 to 5 (where '1' represents "not at all adequate" and '5' represents "very adequate"), how adequate is your current pool of internal suitable candidates that could replace the skills and knowledge and leadership qualities lost by departing senior librarians?" Scores of '1' and '2' are combined and presented in this figure.

> **Libraries experienced greater difficulties replacing the leadership qualities lost when librarians retired than they did replacing their technical skills and knowledge. Anticipated future concern is also greater for leadership replacement than for skills and knowledge.**

Further analysis reveals some interesting, but somewhat counter-intuitive, findings. Libraries that did not experience retirements in the past 5 years were much more likely than those with recent retirements to perceive their current pool of internal candidates as inadequate (48% for skills and knowledge and 53% for leadership qualities among non-retirement libraries compared to 26% for skills and knowledge and 33% for leadership among libraries with retirements).

While the data do not provide an explanation for these findings, it is reasonable to presume that libraries with retirements are responding with reference to their actual experience in replacing lost skills, knowledge, and leadership capabilities, whereas those without recent retirement experience are basing their responses on speculation. Libraries that have replaced retiring librarians may be less concerned about future replacements, having successfully gone through the experience, compared to those without such experience. We might further speculate that libraries that have had librarians retire were successful in finding creative ways to accommodate these losses, such as by restructuring positions or by revisiting and then reformulating the competencies required to perform the position with the available pool of internal candidates in mind. A question remains from this analysis, however, as to whether or not libraries that have not replaced senior librarians have been influenced by discussions within the industry about concerns from retirements. This question may be particularly noteworthy among the special library community, which has experienced very low retirement rates, but is the most worried about their ability to replace senior librarians.

Figure 2.9 presents the barriers that are perceived as the most important obstacles to replacing competencies lost by departing senior librarians. These results illustrate a more logical correspondence (than discussed above) between whether the item is viewed as a barrier and whether or not libraries have experienced recent retirements. Among libraries

that have not experienced retirements, the most commonly-stated barrier was budget restraints, reported by 48% of these libraries. In contrast, an inadequate pool of qualified (49%) or interested (47%) candidates were the most often-cited barriers among libraries that have had librarians retire in the past five years, compared to only one-third of libraries without retirements. Other barriers that are reported more often by libraries with retirements include the inability to fast track strong candidates (41% compared to 25%), inadequate leadership or management (in-house) training (34% compared to 20%), inadequate leadership training in MLIS programs (27% compared to 16%), and the elimination of middle-level positions that serve as the training ground for senior positions (28% compared to 21%).

<div style="background-color:#F5B800; border:3px solid black; text-align:center; padding:10px;">

Figure 2.9: Most Important Barriers to Replacing Competencies Lost by Departing Senior Librarians for Libraries Experiencing and Not Experiencing Retirements
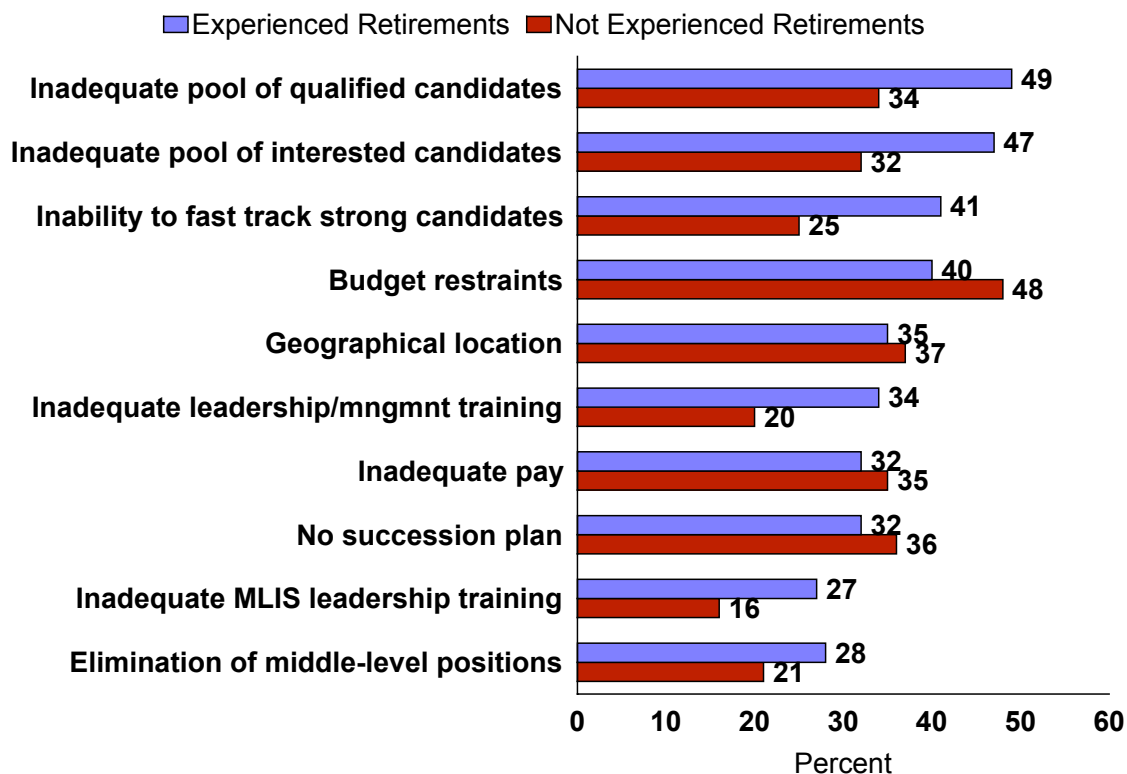
</div>

Legend: ■ Experienced Retirements ■ Not Experienced Retirements

Barrier	Experienced Retirements	Not Experienced Retirements
Inadequate pool of qualified candidates	49	34
Inadequate pool of interested candidates	47	32
Inability to fast track strong candidates	41	25
Budget restraints	40	48
Geographical location	35	37
Inadequate leadership/mngmnt training	34	20
Inadequate pay	32	35
No succession plan	32	36
Inadequate MLIS leadership training	27	16
Elimination of middle-level positions	28	21

Percent

Table 2.6 illustrates the significance of each recruitment barrier by library sector. Where sector differences exist, public libraries are often the most likely to report the item as a barrier. These include an insufficient pool of qualified and interested applicants, the inability to fast track strong candidates, geographical location, inadequate leadership or management training (in house), and inadequate pay.

Table 2.6: Most Important Barriers to Replacing Competencies Lost by Retiring Librarians by Library Sector

Recruitment Barrier	Percent			
	Total Sample	Public Libraries	Academic Libraries	Special Libraries
Insufficient pool of qualified applicants	41	43	38	41
Insufficient pool of interested applicants	38	48	35	25
Inability to fast track strong candidates	32	36	34	21
Budget restraints	44	44	44	44
Geographical location	36	47	31	23
Inadequate leadership /management training	26	31	23	21
Inadequate pay	33	46	23	25
No succession plan	35	36	31	37
Elimination of middle-level positions	24	18	30	25
Inadequate MLIS leadership training	21	17	22	26

Source: 8Rs Canadian Heritage Human Resource Survey
[1] Based on responses to the question: On a scale of 1 to 5 [with '1' meaning "not at all" and '5' meaning "to a great extent"], to what extent do the following items prevent your organization from replacing the competencies lost by departing senior professional librarians?" Responses of '4' and '5' are combined and presented in this table.

Figure 2.10 shows that only one in ten Canadian libraries currently has a plan to make provisions for the development and replacement of professional librarians over a period of

time and to ensure leadership continuity. But there are significant differences in the likelihood of having a succession plan between libraries that have experienced retirements in the past five years and those that have not. While one in five libraries with retirements have a succession plan in place, only one in twenty without retirements have such a plan. Public libraries that have experienced retirements are the most likely to have a succession plan (24%). Since academic libraries are the most likely to have experienced retirements and are predicted to experience the greater number of retirements in the next ten years, we would expect that a larger proportion than is the case (16%) would have a succession plan in place. Still, the findings suggest that experiencing retirements is a good predictor of whether or not a succession plan has been implemented.

Libraries with a succession plan were also asked about the adequacy of the plan and if the plan was long-term. The majority (64%) felt that their succession planning strategy was adequate, and 82% reported having a succession-plan that covers at least the next five years.

Figure 2.10: Organizations with Succession Plan for Organizations Experiencing[1] and Not Experiencing Retirements
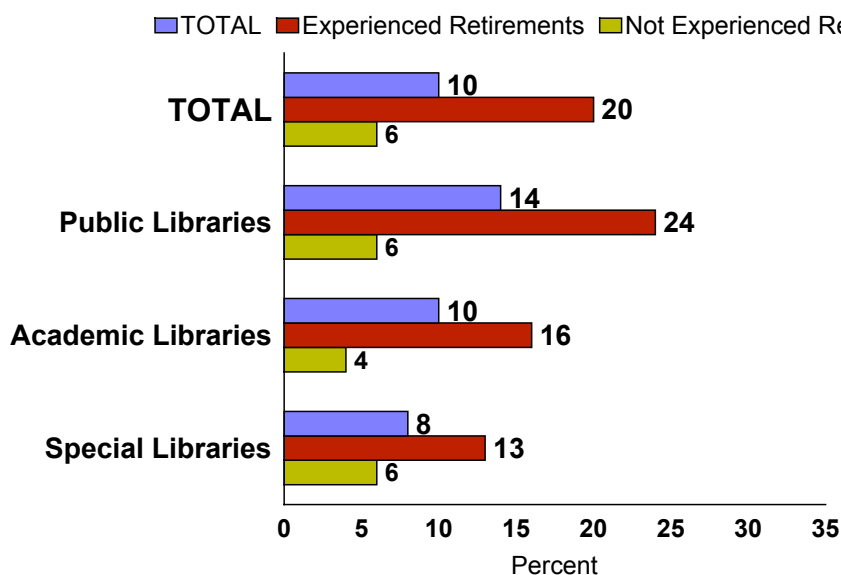
Legend: TOTAL, Experienced Retirements, Not Experienced Retirements

Category	TOTAL	Experienced Retirements	Not Experienced Retirements
TOTAL	10	20	6
Public Libraries	14	24	6
Academic Libraries	10	16	4
Special Libraries	8	13	6

Percent

SECTION C: RETENTION

I   Introduction

It is well known that librarians, particularly in academic libraries, tend to stay at the same workplace for many years, and sometimes for their entire careers. This longevity is, on the one hand, of benefit to libraries since it provides a certain level of human resource predictability. But a degree of turnover is also healthy, particularly in environments typified by innovation and change. As we will see, limited turnover also prohibits opportunities for promotion. The challenge for human resource managers is to establish a balance between staff stability and turnover, insofar as they are able.

Whether or not librarians stay at or leave their place of employment can also tell us something about their level of job satisfaction. Librarians are, indeed, often noticed to stay in their positions long-term, which has been found to be based on satisfaction with certain areas of library service. Findings from Millard's (2003) survey of academic librarians who had remained at a single institution for fifteen years or more suggest that commitment to librarianship as a career is a primary motivator for retention amongst this group.

But, the high proportion of women in the library workforce means that family responsibilities may have traditionally precluded them from changing jobs and inhibited their ability to capitalize on opportunities for career advancement elsewhere in the sector (Montgomery, 2002). Moreover, as noted by British researchers Usherwood, Proctor, Bower, Coe, Cooper, and Stevens (2001), staff retention can also occur by default because workers feel they do not have transferable skills or that few opportunities exist for them outside their current jobs.

The Association of Research Libraries' Ad Hoc Task Force on Recruitment and Retention Issues (2002) findings indicate that within academic libraries retention motivators differ throughout the course of an individual's career. Newer professionals may be more influenced by salary, job duties, professional development, and mentoring or by gaining additional credentials. With respect to career motivations for mid-career and senior professionals, the report states:

> Position responsibilities, salary and benefits, the work environment,
> relationships with colleagues, reputation of the library, and geographic
> location have a much higher impact on retention of librarians in mid-career,
> late-career, and management positions. (p. 13-14)

We address retention issues in this section of the report by examining respondents' perceptions about why librarians stay at their current organization and why they might leave. Also included is an analysis of promotional opportunities and barriers to promotions insofar as these factors are linked to job satisfaction and ultimately, retention. The section begins, however, with a numerical breakdown of librarian departure and turnover rates.

II   Librarian Retention

Table 2.7 displays the percentage of organizations that have had librarians leave in the past year and a breakdown of the proportion that voluntarily departed, involuntarily left, or had retired. In total, 42% of libraries in the sample had at least one librarian leave in the past year. Just under half of these left voluntarily, 17% left involuntarily, and 35% retired.

> **Two in every five libraries experienced a librarian departure in the past year: 48% left voluntarily, 17% left involuntarily, and 35% retired.**

In terms of sector differences, academic libraries were the most likely to have a librarian leave (51%), with the greatest proportion explained by retirements (52%). Forty-seven percent of public libraries had departures, but most of these were librarians voluntarily departing (58%). Only one-quarter of special libraries had at least one librarian depart in the past year, and again, the majority of these were voluntary (66%). These data depict strong sector differences in the reasons for librarian turnover. While retirement is unavoidable, the higher level of voluntary departures among public and special libraries is an issue that can be influenced by human resource policy and practices. It is well documented, for example, that turnover rates can be reduced by implementing alternative work practices such as teamwork, flexible job design, and team-work-based training (Morrissette and Miguel Rosa, 2003).

Table 2.7: Departing Professional Librarians[1] by Library Sector

Percent

Library Sector	Orgs. w/ Departing Librarians	Departure Circumstances		
		Voluntary Departure	Involuntary Departure[2]	Retirements[3]
TOTAL SAMPLE	**42**	**48**	**17**	**35**
Public Libraries	47	58	22	20
Academic Libraries	51	35	13	52
Special Libraries	26	66	12	22

Source: 8Rs Canadian Heritage Human Resource Survey
[1] Professional librarians leaving the organization in the past year (between January 1, 2002 and December 31, 2002).
[2] Involuntary departures may include dismissals or relocations to other institutions within the same larger organizational structure (e.g., secondments within government).
[3] Retiring librarians is an estimate and is based on the number who have retired over the past 5 years divided by 5.

Table 2.8 provides further evidence that turnover rates (not including retirements) are greater in public and special libraries than they are in academic libraries. Less than one-quarter of new recruits are expected to stay more than 10 years in public and special libraries compared to one-third of academic librarians. Public libraries are also more likely, than on average, to have experienced increased turnover rates compared to five years ago (20%), but, interestingly, they are no more likely to report being concerned about their turnover rates (20%) than on average (21%).

Table 2.8: Turnover Rates by Library Sector

| | Percent | | | | | |
| Library Sector | Average Length New Recruits Expected to Stay [1] | | | Current Turnover Rates vs 5 Years Ago[2] | | Concerned about Turnover Rates[3] |
	Less than 5 years	5 - 10 Years	More than 10 Years	Lower	Higher	
TOTAL	**32**	**41**	**27**	**13**	**16**	**21**
Public Libraries	31	46	23	11	20	20
Academic Libraries	30	35	34	12	15	19
Special Libraries	38	38	24	17	9	24

Source: 8Rs Canadian Heritage Human Resource Survey

[1] Based on responses to the question: "How long, on average, do you expect newly-hired, entry-level professional librarians to stay in your organization?"

[2] Based on responses to the question: "Compared to five years ago, are turnover rates (other than from retirements) lower, higher, or about the same among professional librarians?"

[3] Based on responses to the question: "On a scale of 1 to 5 [with '1' representing "strongly disagree" and '5' representing "strongly agree"], to what extent do you agree that turnover rates are not of great concern in our organization." Scores of '1' and '2' are combined and presented in this table.

Overall, however, the results presented in Table 2.8 do not paint a picture of great concern over turnover rates. More than two-thirds of new librarian recruits are estimated to stay at the same organization for at least 5 years. In today's labour market, these figures are quite remarkable. By comparison, 55% of new entrants into the Canadian labour market stay, on average, less than five years (Picot, Heisz, and Nakamura, 2001).

Since many Canadian libraries do not appear to be experiencing problems in retaining their librarian staff, it is useful to examine the reasons why librarians stay in their current organizations. Figure 2.11 represents the five most-often reported reasons why librarians stay for each library sector.[11] While public librarians are reported to stay because of the good area or community within which the library is located (40%), reasons that deal with the

---

[11] The findings on why librarians stay (Figure 2.11) and why they leave (Figure 2.12), should be interpreted with some caution since they are from the perspective of the organization (or the respondent completing the survey on behalf of the organization) and may differ from what librarians themselves would report.

work itself are more often cited by academic and special libraries. Nearly half of academic and special libraries indicated that their librarians stay because of the pleasant working conditions and a significant minority answered similarly with respect to staying because of interesting, challenging, or rewarding work.

Figure 2.11: Top 5 Reasons Librarians Stay at Current Organization by Library Sector
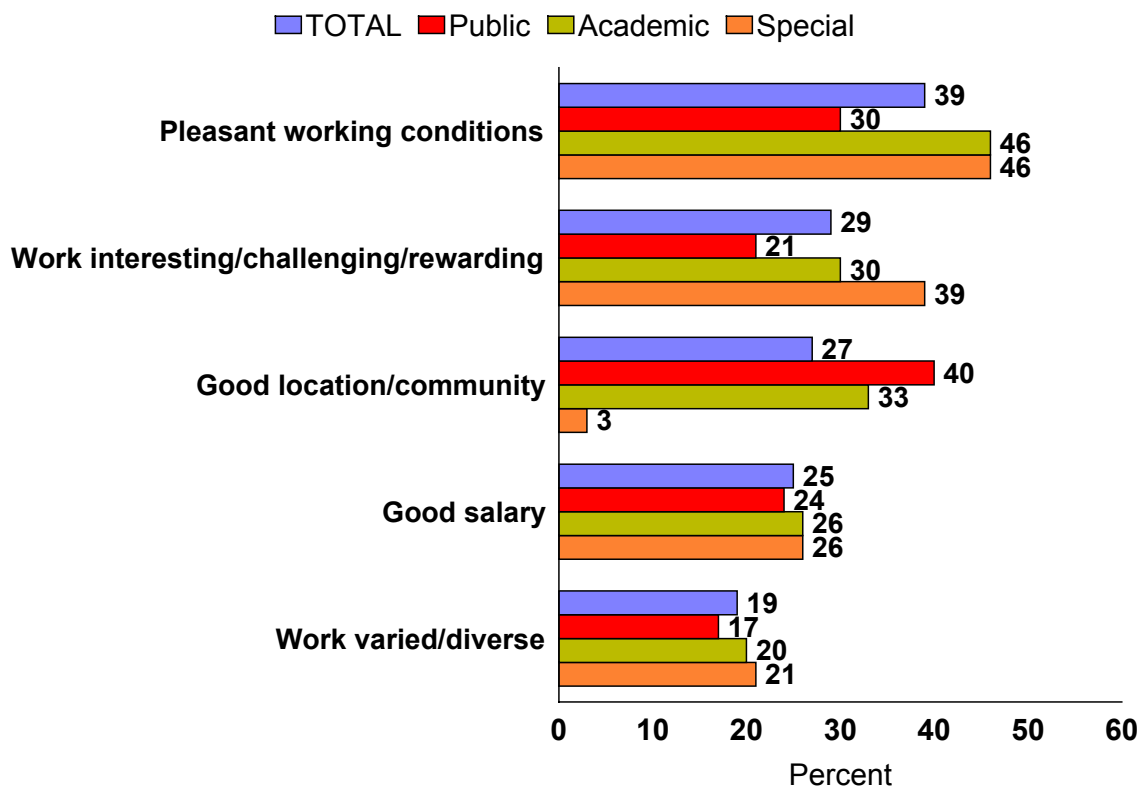
Legend: TOTAL, Public, Academic, Special

Reason	TOTAL	Public	Academic	Special
Pleasant working conditions	39	30	46	46
Work interesting/challenging/rewarding	29	21	30	39
Good location/community	27	40	33	3
Good salary	25	24	26	26
Work varied/diverse	19	17	20	21

(Percent)

_____

Source: 8Rs Canadian Heritage Human Resource Survey
[1] Categorized responses to the open-ended question: "What are the three major reasons why professional librarians stay at your organization?"

Interesting sector differences are also evident for the major reasons why librarians leave their organizations (Figure 2.12). Public and academic libraries were most likely to cite personal reasons for librarians leaving (43% for public and 51% for academic). A large proportion of public libraries, however, also noted that librarians left because of inadequate salaries (48%). Special librarians, on the other hand, appear to be leaving simply because they have found another job (sometimes specified as a better job, but most simply stated that they moved to another job).

Figure 2.12: Top 5 Reasons Librarians Leave Their Organization by Library Sector
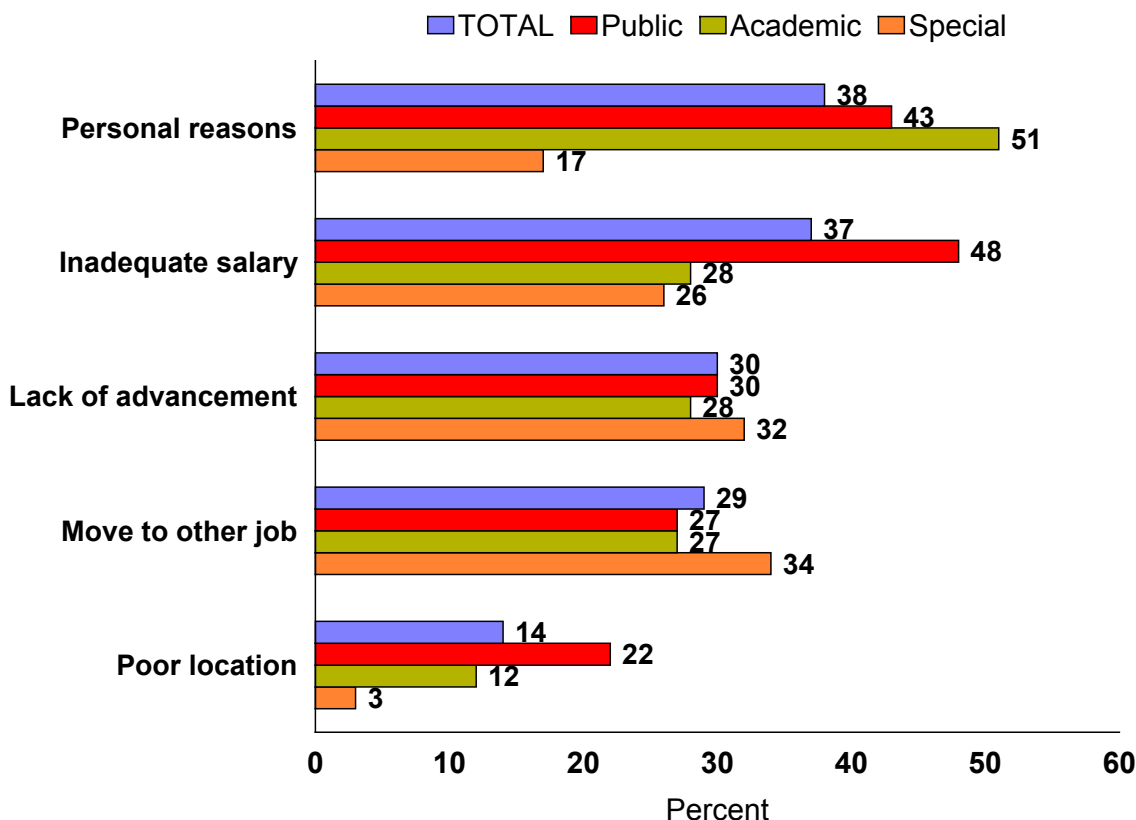
Legend: TOTAL | Public | Academic | Special

Personal reasons
- TOTAL: 38
- Public: 43
- Academic: 51
- Special: 17

Inadequate salary
- TOTAL: 37
- Public: 48
- Academic: 28
- Special: 26

Lack of advancement
- TOTAL: 30
- Public: 30
- Academic: 28
- Special: 32

Move to other job
- TOTAL: 29
- Public: 27
- Academic: 27
- Special: 34

Poor location
- TOTAL: 14
- Public: 22
- Academic: 12
- Special: 3

Percent (x-axis: 0, 10, 20, 30, 40, 50, 60)

Source: 8Rs Canadian Heritage Human Resource Survey
[1] Categorized responses to the open-ended question: "What are the three major factors which cause professional librarians to leave your organization (other than to retire)?

III   Promotional Opportunities

The ability of librarians to move within an organization can influence whether they stay in their organization. Having the chance to move into a different or more responsible position often enhances performance and serves as an achievement motivator. Not having opportunities for mobility, however, can stifle performance and in extreme cases result in work apathy or resignation. A lack of promotional opportunities might also prohibit an organization's ability to provide librarians with opportunities to experience leadership roles which, as the data from this study demonstrate, is an increasingly important but difficult to fulfill competency.

Promotional opportunities are determined by a number of factors. A concentrated age demographic combined with organizational flattening, for example, exacerbates 'structural plateau-ing;' as a result, large numbers of librarians at the same level compete for fewer jobs (Montgomery, 2002). Indeed, Figure 2.13 indicates that only a minority (35%) of libraries have 'good' promotional opportunities. These opportunities are the least likely to be found in special libraries (22%), while almost half (48%) of academic libraries reported their promotional opportunities as "good" or "excellent."

Interestingly, the major reason for inadequate promotional opportunities was cited as limited librarian turnover (Table 2.9). Hence, these findings illustrate the negative edge of the turnover sword. The results also have implications for the data presented in Table 2.8 on the library's concern for turnover rates. Specifically, some respondents may have expressed concern over turnover rates not because they are too high, but, as the results in Figure 2.13 suggest, because they are too low.

Figure 2.13: Percentage of Libraries Reporting 'Good'/'Excellent' Promotional Opportunities[1] by Library Sector
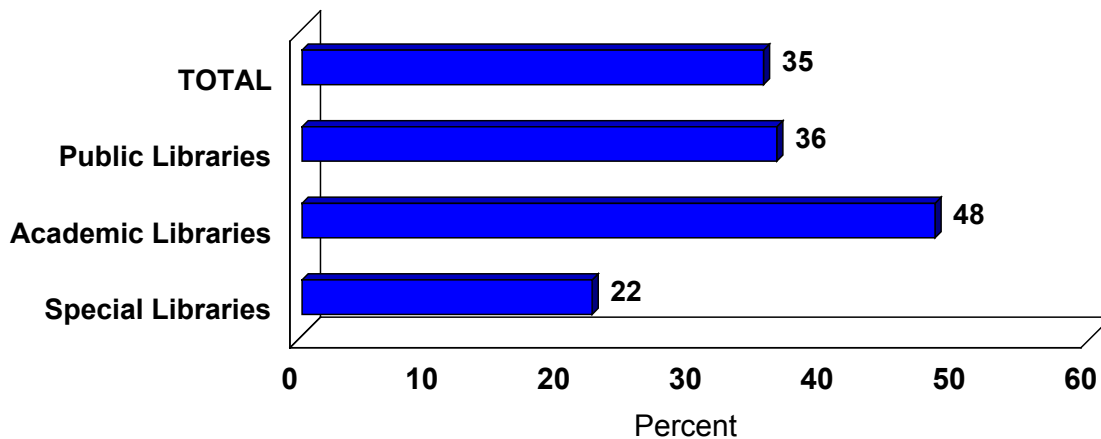
Source: 8Rs Canadian Heritage Human Resource Survey
[1] Based on responses to the question: "On a scale of 1 to 5 (with '1' meaning "poor" and '5' meaning "excellent"), how would you rate the current promotional opportunities for professional librarians?" Scores of '4' and '5' have been combined and presented in this figure.

Table 2.9: Barriers to Promotional Opportunities by Library Sector

Library Sector	Percent				
	Limited Librarian Turnover	Budgetary Restrictions	Hiring Freeze/ Limitation	Org. Delayering/ Flattening	Small Size of Library[1]
TOTAL	69	64	37	34	14
Public Libraries	79	72	34	31	10
Academic Libraries	68	56	36	35	13
Special Libraries	56	60	42	42	20

Source: 8Rs Canadian Heritage Human Resource Survey
[1] "Small size of library" was not one of the items asked to respondents, but was provided as an "other" response by 25 respondents.

Not only were academic libraries more apt to indicate a situation of good promotional opportunities for librarians than were public libraries, they were also less likely to indicate that limited turnover was a barrier to offering promotions.

Budget restrictions are noted as an important barrier to promotional opportunities by a majority of libraries, but a significant minority (37%) also reported that a hiring freeze or hiring limitation prevented them from offering promotions. A slightly smaller proportion (34%) felt that organizational delayering or flattening limited the ability to offer promotional opportunities to librarians. Very few libraries indicated that they are not able to offer promotional opportunities simply because the library is too small.

In summary, the findings in this section on retention highlight some important interrelated human resource issues that are affecting all sectors of libraries, albeit to varying degrees. High turnover rates do not appear to be a concern, although limited librarian turnover clearly serves as an impediment to upward mobility for librarians. Low turnover rates can also limit opportunities to hire new librarians. Further still, a concentration of librarians between the ages of 45 to 55 suggests that the problem is heightened for middle-level staff which can, in turn, impede advancement for younger staff.

> **While high turnover rates are not a concern, limited librarian turnover is a major barrier to offering promotional opportunities.**

A combination of both limited development and mobility paints a picture of human resource stasis within Canadian libraries. The results also have important implications for the degree of concern that should be directed to retirements insofar as retiring librarians create opportunities for advancement among remaining staff. This does not mean that organizations should neglect developing strategies to replace the competencies and corporate 'memories' lost by retirements. But it does put a different spin on retirements which might be viewed as an opportunity to create a more flowing and dynamic human resource environment rather than as strictly a human resource loss problem. This opportunity can only be exploited, however, if accompanied by appropriate training, development and mentorship.

SECTION D: LIBRARY SCIENCE EDUCATION

I   Introduction

Applications to schools of Library and Information Studies appear to be on the rise, although faculties are not predicting an expansion of available seats, which could impact recruitment abilities for the sector. Currently, the MLIS is often the base requirement for work as a professional librarian, but in smaller institutions and in smaller towns, this is much less the case. Some provinces, such as Alberta, legislate that an accredited professional librarian must be employed once the town surpasses a certain population size; smaller centres may hire library technicians or others in librarian positions. The primary reason for hiring an individual without the MLIS into such a position would likely be that of the library's inability to provide a professional librarian's salary. In addition, rural and remote libraries may not be able to attract professional librarians due to geographic location. For this reason, organizations such as the Southern Ontario Library Service and Ontario Library-North provide part-time certification programs so that staff without librarian or library technician education can gain the necessary skills for their positions.

As the MLIS is the typical minimum hiring requirement for professional librarians, curriculum content is obviously of concern to those making human resource decisions. Frequently, discussions within the literature focus on the relevancy of the MLIS curriculum to the needs of the workplace. While it is generally acknowledged that the MLIS provides socialization into the profession of librarianship, there is an often-stated need by practitioners for content that relates to management skills, for example. Still, schools are presenting a greater number of courses on management, marketing and entrepreneurship (Haycock and Oh, 1999). Savard and Laplante (2001) indicate that important competencies identified by employers in all library sectors in Quebec include public services and management. While personnel management was ranked lower by school and special libraries, it rated high for all other types of libraries. Budgetary management was of greater importance within regional public library systems.

Shifts in course delivery and content are evident as schools focus on new technologies and the knowledge economy. Some major American schools are demanding a separate accreditation in response to curriculum content that is moving toward information

technologies and computing to a greater extent than 'traditional' SLIS programs (Oder, 2003). The University of Toronto program has changed its name to the Faculty of Information Studies. The Dalhousie program was in danger of being eliminated in the late 1990s, but brought under the umbrella of the Faculty of Business. The University of Western Ontario's MLIS program is under the Faculty of Information and Media Studies, side by side with programs in Journalism and Media Theory.

Further, if an MLIS from an ALA-accredited school is indeed a minimum requirement, how are non-North-American credentials assessed by Canadian libraries? This will undoubtedly be a point of concern as the immigrant labour force continues to grow: Human Resources Development Canada (2002) predicts that all net labour force growth will be provided by immigrant workers by 2011. Therefore, libraries will need to draw more frequently from this labour pool.

This analysis of library science education begins with a brief review of the findings on hiring policy and ALA accreditation adherence. Most of the section, however, focuses on evaluations of library science schools.

II   Credential Recognition

Our study found that few organizations have formal policies recognizing candidates from non-traditional library programs (see Appendix Table B.1). For on-line and distance education programs this is likely because not many accredited library programs exist through these venues. But academic libraries are more likely to recognize non-North American programs despite the fact that they are also more compelled to look at hiring Canadian applicants first.

Further analysis revealed that only seven in ten libraries require ALA accredited MLIS degrees as a qualification when hiring professional librarians (Appendix Table B.6). This is an interesting finding given that the professional status of librarians is largely based on having an ALA accredited degree and it therefore has implications for continuing to define the professional status of librarians through accreditation. If one-third of libraries are willing

to hire non-accredited MLIS graduates, further discussion of this requirement is warranted within the library community. Interestingly, of the 32 libraries responding to the question asking why they might not adhere to ALA accreditation standards in the future, the majority (75%) reported their reason for changing their standards in the future was to broaden their pool of candidates when recruiting.

III   Evaluation of Library Science Programs

Figure 2.14 demonstrates that three-quarters of libraries responded positively when asked if "the education provided in MLIS programs equips graduates with the competencies required to be professional librarians in your organization." Consensus on this favourable program evaluation is apparent for all three library sectors.

Figure 2.14: Percent Agreeing MLIS Programs Equip Graduates with Needed Competencies[1] by Library Sector
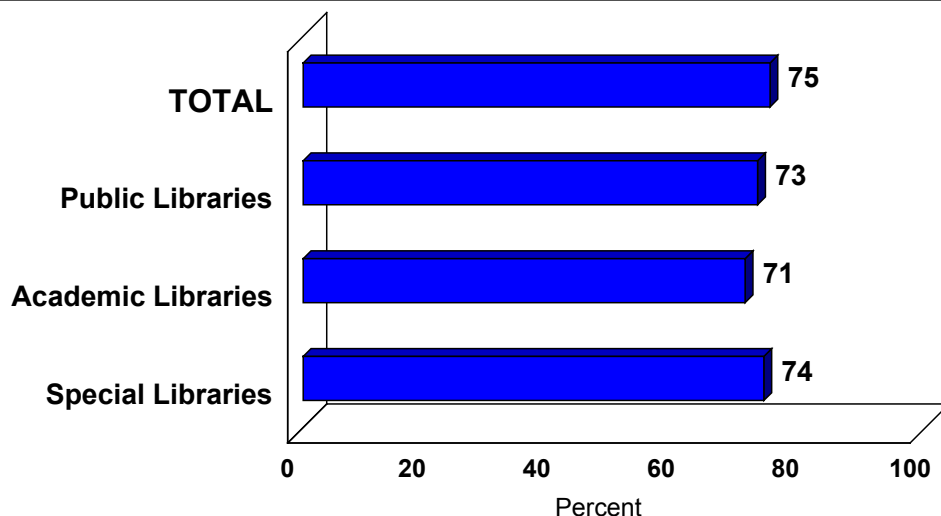
Source: 8Rs Canadian Heritage Human Resource Survey
[1] 'Yes' responses to the question: "Do you think the education provided in MLIS programs equips graduates with the competencies required to be professional librarians at your organization?"

Although the majority of libraries positively rated MLIS programs, the most common suggestion for improving library science education was to increase business skills training.

Despite the positive assessment of library science programs, there was no shortage of suggestions for how to improve MLIS education (Figure 2.15). Public libraries in particular, but also a large proportion of academic libraries, felt that library programs could be improved by increasing the amount of instruction in business skills such as management, administration, finance, marketing, and, notably, leadership. We have already pointed out that one of the important barriers to replacing the competencies lost when senior librarians depart the organization is inadequate leadership training in MLIS programs (Figure 2.9). The results presented in Figure 2.15, therefore, reinforce this finding. They also indicate that leadership is viewed by the sample of libraries as a capability that can be cultivated through formal education at an early stage in a librarian's career.

Figure 2.15: Top 5 Suggestions for How to Improve Library Science Programs[1] by Library Sector

Legend: Total ■ Public ■ Academic ■ Special

More training in business skills
- Total: 77
- Public: 97
- Academic: 73
- Special: 49

More training in core technical skills
- Total: 45
- Public: 24
- Academic: 69
- Special: 55

More training in soft skills
- Total: 26
- Public: 30
- Academic: 19
- Special: 25

More practical experience
- Total: 25
- Public: 24
- Academic: 19
- Special: 30

More sector specific training
- Total: 12
- Public: 14
- Academic: 6
- Special: 15

Percent (0 – 100)

Source: 8Rs Canadian Heritage Human Resource Survey
[1] Based on responses to open-ended question "How could the curriculum content of MLIS programs be improved?"

Academic and special libraries were more interested in enhancing core or traditional librarian skills including information technologies, acquisitions, research, teaching, and cataloguing. Public and special libraries are also interested in improving library science education by offering more training in soft or interpersonal skills. As well, these libraries would like to see greater opportunities for students to be exposed to the practical aspects of being a librarian through internship programs and by targeting training that is specific to their sector.

In response to the question asking about the level of input libraries have into the curriculum content of MLIS programs, Figure 2.16 clearly indicates that it is minimal. Predictably, academic libraries were the most likely to report that they had at least some input in the curriculum.

Figure 2.16: Level of Input into Curriculum Content of MLIS Programs[1] by Library Sector
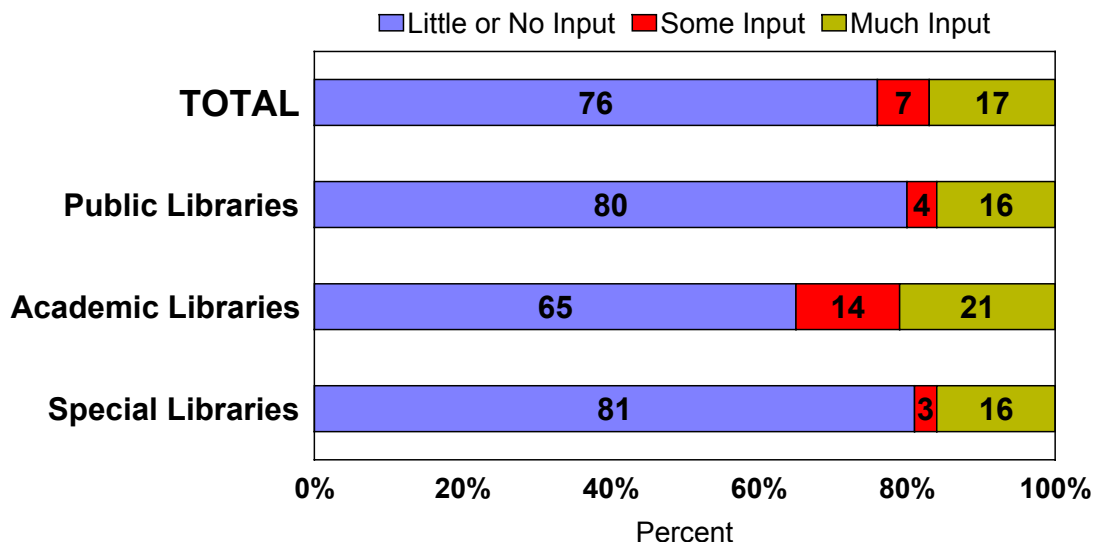
Legend: Little or No Input | Some Input | Much Input

	Little or No Input	Some Input	Much Input
TOTAL	76	7	17
Public Libraries	80	4	16
Academic Libraries	65	14	21
Special Libraries	81	3	16

Percent

_____

Source: 8Rs Canadian Heritage Human Resource Survey
[1] Based on responses to question asking "On a scale of 1 to 5 [with '1' meaning "no input at all" and '5' meaning "very much input"] what level of input does your organization have into the curriculum content at any of Canada's 7 MLIS programs?" Scores of '1' and '2" and '4' and '5' have been combined and presented in this figure.

The results on library science education do not depict a situation of great displeasure with the training provided by MLIS programs. While most libraries are satisfied with the instruction provided, there is still a clear sense that improvements could be made primarily by offering more business-related training. Giving students the opportunity to experience hands-on training in libraries through internship programs might also increase the opportunity for library schools and libraries to discuss curriculum issues, a practice which does not currently appear to be standard in the profession. Continual change in the expertise needed to successfully practice librarianship directly influences the need for ongoing communications between libraries and library schools.

SECTION E: CONTINUING EDUCATION

I   Introduction

Continuing education is essential for professional librarians to keep pace with ever-changing skill demands. Learning initiatives also have ramifications for job performance and satisfaction insofar as they are linked to equipping librarians with the skills and abilities that allow them to successfully accomplish their work. Throughout the report, findings suggest that librarians are increasingly required to assume leadership roles and perform managerial functions and therefore require training in these areas. As noted earlier, training among middle-level librarians may be particularly needed in libraries experiencing or predicted to experience significant human capital losses from retirements.

Further, as librarianship increasingly becomes a high-tech profession, training in technology skills is a continuous necessity. Indeed, one of the conclusions from the recent study by the Cultural Human Resource Council (2002) was that the increasing variety of information formats and delivery methods as well as the increase in interdisciplinary information sources and practices combine with rapid changes in technology to require ongoing training for workers, both in new technologies and in management. The dynamic environment in libraries means that ongoing training for all levels of librarians is perhaps more important now than has ever been the case.

While libraries are positioned to be the most responsible for the continuing education of librarians, associations and library schools can also play a role. Of course, librarians themselves must also be responsible for exploiting the continuing education opportunities provided by their employers. But these opportunities can be offered in such a way as to increase the likelihood of participation. As the results from a Quebec study suggest, librarians are most likely to pursue training opportunities when they can defer costs to their employer and when they are provided sufficient time to participate in training activities, especially when they are offered during working hours (Bergeron, Deschalets, and Nauche, 1998).

II   Organizational Training

Figure 2.17 presents the training requirements for three career levels by library sector (Appendix Table B.7 provides the training requirements for different types of librarians). It is clear that all sectors feel that the new recruits require the greatest amount of training, although academic libraries were the most likely to indicate this response. Interestingly, training needs do not significantly differ between mid- and senior-level librarians.

Figure 2.17: Librarians Needing the Most Training[1] by Library Sector
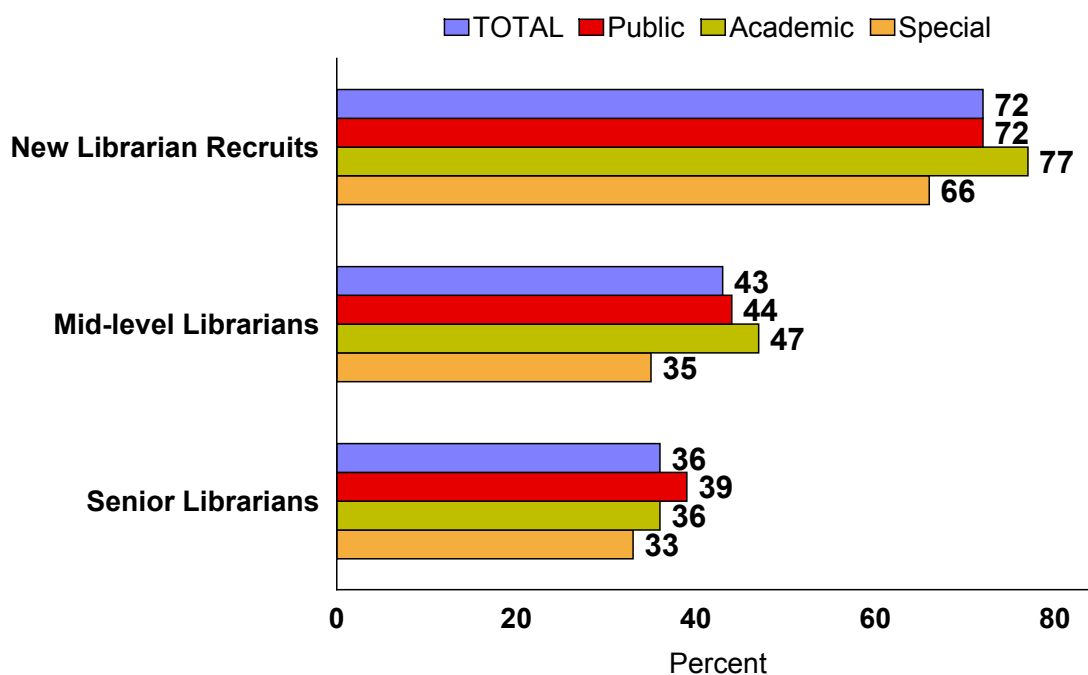
Source: 8Rs Canadian Heritage Human Resource Survey
[1] Based on responses to question asking "On a scale of 1 to 5 [with '1' meaning "no training" and '5' meaning "a great amount of training"] to what extent do the following groups of staff require ongoing training to meet the needs of your organization?" Scores of '4' and '5' have been combined and presented in this figure.

The training needs reported by special libraries for each librarian level are somewhat lower than on average. In addition, Figure 2.18 reveals that special libraries are also less likely to provide training, particularly job-oriented skills training, and management and leadership training. The relatively low level of training offered by special libraries may, in part, explain why they were much more likely to report that they had an inadequate pool of candidates ready to replace the competencies lost by departing senior libraries (Figure 2.8).

Figure 2.18: Types of Training Provided to Librarians[1] by Library Sector
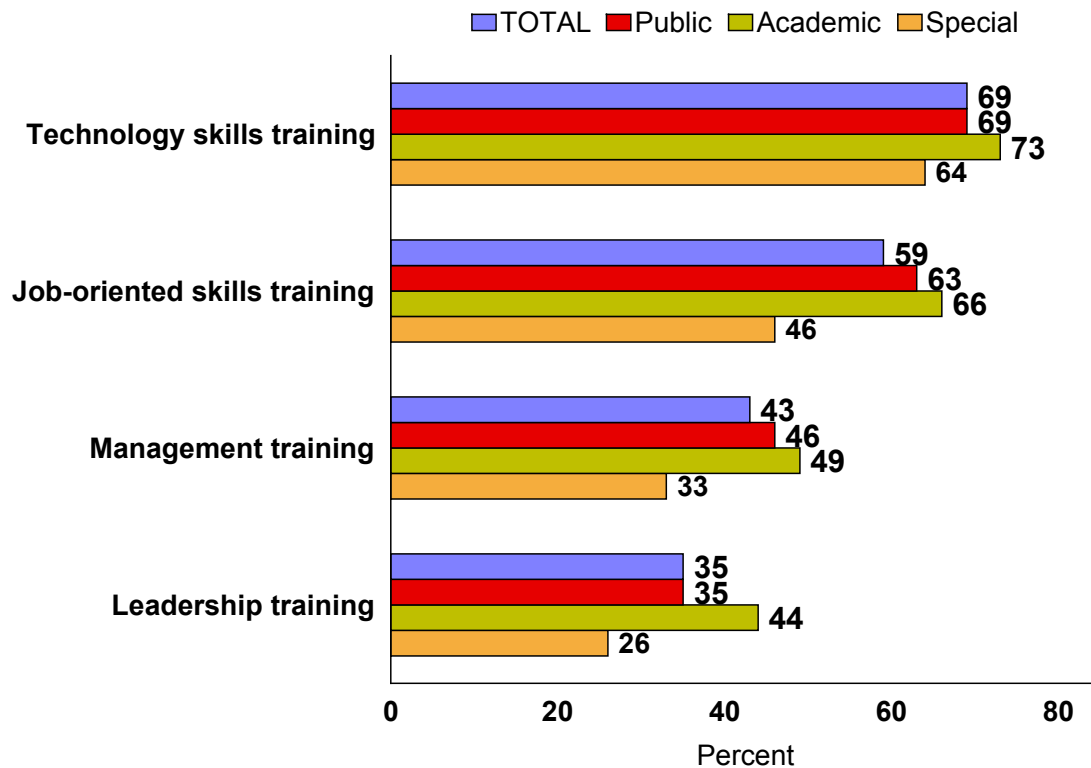
Legend: TOTAL, Public, Academic, Special

Technology skills training: 69, 69, 73, 64
Job-oriented skills training: 59, 63, 66, 46
Management training: 43, 46, 49, 33
Leadership training: 35, 35, 44, 26

Percent

Source: 8Rs Canadian Heritage Human Resource Survey
[1] 'Yes' responses to question asking "During the past year, did your organization provide any of the following types of job-related training to professional librarians?"

In addition, the somewhat small proportions of libraries offering training in management and leadership skills does not appear to match the demand for these roles that was expressed by libraries in a number of ways throughout the survey (see Figures 2.6, 2.8, 2.9 and Table 2.6). We might ask the question, however, about the extent to which leadership can be taught through training. Inasmuch as leadership is defined as taking the initiative on developing and implementing creative practices, providing future vision, and motivating the personnel needed to complete such initiatives, the ability to perform this role is to some extent dependent upon the personal characteristics and motivation level of the individual librarian.

On the other hand, providing librarians with opportunities to assume leadership roles is one method of cultivating leadership qualities. And this is exactly what many organizations are doing. More than two-thirds (68%) of libraries believed that they were able to offer 'good' or 'excellent' opportunities for librarians to experience leadership roles (results not shown in table or figure). Public and academic libraries were significantly more likely than special libraries, however, to provide such opportunities (47% of special libraries compared to 80% of public and 75% of academic libraries). Another method of fostering leadership is by initiating formal mentorship programs. Results from the survey (not shown) indicate that only 29% of libraries have such a program in place (again, academic libraries are the most likely to have mentoring programs: 40%).

These combined findings suggest that special libraries need to create more leadership opportunities for their librarian staff.[12] In addition to continuing to provide good leadership opportunities, public and academic libraries need to seek supplementary methods of cultivating leaders.

> **Although adequate training is being provided for technical and job-oriented skills, there is room for improvement in leadership and management training.**

Arguably, management training is somewhat more amenable (although not completely) to formal training. Hence, an obvious recommendation from these findings would be for libraries to provide increased training opportunities but also to explore how they can provide management experience through secondment, job rotation, or other experiential means.

III   Professional Association Training

The vast majority (90%) of libraries in the sample currently subsidize, assist, or reimburse professional librarian attendance at library association meetings (results not shown in table or figure). Virtually all (98%) of academic libraries, 91% of public, and 81% of special libraries responded similarly. Further, nearly two-thirds (64%) provided their librarians with

---

[12] Further analysis revealed that special libraries were the least likely to report that budgets prevented them from offering training to their librarian staff (35% compared to 56% of public libraries and 49% of academic libraries).

professional development training offered by library associations. A greater proportion (85%), however, indicated that professional library associations should assist in training professional librarians. Of these, the most common suggestion was for professional library associations to provide general training. Other suggestions included providing training needs assessments, training at annual conferences, and course assistance (e.g., providing speakers, promoting courses in partnership with post-secondary institutions).

SECTION F: HUMAN RESOURCE PRACTICES AND JOB SATISFACTION

I   INTRODUCTION

Nurturing an organization's human assets (i.e., its human and intellectual capital) contributes to overall performance. Quality of work life (e.g., good remuneration, family-friendly, meaningful, interesting, challenging, rewarding, and participatory work) and the quality of employer-employee relationships (e.g., relations of trust and loyalty) bear heavily on job satisfaction and staff retention. If the job is challenging, interesting, and rewarding and if librarians have satisfactory relationships with their employers, they are more likely to be satisfied with their jobs, perform their jobs more effectively, and be more motivated to innovate. Quality of work life also has implications for recruitment (e.g., being employer of choice). Conversely, a less-than-desirable environment, weak employer-employee relationships, and low job satisfaction may result in early retirement, exits to non-traditional libraries or to the U.S. system, less-than-optimal job performance, and difficulty in recruiting new librarians.

Leckie and Brett's (1997) study on the job satisfaction of Canadian university librarians found them to be highly satisfied with their jobs overall, compared to Canadians on average. Librarians were the most satisfied with traditional elements of librarianship itself--a strong emphasis on service with ample opportunities for independence, challenge, creativity, and participation in professional activities.

Given that attracting new recruits, retaining staff, and losing senior staff due to early retirements do not appear to be of great concern among most libraries in the sample the positive spin offs from creating a quality work environment are perhaps most relevant as they apply to the satisfaction, morale, rejuvenation, and productivity levels of the current workforce. Further, since this is not a study of librarians we cannot draw direct and conclusive linkages between the quality of work life and job satisfaction. We do, however, provide respondents' perceptions of the job satisfaction of librarians and make an assessment of the quality of work provided in Canadian libraries by comparing the results to other Canadian employers whenever possible.

II   Extrinsic Benefits

Increasing evidence suggests that employees value intrinsic factors (such as having relationships of respect, trust and loyalty with employers, having a job that it rewarding, interesting and participatory) more than extrinsic factors (such as pay, benefits, and job security). Lowe's (2000) research, for example, has found that above salary, employees are interested in career-advancement opportunities, training and development, and in employers who are supportive of their experiences with these initiatives. Still, having a job that pays well is important to most employees.

Interestingly, it is often believed that employees in the non-profit sector hold a different mix of extrinsic and intrinsic work orientations. This is based on the assumption that employees are willing to accept lower salaries in return for working in a job that has social or cultural value. Known as the 'donative-labour hypothesis,' researchers argue that individuals who seek out employment with non-profit organizations are willing to forego wages in return for work that they view as being more socially worthwhile than available elsewhere (Rose-Ackerman, 1996). Some have even argued that the offering of lower wages will attract staff who have a more single-minded commitment to the cause of the non-profit organization (Handy and Katz 1998, p. 259).

The earnings of librarians in our sample, however, do not support these assumptions. In fact, librarian salaries are slightly higher than similar occupations in both the non-profit and for-profit sectors. Figure 2.19 provides the mean mid-point salaries for all librarians, for non-management librarians and for upper-level management librarians.[13] On average, all full-time librarians earned $55,000 per year. Non-management librarians earned $52,000 compared to upper management (including branch and regional heads, directors, CEO, and head librarians) who earned an average salary of $65,000 per annum. Interestingly, differences in salaries between library types are minimal.

---

[13] Salaries are provided for 83% of the total sample. Although the survey asked respondents to provide the annual salary for their librarians, many provided hourly, weekly, and monthly salaries. For those cases where it was clear that these alternative forms of salaries were for full-time staff, calculations of yearly salaries were carried out and are included in the salary analysis in this report.

Figure 2.19: Mean Mid-point Yearly Salaries[1] for Non-management and Management Librarians[2] by Library Sector (full-time only)

Total ■ **Public** □ **Academic** ■ **Special**

All Librarians
- Total: $55.000
- Public: $54.000
- Academic: $58.000
- Special: $55.000

Non-management librarians
- Total: $52.000
- Public: $47.000
- Academic: $56.000
- Special: $54.000

Upper management librarians
- Total: $65.000
- Public: $64.000
- Academic: $68.000
- Special: $64.000

$0.000 $20.000 $40.000 $60.000 $80.000
(Thousands)

_____
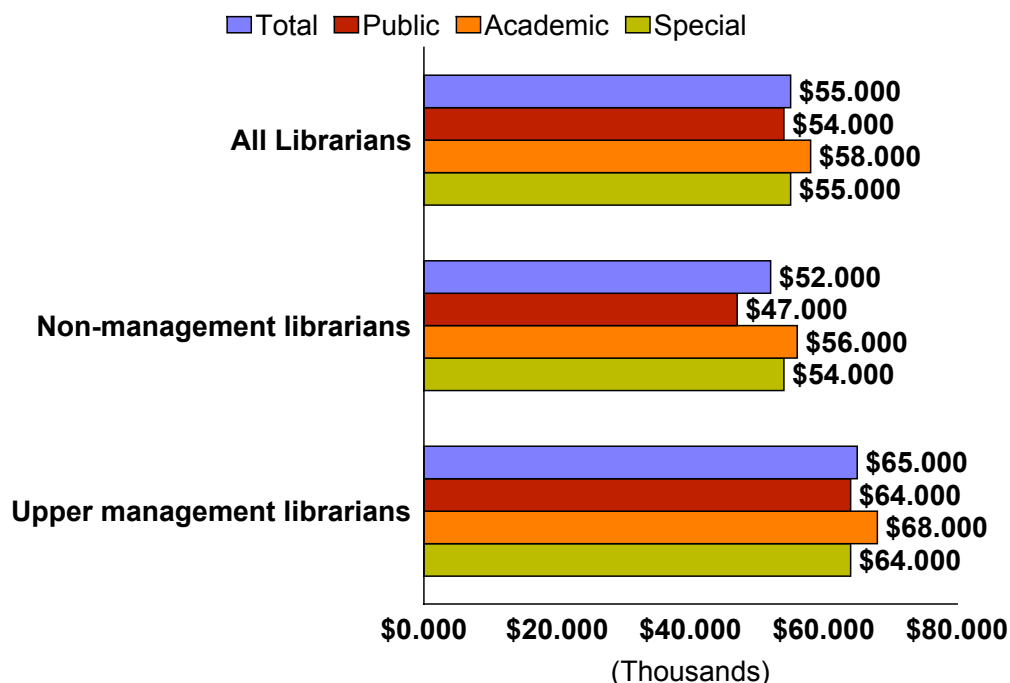
Source: 8Rs Canadian Heritage Human Resource Survey
[1] Mid-point salaries are calculated from the low and high range yearly salaries provided by respondents.
[2] Since respondents did not provide staff levels in the same manner, some assumptions have been made when grouping into the categories presented in this figure. Further, upper management includes branch and regional heads, directors, CEOs and head librarians and non-management includes all remaining librarians.

These salaries are somewhat more favourable than those offered in for-profit organizations where professionals make an average of $48,000 year (for a difference of $4,000) and management earn $52,000 annually (for a difference of $13,000). Since these comparative figures are based on a very different calculation method, however, caution should be taken in interpreting these numbers.

Earnings are only one part of the overall compensation package. Benefits also provide an indication of the extent to which employees are recognized for their labour. Table 2.10 indicates that most libraries are able to offer a wide range of benefits to their librarians. A majority of libraries (and virtually all academic libraries) provide retirement or pension plans and life or disability insurance. Workers' compensation, supplemental medical and dental

plans are also provided by a large majority of libraries. Somewhat fewer, but still a majority, offer an employee assistance plan and maternity or paternity leave. With the exception of education leaves offered in academic libraries (68%), the remaining benefits are provided by a much smaller proportion of organizations in the sample. The table also reveals that these extrinsic benefits are offered less frequently in public libraries while academic librarians are more likely to receive such benefits.

Table 2.10 Benefits Offered to Full-time, Permanent Librarians by Library Sector

| Benefit Offered | TOTAL | Percent | | |
		Public Libraries	Academic Libraries	Special Libraries
Retirement/Pension Plan	92	92	98	84
Life and/or Disability Insurance	95	91	98	97
Supplemental Medical	88	86	92	87
Worker's Compensation	87	90	92	78
Dental Plan	84	82	86	85
Group RRSP	39	30	42	47
Maternity/Paternity Leave	65	43	88	73
Employee Assistance Program	69	59	80	72
Childcare Services	4	0	8	5
Childcare Subsidies	3	1	5	3
Elder Care Leaves	15	11	18	19
Educational Leaves	44	28	68	41
Sabbaticals	28	17	47	24
Research Leaves	15	4	37	8
Tenure	13	2	39	3

Source: 8Rs Canadian Heritage Human Resource Survey

Overall, these benefits compare very favourably to those offered among Canadian workplaces in general. For example, only one-half of the labour force has employer sponsored pension plans (Lowe, 2000), compared to 92% of librarians. The proportion of libraries offering benefits is also somewhat higher than in other non-profit organizations. While 79% of non-profit organizations offer supplemental medical benefits to their full-time employees (McMullen and Schellenberg, CPRN, 2003), 88% of libraries in our sample provided this benefit.

II   Intrinsic Benefits

We have already discussed the less-than-perfect promotional opportunities (an intrinsic benefit) provided to librarians. The work organization practices presented in Table 2.10 suggest that while many libraries have implemented precisely the kinds of programs that contribute to a quality of work life, room for improvement clearly exists.

Problem-solving teams are practiced by half of the libraries, and are most prevalent in the academic sector (58%). But job enrichment, job sharing, or job rotation are practiced by only a minority of libraries. Since these types of job strategies are known to enhance skill flexibility (and our analysis indicates that librarians are increasingly required to learn new skills and to focus more on becoming generalists), libraries might benefit from the implementation of such job strategies. These job strategies can also rejuvenate and motivate librarians by providing task variety, not to mention the fact that they also furnish librarians with a greater range of marketable skills that can be transferred from position to position or organization to organization.

Flexible job scheduling is a more prominent feature of libraries, as are various forms of communication (performance evaluations, information sharing, employee suggestion program). In many cases, these work practices are more prevalent among academic libraries, but more can be done to enhance job flexibility and communication so as to ensure meaningful participation in these organizations.

Conversely, academic libraries were less likely than public libraries to positively evaluate their organizational culture (Table 2.12). Indeed, a greater proportion of public libraries indicated that they "promote a culture of trust and cooperation," that "librarians are involved in most decisions that affect them directly," and in "high-level decisions," that "empowering librarians is important," and that "the organization practices family-friendly procedures."

Table 2.11: Work Organization Practices by Library Sector

| Work Organization Practices | Percent | | | |
	TOTAL	Public Libraries	Academic Libraries	Special Libraries
Job Strategies				
Problem-solving teams	50	51	58	41
Self-directed work groups	38	40	46	28
Job enrichment	25	24	35	17
Job sharing	16	19	14	15
Job rotation	11	13	14	5
Job Scheduling				
Flextime	52	45	68	47
Fixed shifts	43	51	38	37
Paid overtime	31	37	25	28
Compressed work week	21	13	24	28
Rotating shifts	18	27	22	3
Communication				
Performance evaluations	73	73	74	73
Information Sharing	72	73	80	61
Employee suggestion program	34	43	25	32

Source: 8Rs Canadian Heritage Human Resource Survey

Although the overall story of Table 2.12 is one of a fairly positive human resource climate within Canadian libraries, room for improvement clearly exists. As concluded by Leckie and Brett (1997) who studied the job satisfaction of Canadian university librarians, adding greater involvement of librarians in organizational development (i.e., high-level decisions) counters the routine nature of the profession and is a solution to rejuvenating employees. The research further revealed that salary is only weakly related to overall satisfaction. Instead, the best predictors of overall job satisfaction are participation variables – for example, feeling involved, informed, consulted, and in control of daily activities. With less than half of the libraries in the present study reporting librarian involvement in high level decisions, and one quarter reporting that librarians are not involved in most decisions that effect them directly, efforts to enhance librarian participation would be of benefit.

Table 2.12: Organizational Culture, Librarian Empowerment, and Equity Issues by Library Sector

Statement	Percent "Agreeing"			
	TOTAL SAMPLE	Public Libraries	Academic Libraries	Special Libraries
Organization promotes culture of trust and cooperation	65	77	62	52
Librarians involved in most decisions that affect them directly	75	82	76	64
Librarians involved in most high-level decisions	48	67	50	21
Empowering librarians is important to organization	54	72	57	28
Female and male librarians are treated equally	75	82	82	59
The organization practices family-friendly procedures	56	62	55	50

Source: 8Rs Canadian Heritage Human Resource Survey

> **The extrinsic benefits provided to librarians suggest a very good quality of work life. The same favourable assessment is not evident for intrinsic benefits.**

The results presented in Figure 2.20 are an attempt to determine the relationship between job satisfaction and work performance and motivation. Since libraries (and not librarians) are asked the questions about job satisfaction and motivation levels these findings should be viewed with some caution. Still, as we already noted, other research has found that librarians are somewhat more satisfied with their jobs than the average Canadian (Leckie and Brett, 1997).

Figure 2.20 clearly demonstrates that librarians who are perceived to be satisfied with their jobs are significantly more likely to perform quality work and to be highly motivated. Although these conclusions can be applied to all three library types, it is worth noting that academic libraries were more likely to report that their librarians were satisfied with their jobs (82%).

An equally strong relationship exists when correlating perceived job satisfaction with the various elements of organizational culture (results not shown in table or figure). Libraries reporting positive responses to the statements about their organizational culture (see Table 2.12) were statistically significantly more likely to perceive their librarians as satisfied with their jobs. Again, this relationship was consistently apparent for all three library types.

Figure 2.20: Percent Agreeing Librarians Perform Quality Work and are Motivated by Perceived Job Satisfaction by Library Sector
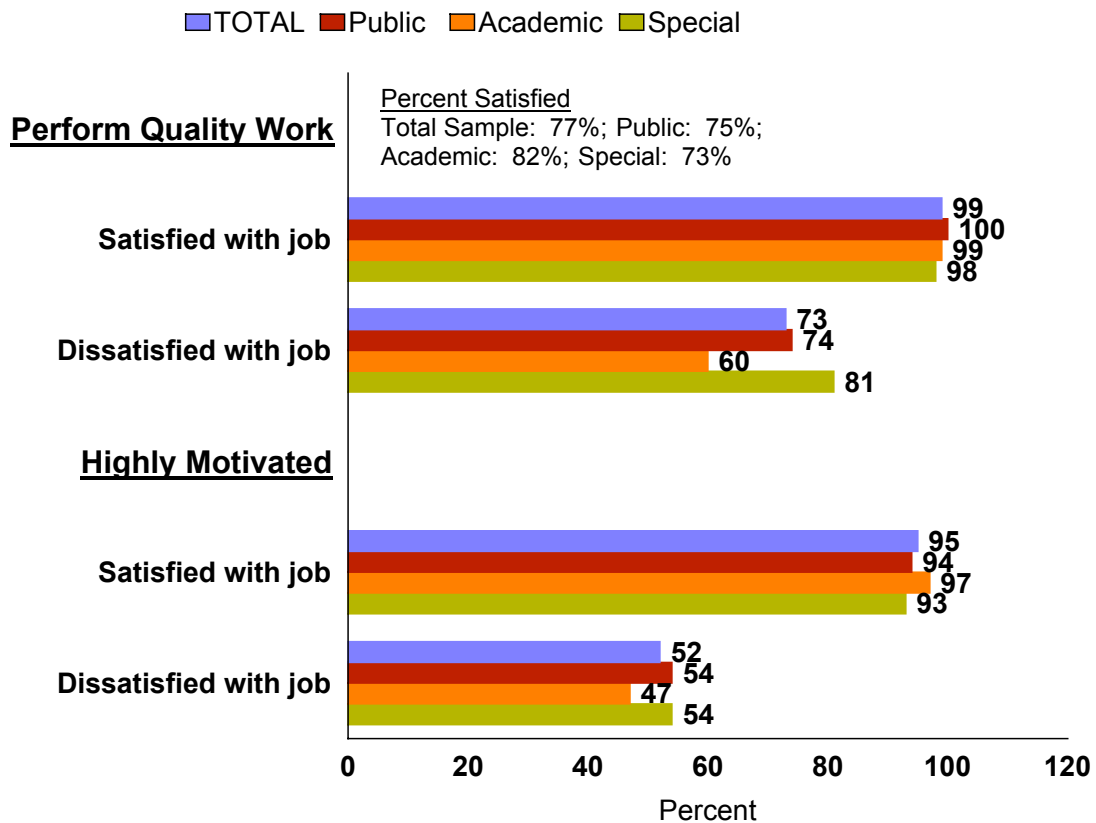
Source: 8Rs Canadian Heritage Human Resource Survey
[1] Percent "Agreeing" with the following statements:
     "Most professional librarians perform quality work."
     "Most professional librarians are highly motivated."
     "Most professional librarians appear to be satisfied with their jobs."

These results are in line with common knowledge within the organizational behaviour community about human resource practices that enhance job satisfaction and productivity. But since many of the libraries in our sample were not practicing these quality of work methods, it is clear that work productivity, job motivation and job satisfaction could be improved with a more proactive human resource agenda that emphasizes greater involvement of librarians in their organization and increased utilization of job strategies. These strategies will not only enhance skill flexibility to the benefit of libraries, but will confer librarians themselves with a larger repertoire of marketable skills.

SECTION G: ORGANIZATIONAL AND LIBRARIAN ROLE RESTRUCTURING

I   Introduction

Librarianship is premised on and defined by the role, value and structure of information in the society in which it is practiced. It is no surprise then, that stakeholders in this profession want to know how our present information society is configured, how it will shift, and the impact this will have on the restructuring of libraries and the roles of librarians. Will the demand for professional librarians increase, or will professional status be lost as new technologies for information management emerge? As libraries become increasingly understood as complex organizations in the marketplace, competing for the attention of the consumer and for the right to broker information, how will the role of the professional librarian be reinvented, if at all?

Findings from the Harris and Marshall (1998) survey of 7 directors and 182 librarians (including front-line professionals, middle management, and senior managers) in major public and academic libraries suggest that librarians are increasingly expected to perform generalist management roles to the diminishment of their core skill sets that have traditionally defined the profession. The skills and decision-making responsibilities that were once the domain of professional librarians have been re-deployed down the staff hierarchy to paraprofessionals. The resulting changes to the staff complement of the library, according to these analysts, is the "compression" of professional library staff and a reduction in the need for professional librarians.

Through the analysis of job descriptions and postings in the United States and Canada, the Association of Research Libraries (Schwartz, 1997) sought to examine changes during the previous decade with respect to the roles of librarians and paraprofessionals. The study revealed clear signs of increasing emphasis on new technologies (web developer, instructional technologist, digital projects technologist, etc.). It was also noted that most of the posted positions were redefined in order to fit new organizational structures in the institutions. The study concludes that this demonstrates a trend to move away from traditional library skills and education.

This section of the report examines changing librarian demand and changing role demand and concludes with a presentation of what libraries view as the most important drivers of these changes.

II   Past and Future Librarian Demand and Role Change

Figure 2.21 demonstrates that half of all libraries in the sample experienced an increased demand for more professional librarians in the past five years.[14] While public and special libraries are slightly less likely than on average to indicate such an increase, two-thirds of academic libraries experienced an increased need for more professional librarians in the past half decade. Academic libraries are also significantly more likely than public and special libraries to report that their need will continue to increase over the next five years. Despite these sector differences, however, the results presented in Figure 2.21 paint an overall picture of increasing librarian demand, both recently and in the future.

The increased future demand has implications for recruitment. If librarians retire during the same period that they are needed in increasing numbers, further strain on the system may be apparent in terms of having to both recruit to replace retiring librarians and to fill newly created positions. The extent to which recruitment activity will need to be enhanced, however, depends upon whether libraries will be in a position to create new positions to meet their increased demand.

---

[14] The results from the question presented in this section on the need for more librarians differ somewhat from those presented in Figure 2.1 on the need to hire new professional librarians. While the sector response patterns are the same, a greater proportion of the sample responded positively when asked the more general question about the need for more librarians (Figure 2.21) than when asked about the specific question on the need to hire more librarians (Figure 2.1). The difference in results suggests that past and future demand change relates to an overall increased need for more librarians, while an increased need to hire strictly relates to the need to hire to replace lost librarians from retirements or otherwise or to fill new positions.

Figure 2.21: Past and Future Demand Change[1] for Professional Librarians by Library Sector
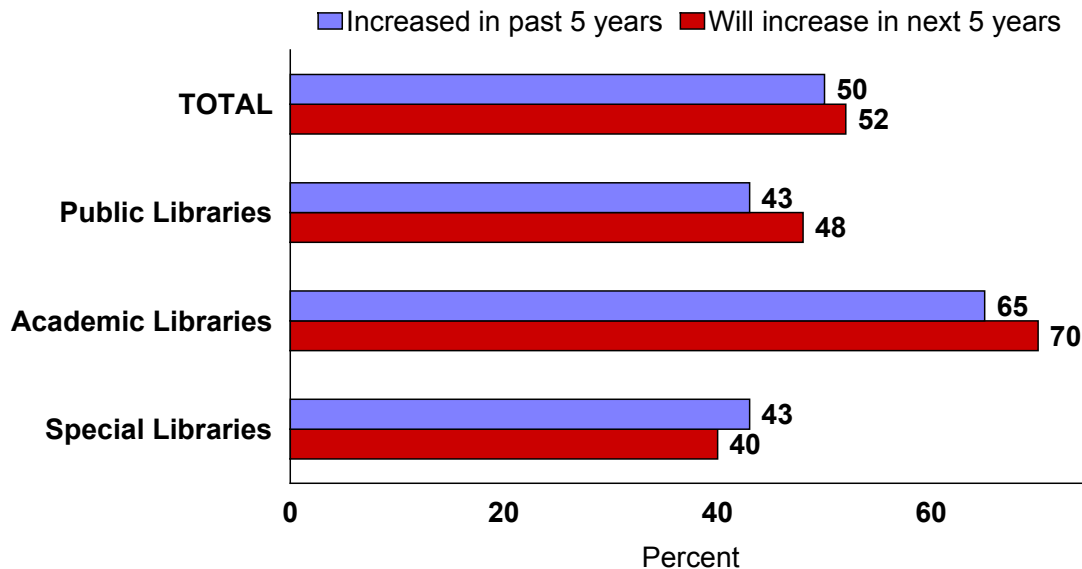
Legend: ▨ Increased in past 5 years ▨ Will increase in next 5 years

Sector	Increased in past 5 years	Will increase in next 5 years
TOTAL	50	52
Public Libraries	43	48
Academic Libraries	65	70
Special Libraries	43	40

Percent

_____

Source: 8Rs Canadian Heritage Human Resource Survey

[1] Respondents were asked to indicate the extent to which "the need for more professional librarians has increased <u>in the past 5 years</u>" and the extent to which "the need for more professional librarians will occur at your organization <u>over the next 5 years</u>" on a 1 to 5 scale with '1' representing "not at all" and '5' representing "to a great extent." Scores of '4' and '5' are combined and presented in this figure.

Much of the literature points to fundamental change in the functions and roles required by librarians over the past decade. As depicted in Table 2.13, an important part of this change relates to the increased need for librarians to perform leadership (68%) and, to a slightly lesser extent, managerial roles (56%). It is also apparent that leadership and managerial functions will continue to be in increased demand in the future. Compared to public and special libraries, libraries within the academic sector are especially likely to note their increased need for leadership and managerial functions, both in the past and in the future.

	Percent			
	Demand for Leadership Roles		Demand for Managerial Functions	
Library Sector	Demand Increased in Past 5 Years	Predicted Demand Increased in Next 5 Years	Demand Increased in Past 5 Years	Predicted Demand Increase in Next 5 Years
TOTAL	**68**	**66**	**56**	**52**
Public Libraries	65	65	56	58
Academic Libraries	81	79	67	57
Special Libraries	59	55	44	37

Source: 8Rs Canadian Heritage Human Resource Survey

[1] Respondents were asked to indicate, on a 1 to 5 scale, the extent to which "the need for professional librarians to assume leadership roles" and "the need for professional librarians to perform managerial functions" has increased in the past 5 years and will increase in the next 5 years. Scores of '4' and '5' have been combined and presented in this table.

Respondents were also asked about their past and future need for librarians to perform generalist and specialist roles and for paraprofessionals to perform tasks typically carried out by professional librarians. As revealed in Table 2.14, the majority of librarians answered affirmatively when presented with these questions. The past and future increased need for librarians to perform generalist roles (i.e., a wider variety of tasks) is most apparent with 83% of libraries indicating an increase in the past five years and 72% reporting a continuing increase over the next five years. While not as many indicated the need for paraprofessionals to perform librarian roles, that half of libraries did respond positively to this question still signals a significant shift in roles. Again, academic libraries are the most likely to report these increased task requirements and role changes.

Table 2.14: Past and Future Role Change of Professional Librarians by Library Sector

Percent

Library Sector	Increased Need for Generalists		Increased Need for Specialists		Increased Need for Paraprofs. to Perform Librarian Roles	
	Over Past 5 years[1]	Over Next 5 years[2]	Over Past 5 years[1]	Over Next 5 years[2]	Over Past 5 years[1]	Over Next 5 Years[2]
TOTAL SAMPLE	**83**	**72**	**61**	**58**	**50**	**44**
Public Libraries	80	72	51	52	48	42
Academic Libraries	89	78	70	65	57	48
Special Libraries	80	68	64	60	44	42

Source: 8Rs Canadian Heritage Human Resource Survey
[1] Based on responses to the question: "On a scale of 1 to 5 [with '1' meaning "not at all" and '5' meaning "to a great extent"] to what extent has the need for professional librarians to perform a wider variety of tasks AND more specialized functions AND the need for paraprofessionals to perform tasks once done by professional librarians increased?" Responses of '4' and '5' are combined and presented in this table.
[2] Based on responses to the question: On a scale of 1 to 5 [with '1' meaning "not at all" and '5' meaning "to a great extent"] to what extent will the need for professional librarians to perform a wider variety of tasks AND more specialized functions AND the need for paraprofessionals to perform tasks once done by professional librarians increase at your organization over the next 5 years?" Responses of '4' and '5' are combined and presented in this table.

The results displayed in Tables 2.13 and 2.14 support the notion that librarians will be in high demand and that most Canadian librarians are facing considerable role change. The results highlight the need for libraries to provide the necessary tools, resources, and training that will allow librarians to successfully adapt to these changes.

The need for paraprofessionals to perform librarian functions blurs the line between these two categories of library staff and opens up a whole new set of issues and questions about their respective educational requirements and, perhaps, the continued classification of staff as paraprofessionals. These findings also suggest, in accordance with the Harris and Marshall (1998) research discussed earlier, that at least part of the traditional domain of professional librarians has been redeployed to paraprofessionals. The impetus for this role restructuring may be as a cost-saving device, since the salaries and benefits are typically much lower among paraprofessionals. The findings do not, however, support Harris and Marshall's conclusion of a reduced need for professional librarians as a result of this redeployment of tasks.

> **Future librarians will need to be leaders and managers and will be required to perform a wider variety of tasks. Increased demand for librarians to perform more specialized functions is also indicated by the findings, as is the need for paraprofessionals to perform professional roles.**

We conclude the section on organizational change with the results of a question asking respondents to indicate which of 11 possible organizational changes have contributed the most to shifting librarian roles (Figure 2.22). Increased utilization of information technology clearly stands out as the most important determinant of librarian role change for all library sectors (84%). Just under half of the sample also viewed re-engineering as a major contributor to role change (46%), followed by functional area integration (36%). A smaller proportion indicated that downsizing (26%) or increased centralization (17%) had the greatest impact on librarian role change. Academic libraries were especially likely to cite re-engineering, functional area integration, and downsizing as important contributors to role change.

Figure 2.22: Top 5 Contributors to Changing Librarian Roles[1] by Library Sector
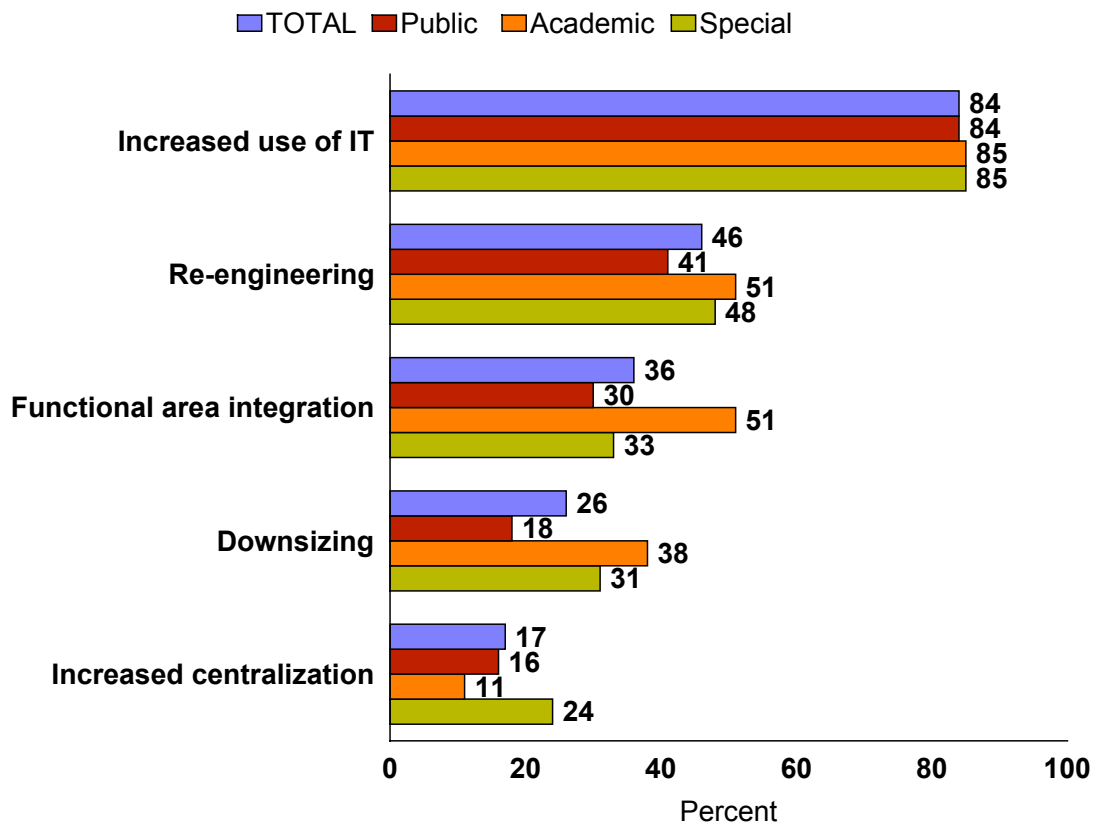
Legend: TOTAL · Public · Academic · Special

Contributor	TOTAL	Public	Academic	Special
Increased use of IT	84	84	85	85
Re-engineering	46	41	51	48
Functional area integration	36	30	51	33
Downsizing	26	18	38	31
Increased centralization	17	16	11	24

Percent

[1] Based on responses to the question asking respondents to indicate which three organizational changes (out of a possible 11) "contributed the greatest amount of change in the roles of professional librarians at your organization?"

The survey concluded with an open ended question asking respondents to express their opinion on "the most pressing human resource challenges the library sector will face over the next 5 years and why"[15] Figure 2.23 demonstrates that human resource concerns among Canadian libraries are distributed among an array of issues. Nearly all of these concerns are examined in some manner in other sections of this report.

Figure 2.23: Most Pressing Human Resource Challenges Facing Library Sector in Next 5 Years[1]
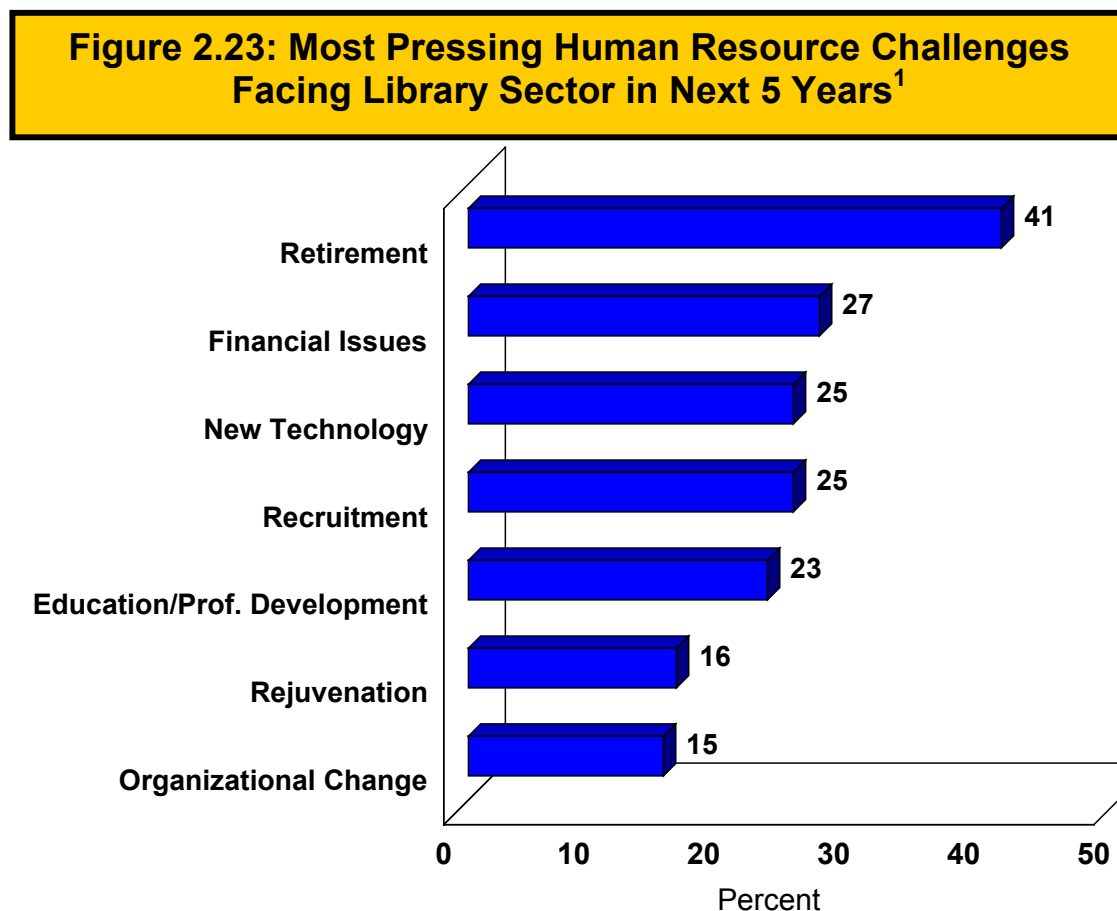
_____
Source: 8Rs Canadian Heritage Human Resource Survey
[1] Categories responses to the open ended question: "What are the most pressing human resource challenges the library sector will face over the next 5 years and why?"

Retirement issues standing out as the most frequently cited human resource challenge. Although the predicted numerical loss of librarians through retirement is perhaps not as

alarming as is often presupposed, and concerns about replacing the competencies lost from retirements are not as high as we might expect, Figure 2.23 indicates that administrators feel this is one of the most pressing future concerns. Some respondents simply indicated that retirements would be an issue, but among those who were more specific in their responses, the dominant concern is over the experience gap left after retirements. Others were even more specific about the need to develop the managerial and leadership qualities among current staff so that they are in a good position to fill the void created by retirements (i.e., succession management). Still others mentioned that problems in replacing retiring librarians will be compounded by the 1990s trend of hierarchical flattening and downsizing, which in turn resulted in limited numbers of middle management positions that formerly served as a training ground for high level management positions. As a result, the current pool of librarians have not had the opportunity to experience management and leadership roles and are inadequately equipped to move into senior management positions. The view of one library respondent captures this perspective:

> [The most pressing human resource challenge will be] replacing senior administration who will be retiring. Due to the lack of hiring and development for the last decade (downsizing), there are very few understudies with adequate experience/qualifications to assume leadership roles.

Finances (or the lack of) arise as one of the strongest limitations to human resource development throughout the report and are viewed as a major concern by over one-quarter of respondents. Most of the financial-related responses were expressions of concern about the inadequacy of salaries (for both professional librarians and paraprofessionals) and about not having the financial ability to adequately staff libraries.

It was noted in the previous section that information technology has had the greatest impact on the roles of librarians, and this was expressed as a challenge by one-quarter of libraries. Continual pressure to adopt, implement, and maintain technology as well as to train in information technologies was a dominant theme within these responses. A secondary theme highlighted problems associated with the perception that libraries and librarians are devalued because of the ubiquity of the Internet.

---

[15] When examining the responses to this question it is clear that many provided human resource challenges only with respect to experiences in their own libraries rather than for the Canadian library system as a whole. The results presented in this section should, therefore, be interpreted accordingly.

One quarter of libraries also cited recruitment as one of the most pressing future human resource challenges. While most respondents commented on recruitment challenges when hiring for entry-level positions, many of the responses dealt with the need recruit to mid- or senior-level positions. Comments also revolved around difficulties in finding candidates with the set of skills needed by their organization (whether it be in the areas of management, leadership, systems, or traditional functions).

We also examined respondents' views of library education and highlighted the need for libraries to pursue continuing education. Figure 2.23 demonstrates that education is viewed as an issue of major concern by 23% of libraries. Again, many of the comments were general statements about the need to increase training in a number of areas. Other comments dealt specifically with library schools, including criticism of the areas of education offered, but also suggesting that library schools play a more active role in ensuring that they attract a larger and better pool of students to their programs.

The need to rejuvenate librarians has not directly been addressed in this report. Given that many librarians tend to stay at the same organization for long periods and the less than adequate promotional opportunities provided, however, it should not be surprising that some librarians are less motivated and interested in their profession than was perhaps once the case. Just 16% of libraries indicated that this is one of the most important human resource issues.

Finally, issues relating to organizational change were viewed as important issues by 15% of the sample. Most of these comments highlighted the need for librarians to be flexible and adaptable to change.

Table 2.15 presents the most pressing future human resource issue responses for each library sector. One of the most notable observations that can be made from this table is the much lower proportion of special libraries indicating that retirement issues are an important challenge for the future. These findings correspond to the results indicating that special libraries have experienced and will experience fewer retirements. Instead, dealing with new technology was the most common future human resource challenge cited by special

libraries. Four in ten special libraries expressed concern over their ability to accommodate new technologies, compared to just one quarter of academic and 14% of public libraries. This finding reflects the fact that over half of the special libraries surveyed suggested MLIS programs need to improve technical skills training, compared to just 24% of public libraries (Figure 2.15).

Financial and recruitment issues are of particular concern among public libraries, while organizational restructuring and rejuvenation are the least pressing future challenges. One-quarter of public libraries called for more or better education/professional development to meet future human resource needs.

Academic libraries are equally concerned as public libraries about meeting future needs for education/professional development, and were the most likely of the three library sectors to cite rejuvenation of current staff as the most pressing future human resource challenge.

Table 2.15: Most Pressing Future Human Resource Challenges[1] by Library Sector

		Percent		
	Total Sample	Public Libraries	Academic Libraries	Special Libraries
Retirement Issues	41	47	44	29
Financial Issues	27	32	23	24
Dealing with New Technology	25	14	26	40
Recruitment Issues	25	30	20	24
More/better Education/Professional Development	23	25	24	19
Rejuvenation of Current Staff	16	7	24	19
Organizational Restructuring	15	10	23	29

Source: 8Rs Canadian Heritage Human Resource Survey
[1] Based on categorized responses to open-ended question: "What, in your opinion, are the most pressing human resource challenges the library sector will face over the next 5 years and why?"

PART IV: ARCHIVES SECTOR FINDINGS

INTRODUCTION

Concern has been expressed by the archives community about such human resource issues as an aging workforce, the continuation of a small human resource base, increasing requirements for professionals to perform managerial functions, and a lack of standardization with respect to educational credentials. But, human resources in the archives sector have not been extensively studied.

Indeed, most of the literature presented in this section of the report regarding archivists comes from only two sources: Craig's 2000 study of Canadian archivists and the Cultural Human Resource Council's *Face of the Future* report. Craig notes that

> ...archivists have an imperfect knowledge about themselves as a profession in Canada and have yet to devise a regular way of building useful profiles of their members, work duties, and education needs. Efforts to enhance our sources of data and expand our understanding of the profession's demographics are irregular and capricious." (Craig 2000, p. 20)

It is within a rather sketchy starting point, therefore, that we present the findings from the survey of archives. We have already noted some of the limitations of the survey results for archives in the methods section of this report (Part I, Section B). Although an above-average rate of response to the survey was received from the archives community, the sample size of the sector is reduced by 22% when organizations without professional archivists are removed from the database.[16] The findings presented in this section of the report, therefore, are based on the remaining 94 archives in the sample. Moreover, since not all of these 94 organizations answered each survey question, sample sizes were often reduced to the point where further categorization of archives (e.g., into 'small' or 'large' institutions) would be inappropriate without compromising respondent anonymity or reliability of the estimates.[17] Hence, the presented results are for qualifying archives as a single group.

---

[16] The survey was designed to capture human resource issues primarily with respect to professional staff. Accordingly, only results for archives with professional staff are included in the analysis.

[17] Responses to the numerical chart questions relating to paraprofessionals were also not completed by a majority of archives. We do not, therefore, present these data in the report (although the percentage of organizations with non-volunteer and volunteer paraprofessionals are depicted in Appendix Table A.6, as are these percentages for non-management and management archivists).

SECTION A: RECRUITMENT

I   Introduction

Recruitment into the archival professional and into archival institutions is a significant point at which the archives workforce is built. Recruitment requires decisions to be made on necessary skills, competencies, knowledge and potential for leadership and management. Archives operate in a rapidly-changing environment, where new technologies and greater demands for public service have greatly impacted day-to-day operations, and thus, necessary skills for archivists. Static funding levels have complicated the picture, and archives are thus are challenged to find new and more integrated ways of structuring their human resource functions. Within this context, one of the most critical exercises of human resource management is to attract and develop a workforce suited to the organization's unique needs.

The major goal of this section of the investigation is to determine the extent to which archives are hiring new professional archivists, experiencing difficulties recruiting, and the major barriers to recruitment. Also included is an examination of recruitment as an 'input' into the broader human resource cycle of employment in comparison to archivist departures. These calculations estimate the growth, stability, or contraction of archivist staff occurring in the past year. The section concludes with an analysis of the match between the competencies needed by archives and their ability to fulfill these competencies when recruiting.

II   Recruitment Activity, Need, and Ability

Table 3.1 (below) presents the actual recruitment activity among archives, including the percentage of archives recruiting new archivists in the past year, the proportion of all current archivists that are new recruits, and the mean number of new recruits per archive. Further breakdown is provided for the distribution between non-management and management and between non-volunteer and volunteer archivists.

Beginning with the total number of new archivists, Table 3.1 reveals that only one in five archives recruited at least one new archivist to their organization in the past year, representing 6% of the current archivist labour force. Among archives that have hired, each organization recruited 1.3 archivists, on average. Further analysis reveals that the majority of new recruits were non-management (92%) and non-volunteer (88%). These data suggest a situation of only moderate recruitment activity among Canadian archives in the past year.

Table 3.1: Recruitment of New Archivists[1]

Total Archivist Recruits

Percent organizations with recruits	21
Recruits as percent of total current archivists	6
Mean # recruits per organization[2]	1.3

Type of New Recruit as Percentage of all Recruits

Non-management recruits	92
Management recruits	8
Non-volunteer recruits	88
Volunteer recruits	12

Source: 8Rs Canadian Heritage Human Resource Survey
[1] Includes new archivists hired in the past year (between January 1, 2002 and December 31, 2002).
[2] Among organizations that have recruited new professional only. If all archives in the sample are included in the calculations, 0.3 new archivists were hired in each organization.

Having examined the recruitment activity of archives, Figure 3.1 presents a measurement of the need to recruit.[18] The figure provides responses to two survey questions asking whether the organization's need to recruit non-voluntary and voluntary archivists has increased,

---

[18] Whether the need to recruit is based on the need to hire to fill new position or replace departing archivists is unclear. However, since another question asking about whether the need for more archivists has increased in the past 5 years (see Table 3.7) indicated an even higher need than revealed in Figure 3.1, we can assume that the data presented here represent the need to hire and do not reflect the fact that archives could simply benefit from having more staff.

decreased, or remained stable compared to five years ago. The findings indicate that the majority (55%) of archives experienced an overtime increase in their need to hire non-voluntary archivists. Less change in the demand to recruit voluntary archivists is observed, although a sizeable minority (33%) did indicate an increased need.
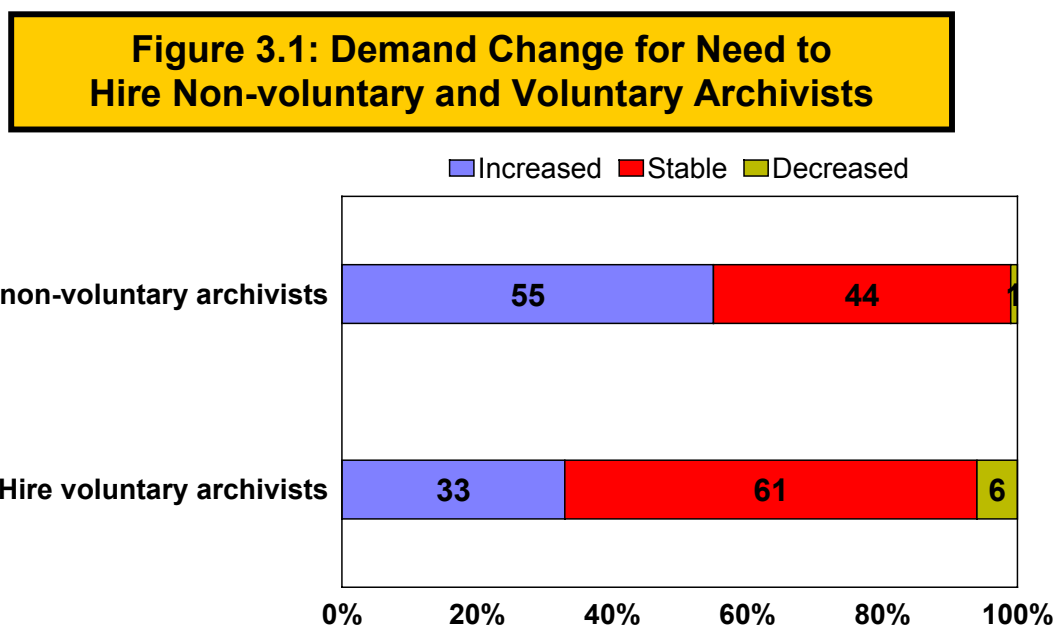
Figure 3.1: Demand Change for Need to Hire Non-voluntary and Voluntary Archivists

Legend: ☐ Increased ■ Stable ☐ Decreased

Category	Increased	Stable	Decreased
Hire non-voluntary archivists	55	44	1
Hire voluntary archivists	33	61	6

_____
Source: 8Rs Canadian Heritage Human Resource Survey
1 Based on responses to the questions asking "Has your organization's need to hire new non-voluntary, or voluntary professional archivists increased, decreased, or remained stable compared to 5 years ago?"

The relatively small proportion of archives recruiting (21%) compared to the greater proportion indicating an increased need to recruit (55% non-voluntary and 33% voluntary archivists), suggests that some organizations are not recruiting to meet their needs. Indeed, when comparing the ability to recruit for those archives that have recruited and those that have not, Figure 3.2 demonstrates important differences between these two groups; a significantly greater proportion of organizations that have recently recruited (61%), than those that have not (41%), report good recruitment ability. These results provide evidence to support the notion that recruitment activity is not just related to having a need to recruit, but the ability to recruit is also a factor in whether or not archivists are hired. Overall, however, Figure 3.2 does not indicate an overly problematic ability to recruit for the vast majority of archives.

Figure 3.2: Current Ability to Recruit by Whether or Not Recruited in the Past Year
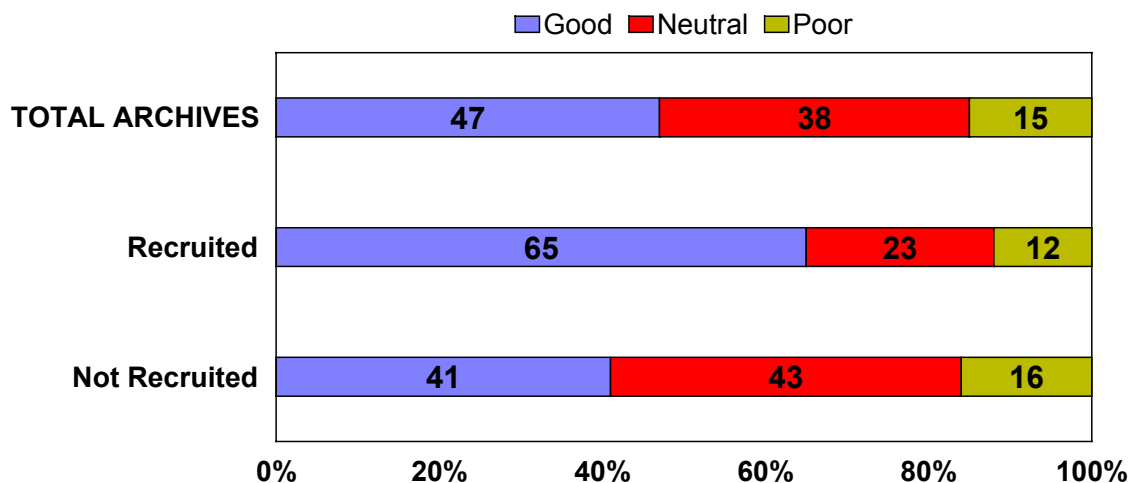
	Good	Neutral	Poor
TOTAL ARCHIVES	47	38	15
Recruited	65	23	12
Not Recruited	41	43	16

Source: 8Rs Canadian Heritage Human Resource Survey
[1] Based on responses to the question "On a scale of 1 to 5 (with '1' representing "poor" and '5' representing "excellent"), how would you rate your current ability to recruit qualified professional archivists?" Responses of '1' and '2' and '4' and '5' have been combined and presented in this figure.

The strong need to recruit expressed by most archives does not match their low levels of actual recruitment, suggesting that some organizations have unfulfilled recruitment needs.

III   Barriers to Recruitment

Even though the ability to recruit does not appear to be a great human resource concern, indications are that this ability differs depending upon the organization's recent recruitment history. A series of questions asking specifically about the barriers to recruiting permits a causal analysis of major reasons why some archives are facing difficulties recruiting. Respondents were invited to indicate the extent to which a list of 15 items prevented them from hiring qualified archivists. Figure 3.3 below presents the percentage of respondents indicating the item as a barrier (i.e., to "some" or to "a great extent"), for the total sample, for archives that have recruited in the past year, and for those that have not recruited. These

barriers take on a different meaning when they are interpreted within a scenario of hiring versus a situation where hiring has not recently occurred. Indeed, the results presented in Figure 3.3 illustrate that archives that have hired in the past year experience different barriers to recruiting than those that have not hired.

Figure 3.3: Most Significant Barriers to Recruitment[1] by Whether or Not Recruited in Past Year
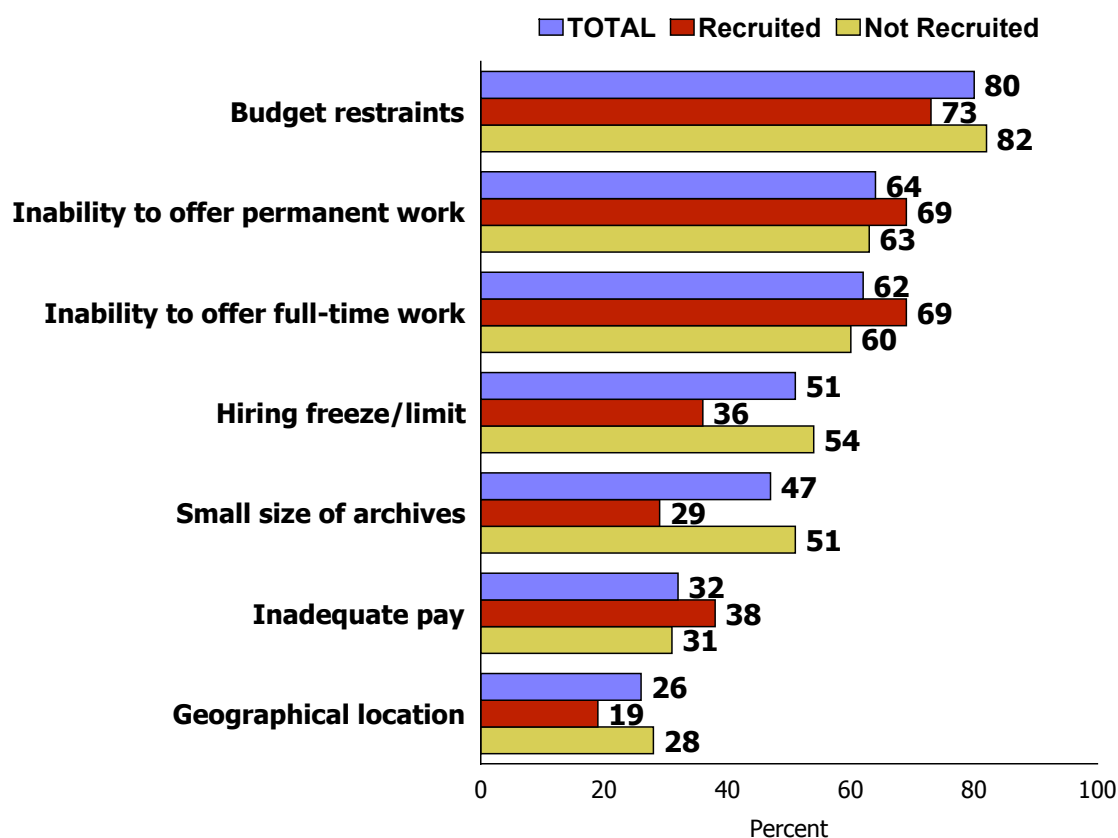
Legend: TOTAL, Recruited, Not Recruited

Barrier	TOTAL	Recruited	Not Recruited
Budget restraints	80	73	82
Inability to offer permanent work	64	69	63
Inability to offer full-time work	62	69	60
Hiring freeze/limit	51	36	54
Small size of archives	47	29	51
Inadequate pay	32	38	31
Geographical location	26	19	28

Percent

Source: 8Rs Canadian Heritage Human Resource Survey
[1] Respondents were asked to indicate, on a 1 to 5 scale, the extent to which each of 15 issues prevented them from hiring qualified archivists. Scores of '4' and '5' have been combined and presented in this figure.

A first glance at Figure 3.3 reveals that the major barrier is monetary, a barrier for which little can be done within the realm of human resource planning. But, budget restraints present a barrier for a greater proportion of archives that have not recruited than those with recent recruitment activity (82% compared to 73%). These findings support the conclusion

that many of the archives in the sample that did not hire new professionals in the past year were not able to do so because of insufficient financial resources and not because they did not have a need to hire.

Further data provided in Figure 3.3 suggest that many of those not hiring are also prohibited from doing so because of a hiring freeze or hiring limitation (54%), the small size of the organization (51%), and geographical location (28%). The inability to provide permanent (69%) or full-time (69%) work stand out as greater barriers among both archives that have and have not recruited in the past year.

> **Barriers to recruitment vary depending on whether or not the archives has hired new archivists in the past year. Archives with new recruits report the inability to offer permanent or full-time work as important barriers. In addition to these, a hiring freeze, the small archive size, and geographical location are the major barriers preventing recruitment among archives that have not hired in the past year.**

Only 18% of archives considered an insufficient pool of qualified applicants to be an important barrier to their successful recruitment (results not shown in table or figure). Figure 3.4 demonstrates that an even smaller portion (5%) felt that applicants for archivist positions were less qualified than they were five years ago. The findings confirm that, if recruitment problems exist, they have very little to do with the size or the quality of the applicant pool. These conclusions are generally applicable to the majority of archives, irrespective of whether they have recent recruitment experience.
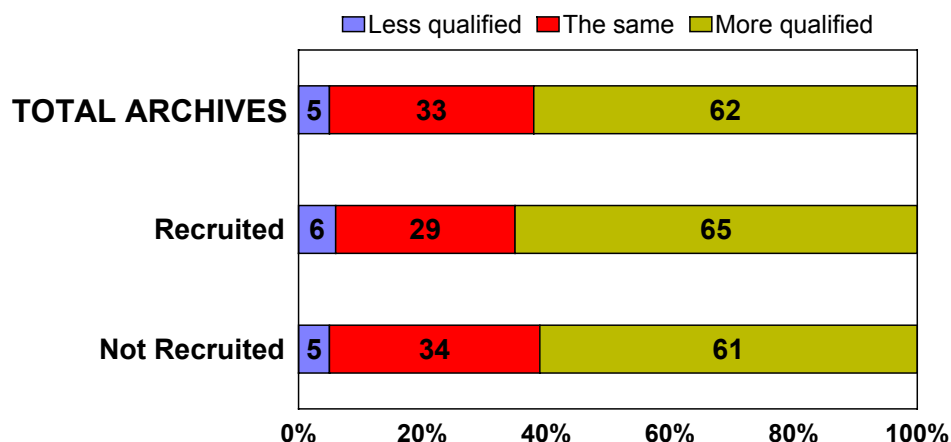
Source: 8Rs Canadian Heritage Human Resource Survey
[1] Responses to the question: "On a scale of 1 to 5 [with '1' representing "much less qualified" and '5' representing "much more qualified"], how would you rate the general qualifications of applicants for professional archivist compared to 5 years ago?" Scores of '1' and '2' and '4' and '5' have been combined and presented in this figure.

IV   Numerical Archivist Supply

The data presented in Table 3.1 demonstrate that a minority of archives have recruited new professionals in the past year. But how do these new recruits influence the overall numerical supply when departures are factored into the equation? In other words, do the total archivist 'inputs' and 'outputs' into the archives system indicate sector growth, stability, or contraction?

Table 3.2 presents the net gain or loss between the number of archivists leaving and the number hired in the year 2002 (non-voluntary and voluntary). These data allow us to determine the extent to which archives are experiencing staff mobility in and out of their organizations as well as to achieve an estimation of expansionary (as opposed to replacement) hiring that has occurred in the sector.

For the total sample, the difference between the number of archivists leaving and those being hired was -15, for a yearly loss in the archivist workforce of about 3 percentage points. As Table 3.2 illustrates, virtually all of this loss occurred among non-voluntary archivists.

Moving down the table, it is apparent that over two-thirds of archives in the sample did not experience any turnover (no departures or hires) in 2002. The net loss in the archival workforce is due to a greater proportion of departures (41) than hires (26). About 10% of archives in the sample were not able to do any replacement hiring, representing a contraction in the professional archivist workforce. Although the results indicate a small overall sector contraction in the number of (non-voluntary) archivists in the Canadian archives system, it is clear that the human resource losses were concentrated in a small number of organizations.

Table 3.2: Net Gain/Loss of Archivists in 2002[1]

Total Net Archivist Gain/Loss	-15
Net Non-voluntary Archivist Gain/Loss	-16
Net Voluntary Archivist Gain/Loss	+1
Organizations without departing or hiring archivists	
% Organizations	68
Net Archivists	0
Organizations with departing archivists	
% Organizations	32
# Archivists lost	-41
Organizations hiring archivists	
% Organizations	21
# Archivists gained	+26

Source: 8Rs Canadian Heritage Human Resource Survey
[1] Based on the difference between the number of archivists hired in the past year (between January 1, 2002 and December 31, 2002) and the number of archivists leaving the organization in the past year (between January 1, 2002 and December 31, 2002), plus an estimate of retiring archivists based on the number of retirements in past five years divided by five.

In 2002, two-thirds of archives did not experience any archivist mobility, indicating overtime workforce stability for the majority of the sample. Contraction of the archivist workforce occurred, however, among the 10% of archives that lost archivists without replacing them.

These data provide a picture of the numerical relationship between the 'inputs' and 'outputs' of the archivist supply equation. The following section presents an analysis of the match between the competencies needed by archives and their ability to meet these demands when recruiting. Thus, the information permits an analysis of the match or mismatch between competency supply and demand.

V   Competency Supply/Demand Match/Mismatch

Respondents were provided with a list of 23 competencies and asked to rate the importance of the competency when making recruitment decisions as well as their ability to fulfill the competency. Figure 3.5 presents those competencies rated both as the most important and the most difficult to fulfill. Since only 66% of the sample responded to these questions, caution should be taken when interpreting the findings.

Four in every ten archives indicated that the number of years of experience was both important and difficult to fulfill. About one in three reported that specialist skills were important but difficult to fulfill. Among those responding with respect to specialist skills, most stated that they look for such competencies as appraisal, conservation, audio-visual, and collections skills or for specific subject knowledge about historical, legal or media matters. Others commented on the need to hire archivists with computer skills. Hence, it is not surprising that technology skills is also listed as one of the most important and most difficult to fulfill competencies by 31% of responding institutions. The ability to handle a high volume of work, to deal with a range of users, and qualities of leadership potential were also cited as important but difficult to fulfill competencies by three in ten archives.

> **'Years of Experience' is the most important and most difficult to fulfill competency when hiring.**

Figure 3.5: Most Important AND Most Difficult to Fulfill Competencies When Recruiting Archivists

Competency	Percent
Years of experience	40
Specialist skills	32
Technology skills	31
Can handle hi-volume workload	30
Leadership potential	29
Can deal with range of users	29

Percent Reporting as 'Important' and 'Difficult to fulfil'

Source: 8Rs Canadian Heritage Human Resource Survey
[1] Respondents were asked to rate the importance of each competency when making hiring decisions about archivists and their level of difficulty in fulfilling these competencies. Respondents indicating the competency as important AND difficult to fulfill are presented in this figure. Only 66% of archives responded to these questions.

SECTION B: RETIREMENT AND SUCCESSION PLANNING

I   Introduction

Concern over the aging staff demographic has been expressed throughout the heritage community, particularly with respect to the number of retirements that are predicted to occur over the next five to ten years. While much of the literature comes from the library sector, members of the archives community have also raised this as one of many potential human resource problems facing the sector, especially with regard to replacing senior management.

The goal of the present study is not simply to 'predict' the size of the next wave of future retirements. While this is important information to garner, it is equally important to ground those numbers in the existing human resource conditions of Canadian archives. The present retirement situation, including retirement events of the past five years, current succession planning preparedness, and perceptions of archives' ability to replace required competencies and barriers to this replacement will help lay the foundation for an informed understanding of how any retirement bulge will be experienced by the archives sector in the future. These elements are examined in our analysis of retirements.

II   Current Retirement

Table 3.3 presents archivist retirements that have occurred within the past five years. A very small proportion (13%) of archives have experienced retirements, representing only 3% of the current archivist workforce. Among the 13% of archives experiencing retirements, an average of 1.3 retirements took place in each organization (or 0.2 for each archives in the total sample).

Table 3.3: Retirements in Past 5 Years

% Orgs. w/retirements	13
Retirements as % of current professional staff	3
Mean # retirements/organization[1]	1.3
Age of Retirement:	
Before 65	52
65	48
After 65	0

Source: 8Rs Canadian Heritage Human Resource Survey
[1] Average retirements among organizations with retirements only. If the total sample is used as the denominator, average retirements for the total sample is 0.2 per organization.

Just over half of retirements took place before the age of 65 and the remaining at age 65. Notably, none of the 24 retiring archivists were over the age of 65. The rather large proportion of retirements before age 65 may reflect a Canadian labour force trend where retirements are occurring at an earlier age, largely as a result of restructuring and downsizing. Given recent downturns in investments of retirement and pension plan holdings, it is unclear whether this trend will continue.

The age at which archivists are typically retiring is partly explained by retirement policies (Table 3.4). One-third of the sample has an age-of-retirement policy, with the majority stipulating 65 years of age as the maximum age of retirement.[19] And only 16% of archives offer an early retirement package. Given that the majority of archivists represented in this sample retired before the age of 65, retirement policies do not adequately explain the age at which archivists typically retire.

---

[19] Results on minimum age of retirement are not presented because of insufficient numbers or organizations reporting on this question.

Percent organizations with age of retirement policy	**33**
Maximum mean age of retirement	**65**
Percent organizations with early retirement package	**16**

Source: 8Rs Canadian Heritage Human Resource Survey

III   Projected Future Retirement

The retirement results presented so far tell us about what has occurred in Canadian archives in the past 5 years. But what are the expectations for retirements in the future?

We use 2001 Statistics Canada data in the calculations of the proportion of current archivists expected to retire over the next ten years because of insufficient cases reporting on age in this survey. Also, by using Statistics Canada data comparisons in retirement predictions between archives, libraries and museums are appropriate since they are all based on the same data source.

A couple of methodological caveats should be understood before presenting these figures. First, Statistics Canada's definition of archivists differs somewhat from the more rigorous definition used in this study. Also, we are unfortunately only able to provide an estimate of retirements over the next 10 years (and not a shorter-term picture of the next 5 years). The estimates are also somewhat imprecise since we calculate the predictions using age ranges (e.g., 45 to 54 years of age, and 55 to 64 years of age) and can only provide retirement estimates for those who have retired or are eligible to retire. Using age ranges also precludes the ability to provide predictions based on different retirement ages. Rather, we are forced to assume a minimum eligible age of retirement of 55 years of age.

According to the 2001 Statistics Canada census, 204 current archivists are predicted to retire or to be eligible to retire by 2011. This represents only 9% of the current archivist workforce.

These figures are not particularly alarming and do not suggest a crisis situation for archives, at least with respect to the numerical loss of human resources in the sector. But a loss of one in ten archivists may be of greater consequence for smaller archives where there are only one or two professional archivists on staff. Further, retirements cannot be viewed in isolation but must be seen as part of the larger supply-demand nexus within any organization. If a single archives has 2 retirements over the next 10 years, but they are also having trouble retaining professionals or are experiencing difficulties recruiting new professionals, then the human resource loss from retirements is of greater consequence.

> **Less than 5% of archivists retired over the past 5 years, and it is estimated that 9% of current archivists will have retired or be eligible to retire over the next 10 years.**

The numerical estimation of retirements, of course, says nothing about the qualitative aspects of human resource loss that occurs when archivists retire. Presumably, a good proportion of retiring professionals are creating more than just empty positions, but they are generating a vacancy in important knowledge, skills and experience that individual archives must replace. A series of survey responses presented in the next section about the ability to replace the lost skills and knowledge from departing senior archivists speaks precisely to this aspect of retirements.

IV   Succession Planning

While succession has been previously defined in the literature as planning for the replacement of top management positions, there appears to be a greater shift to expand the definition of succession to incorporate recruitment, training and functional analyses for staff throughout all levels of the organizational hierarchy. Effective succession planning means that present recruitment and staff development are informed by anticipated future need.

But again, little empirical research on succession planning is available in the archives literature. Hence, our main goal of this portion of the analysis is to determine the extent to which Canadian archives are planning for succession and to what extent they anticipate having difficulties replacing critical competencies. By identifying the experiences of archives in replacing core competencies and by revealing if they are proactively planning for succession, this section portrays the current state of the sector's readiness to embrace the future retirement scenario.

Figure 3.6 presents the percentage of archives reporting difficulties replacing the skills, knowledge and leadership qualities lost by departing senior archivists and those estimating an inadequate current pool of internal candidates eligible to replace these lost competencies when senior archivists leave their organization. The set of bars at the top of the figure represent historical difficulties experienced by archives and the second set possible future difficulties.

About equal proportions of archives indicated that they have experienced difficulties replacing the skills and knowledge and leadership qualities lost when senior professionals left their organizations (30% and 28%, respectively). Even greater concern, however, is expressed over replacing these competencies in the future with the current pool of internal candidates (49% and 44%, respectively).

The literature cites two common definitions for leadership skills and management skills, respectively.

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.

Management involves structuring one's own activities and those of others and coordinating the use of resources to maximize productivity and efficiency. Areas of concern include personnel (including staff development), planning and budgeting, and operations. (Young, Powell, and Hernon, 2002)

Figure 3.6: Level of Difficulty in Replacing Skills/Knowledge and Leadership Qualities Lost from Departing Senior Archivists[1]
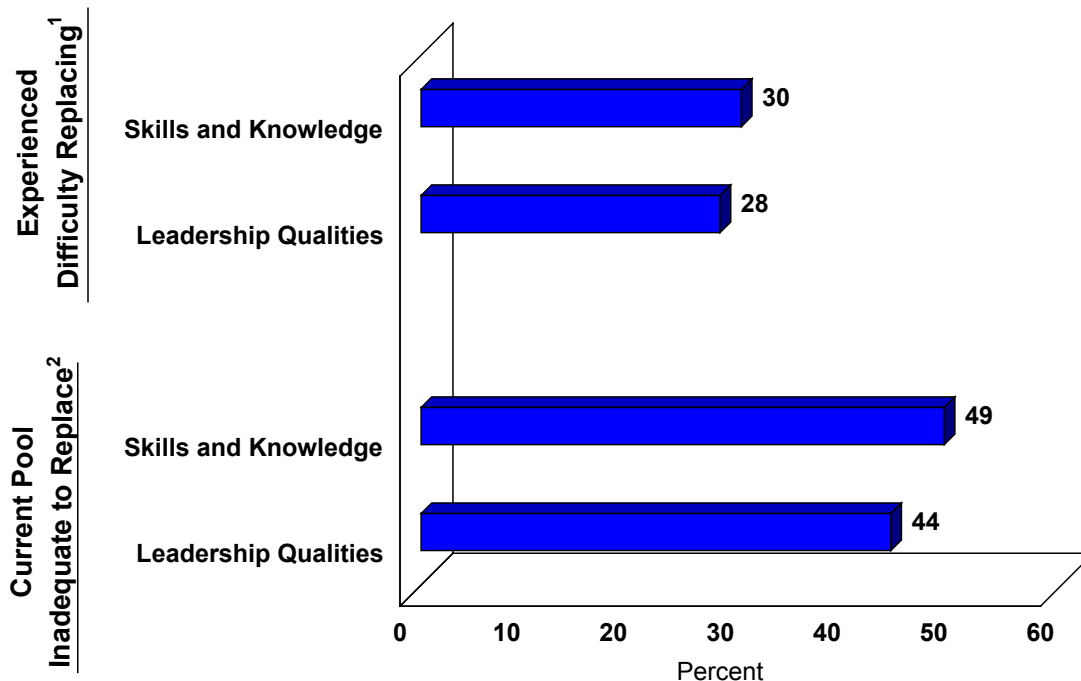
Source: 8Rs Canadian Heritage Human Resource Survey

[1] Based on 'yes' responses to the question: "Have you had any difficulties replacing the skills and knowledge and leadership qualities lost by departing senior archivists?" Only 58 (62%) of archives responded to this question.

[2] Based on responses to the question; "On a scale of 1 to 5 (where '1' represents "not at all adequate" and '5' represents "very adequate"), how adequate is your current pool of internal suitable candidates that could replace the skills and knowledge and leadership qualities lost by departing senior archivists?" Scores of '1' and '2' are combined and presented in this figure. Only 78 (83%) of archives responded to this question.

> **One in three archives experienced difficulties replacing the skills and knowledge and leadership qualities lost when senior archivists left the organization. Anticipated future concern over replacing these competencies is even greater, given the current pool of suitable internal candidates.**

Figure 3.7 presents the barriers that are perceived as the most important obstacles to replacing competencies lost by departing senior archivists. The results reveal that financial issues comprise important barriers; budgets were cited by 67% of the sample and 39% reported inadequate pay as barriers to competency replacement. Further, a hiring freeze or

limitation and the small size of the organization are viewed as barriers to replacing the competencies by more than four in ten archives. One-third cited an "inadequate pool of qualified candidates" or "the absence of a succession planning strategy" as barriers. This last finding coincides with other results showing that only 9% of the total sample have a succession plan (results not shown in table or figure). The low incidence of succession planning is understandable given the small number of retirements that have occurred and are expected to occur in the archive sector.

Figure 3.7: Most Important Barriers to Replacing Competencies Lost by Departing Senior Archivists
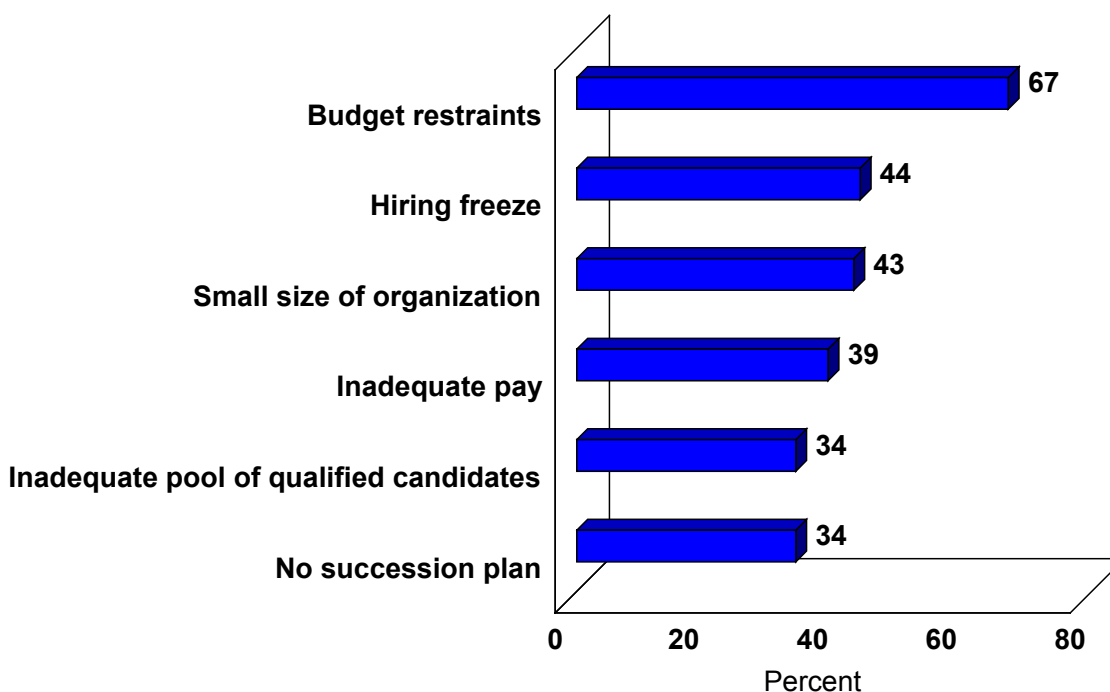
Source: 8Rs Canadian Heritage Human Resource Survey
[1] Based on responses to the question: On a scale of 1 to 5 [with '1' meaning "not at all" and '5' meaning "to a great extent"], to what extent do the following items prevent your organization from replacing the competencies lost by departing senior archivists?" Responses of '4' and '5' are combined and presented in this figure. Only 64% of the sample responded to these questions.

<u>SECTION C: RETENTION</u>

I   Introduction

The length of time that an archivist stays at the same organization has two somewhat contradictory implications for human resource planning. On the one hand, career longevity can be a benefit to the extent that it provides human resource predictability. Yet, a degree of turnover is also healthy, particularly in environments typified by innovation and change, as archives indeed are. As we will see, limited turnover also prohibits opportunities for promotion. In turn, limited promotional opportunities factor into decisions to leave. The challenge for human resource managers is to establish a balance between staff stability and turnover, insofar as they are able.

Whether archivists stay at or leave their place of employment can also tell us something about their level of job satisfaction, an issue we address in greater detail in Section F. Reasons for staying, however, are not always related to satisfactory conditions. In fact, employees may choose to stay at their current organization simply because of a lack of alternate work opportunities. Other reasons such as geographical location or personal commitments can also limit the mobility of employees in ways that are beyond the control of human resource personnel.

We address retention issues in this study by examining respondents' perceptions about why archivists stay at their current organization and why they might leave. Also included is an analysis of promotional opportunities and barriers to promotions insofar as these factors are linked to job satisfaction and ultimately, retention. The section begins, however, with a numerical breakdown of archivist departure and turnover rates.

II   Archivist Retention

Table 3.5 displays the percentage of organizations that have had archivists leave in the past year and a breakdown of the proportion that voluntarily resigned, involuntarily left, or had retired. In total, 32% of archives in the sample had at least one archivist leave in the past year. Most (44%) left voluntarily, 18% left involuntarily, and 38% retired. While retirement is unavoidable (although it can be delayed), the relatively high level of voluntary departures is

an issue that can be influenced by human resource policy and practices. It is well documented, for example, that turnover rates can be reduced by implementing alternative work practices such as teamwork, flexible job design, and team-work-based training (Morrissette and Miguel Rosa, 2003).

Table 3.5: Departing Archivists[1]

	Percent
Orgs. with departing Archivists	32
Voluntary departure	44
Involuntary departure[2]	18
Retirements[3]	38

Source: 8Rs Canadian Heritage Human Resource Survey
[1] Archivists leaving the organization in the past year (between January 1, 2002 and December 31, 2002).
[2] Involuntary departures may include dismissals or secondments to other positions within the larger organizational structure (e.g., from an archives to another government department).
[2] Retiring archivists is an estimate based on the number who have retired over the past 5 years divided by 5.

Three in ten archives experienced an archivist departure in the past year: 44% left voluntarily, 18% left involuntarily, and 38% retired.

Table 3.6 provides data pertaining to the average expected number of years that new recruits stay, turnover rates compared to five years ago, and the level of concern over turnover rates. Over 70% of new recruits are expected to remain in their organization for at least five years. These figures indicate a somewhat longer tenure for archivists when compared to the Canadian labour force, where 55% of new entrants stay, on average, less than five years (Picot, Heisz, and Nakamura, 2001).

Table 3.6: Turnover Rates

	Percent
Average Length New Recruits Expected to Stay[1]	
Less than 5 years	30
5 - 10 years	35
More than 10 years	36
Current Turnover Rates Compared to 5 Years Ago[2]	
Lower	17
Higher	12
Concerned about turnover rates[3]	25

Source: 8Rs Canadian Heritage Human Resource Survey
[1] Based on responses to the question: "How long, on average, do you expect newly-hired, entry-level archivists to stay in your organization?"
[2] Based on responses to the question: "Compared to five years ago, are turnover rates (other than from retirements) lower, higher, or about the same among archivists?"
[3] Based on responses to the question: "On a scale of 1 to 5 [with '1' representing "strongly disagree" and '5' representing "strongly agree"], to what extent do you agree that turnover rates are not of great concern in our organization." Scores of '1' and '2' are combined and presented in this table.

Since these figures do not represent a widespread increase in turnover rates (only 12% reported that their turnover rates were higher than was the case five years ago), we can assume that the concern expressed over turnover rates by 25% of the sample is a systemic concern and not one that has arisen recently. Alternatively, concern might stem from turnover rates that are too low, an issue, as we will see, that inhibits promotional opportunities (Figure 3.10).

As a whole, the data presented in Table 3.6 indicate that most archives are not experiencing problems in retaining their professional staff. Still, it is useful to examine the reasons why staff stay or leave their current organizations. We begin with a presentation of the five most-often reported reasons why archivists stay (Figure 3.8).[20]

---

[20] The findings on why archivists stay (Figure 3.8) and leave (Figure 3.9) should be interpreted with some caution since they are from the perspective of the organization and may differ from what professional staff themselves would report. For example, anecdotal evidence suggests that archivists may even be more apt to indicate that the interesting, rewarding and challenging aspects of the job are an important reason for staying at their organization, than is depicted in Figure 3.8.

Figure 3.8: Top 5 Reasons Archivists Stay at Current Organization
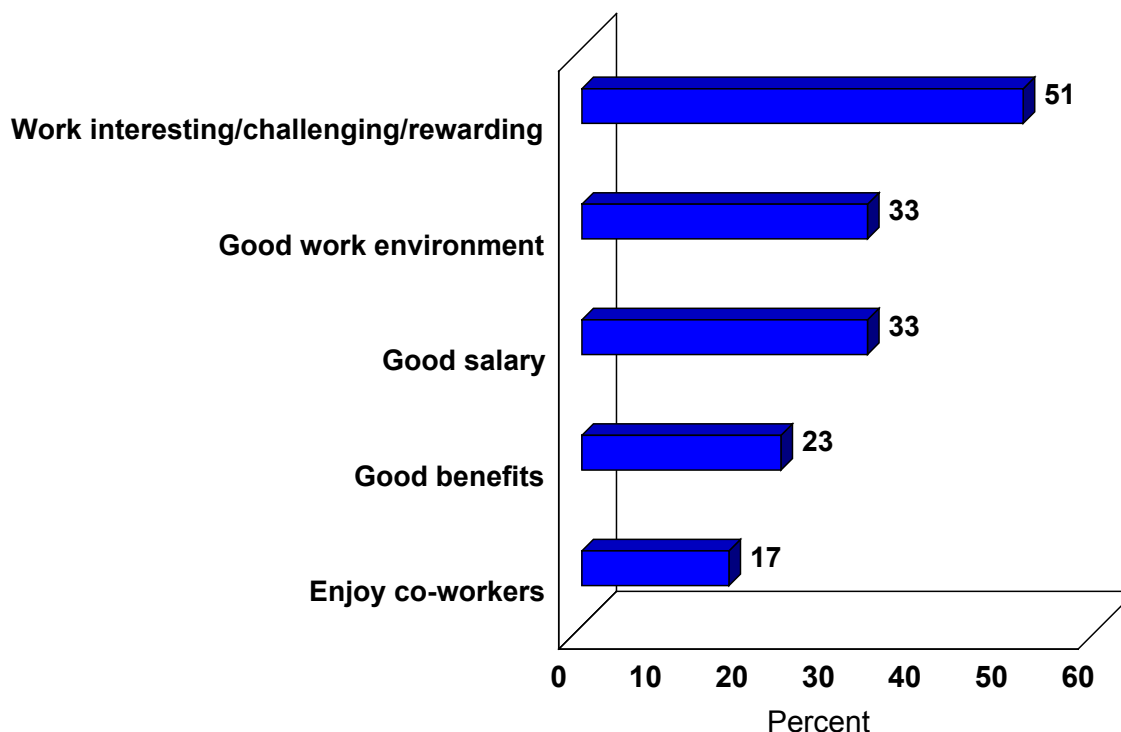
Work interesting/challenging/rewarding: 51
Good work environment: 33
Good salary: 33
Good benefits: 23
Enjoy co-workers: 17

Percent

_____
Source: 8Rs Canadian Heritage Human Resource Survey
1 Categorized responses to the open-ended question: "What are the three major reasons why archivists stay at your organization?"

Half of the respondents cited the challenging, interesting, or rewarding nature of the work as one of the major reasons why archivists stay in their jobs. One-third indicated a good work environment or a good salary and 23% the good benefits as reasons for staying. A smaller proportion (17%) reported that archivists' good relationships with their co-workers and peers was an important reason to stay at their current workplace.

Although one-third of the sample reported that "good salary" was a reason for staying, a similar proportion indicated "inadequate salary" as a reason for leaving the organization (Figure 3.9). The finding that 35% of archives felt that archivists leave their organizations for reasons of remuneration is supported by Yakel's (2000) states that low salaries is a primary reason for archivists to leave the profession.

Figure 3.9: Top 5 Reasons Archivists Leave Current Organization
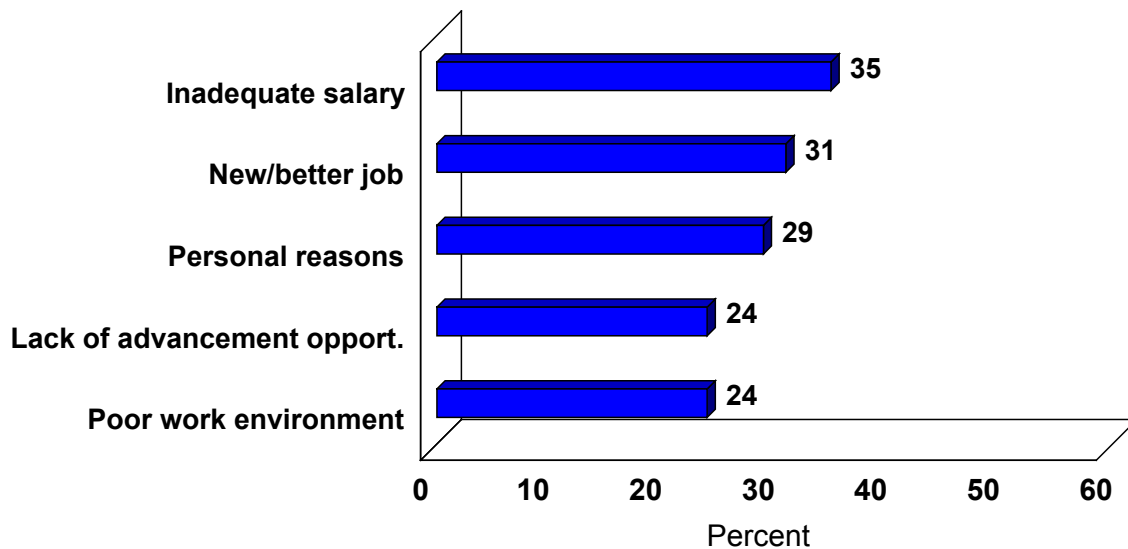
Source: 8Rs Canadian Heritage Human Resource Survey
[1] Categorized responses to the open-ended question: "What are the three major factors which cause archivists to leave your organization (other than to retire)?"

Three in five respondents also stated that archivists left for another or better job or for personal reasons. A lack of advancement opportunities and a poor work environment were highlighted as important reasons for leaving by one-quarter of archives.

III   Promotional Opportunities

The ability of archivists to move within an organization can influence whether they stay in their organization. Indeed, the results presented in Figure 3.10 above show that a lack of promotional opportunities is one of the five most important reasons explaining why archivists leave their organizations. Having the chance to move into a different or more responsible position also can enhance performance and serve as an achievement motivator. Not having opportunities for mobility, however, can stifle performance and in extreme cases result in work apathy or resignation.

Promotional opportunities are determined by a number of factors. A concentrated age demographic combined with organizational flattening, for example, can result in large

numbers of staff at the same level competing for fewer jobs (Montgomery, 2002). The promotional opportunities among the sample of archives is split with 20% reporting "poor" opportunities, 23% indicating "good" or "excellent" opportunities, and the majority (57%) of archives providing a "neutral" rating of their current promotional opportunities (results not shown in table or figure).

When asked about what contributes to a lack of promotional opportunities, the results in Figure 3.10 show that two-thirds felt that budget restrictions served as a barrier to offering opportunities for advancement.[21] Interestingly, the second most often-cited reason for inadequate promotional opportunities was limited turnover, thereby illustrating the negative side of turnover. A hiring freeze was also noted as an important barrier to promotional opportunities by 56% of archives. A smaller proportion (26%) indicated organizational delayering or flattening as a barrier.
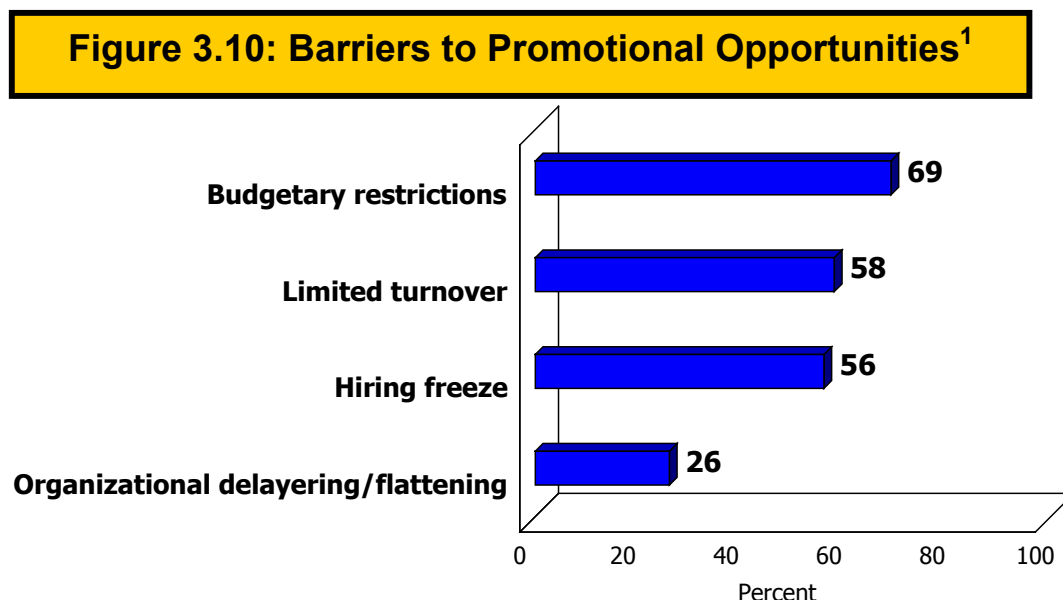
Figure 3.10: Barriers to Promotional Opportunities[1]

Source: 8Rs Canadian Heritage Human Resource Survey
[1] Based on responses to the question: On a scale of 1 to 5 [with '1' meaning "not at all" and '5' meaning "to a great extent"], to what extent do the following items contribute to a lack of promotional opportunities for archivists in your organization?" Responses of '4' and '5' are combined and presented in this figure.

---

[21] Although few differences in responses to these barrier questions were found between those rating their promotional opportunities as "poor" and "good/excellent," a significant difference in responses was found for budget restrictions. Only 47% of those who positively rated their promotional opportunities cited budgets as a restriction compared to 87% of the archives whose promotional opportunities were rated as "poor."

In summary, the findings in this section on retention highlight some important interrelated human resource issues that are affecting Canadian archives, albeit to varying degrees. High turnover rates do not appear to be of inordinate concern, although limited turnover clearly serves as an impediment to upward mobility for professional archivists. Indications are that some archives are especially compromised by budgets and their inability to offer competitive salaries.

<u>SECTION D: ARCHIVIST-RELATED EDUCATION</u>

I   Introduction

Traditionally, the education of archivists was often informal, with most learning on the job in an apprenticeship situation. However, there are signs that archivist education has become more standardized, purposeful, and accessible (Wallace, 2000). As noted by Limon, archivist education has become

> significantly more focussed and professional....Established by schools, national archival institutions and, increasingly, by professional associations, training opportunities have become more varied and more numerous. (qtd. in CHRC 2002, p. 53-54)

Archival education at the graduate level is increasingly the primary means of entering into the archival profession (Yakel 2000). Further, a recent study of students in graduate archival programs (in Canada and the United States) showed that 30% of respondents possessed a graduate degree before they pursued the Masters of Archival Science (Wallace 2000). Yet, research continues to demonstrate a rather wide range of educational credentials among archivists. Craig's (2000) study, for example, reveals that 28% of archivists have 'no professional education or post-appointment training'.

Craig found considerable support among archivists for distance education. Almost 70% of respondents indicated that they would be willing to use this avenue for further professional training. Most-frequently suggested topics for a distance learning program included electronic records management, archives administration, RAD applications and updates, database design and management, preservation and conservation, automation and computing programming, and appraisal and acquisition.

This section of the report focuses on evaluations of archivist-related Master's level programs. The analysis begins, however, with an examination of the education levels among the archivist professionals represented in the survey.

II   Educational Attainment

We have already mentioned that archivists are noted for their varied education levels and training routes. It is not unheard of for paid professionals to begin as volunteers with little or

no related education or experience and to learn their discipline primarily through on-the-job experience. An increasingly typical educational background, however, is for archivists to have a Master's degree from an archival, history or library studies program.

Figure 3.11: Highest Level of Education Among Professionals
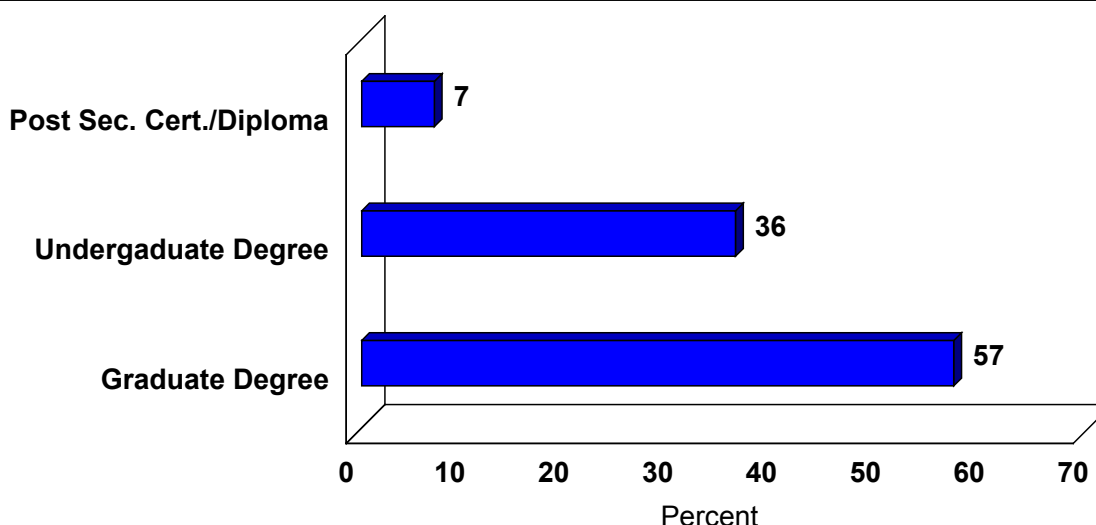
Source: 8Rs Canadian Heritage Human Resource Survey

An examination of the highest education levels attained by archivist professionals, presented in Figure 3.11, reveals that nearly six in ten have a Master's degree, 36% have an undergraduate degree, and only 7% have obtained a college or technical school diploma or certificate. These findings support the research showing that graduate level education among archivists is increasingly becoming a standard.

III   Evaluation of Archives-Related Master's Level Programs

Since not all archivists represented in the sample have a Master's degree and some respondents may not have experience with employing Master's level archivists, it is understandable that when asked to evaluate archives-related Master's programs, only 82% of the sample provided a response. Among those who did respond, however, 78% agreed that "the education provided in Master's level programs equips graduates with the competencies required to be professionals in your organization."   When asked how the

curriculum content of Master's level programs could be improved, an even smaller proportion (57%) provided an answer. We present these findings in Figure 3.12, therefore, with a strong note of caution.

The most common suggestion for improving Master's level programs was to provide more practical experience, either through practicuum or co-op programs (48%). While Wallace (2000) found archival education increasingly purposeful, these results clearly indicate that more grounding in practical training is desirable. More management and business training (including training in finance, marketing, personnel management, and leadership skills) was also made as a suggestion by 26% of this sub-sample of archives. Still others noted the need to put more emphasis on technology skills and hard skills training.
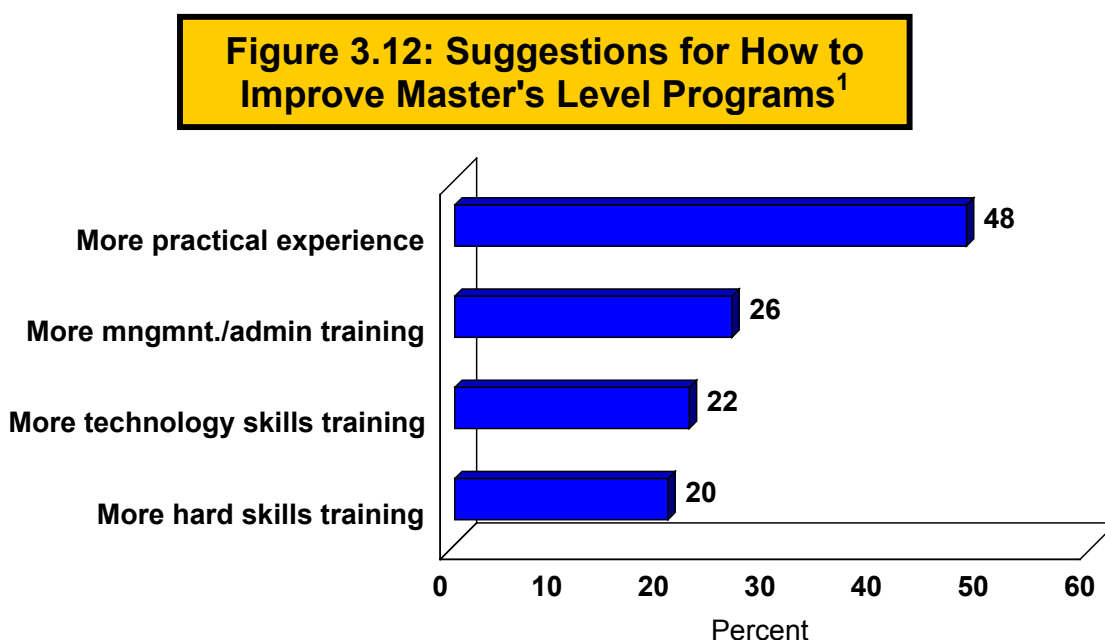
Figure 3.12: Suggestions for How to Improve Master's Level Programs[1]

Suggestion	Percent
More practical experience	48
More mngmnt./admin training	26
More technology skills training	22
More hard skills training	20

Percent

Source: 8Rs Canadian Heritage Human Resource Survey
[1] Based on responses to open-ended question "How could the curriculum content of these Master's programs be improved?" Only 57% of archives responded to this question.

About six in ten archivists represented in this survey have a Master's degree. The majority of archives positively rated Master's level programs, but the most common suggestion for improving these programs was to provide more practical experience.

SECTION E: CONTINUING EDUCATION

Continuing education is essential for professionals to keep pace with ever-changing skill demands. Learning initiatives also have ramifications for job performance and satisfaction insofar as they equip staff with the skills and abilities that allow them to successfully accomplish their work. Throughout the report, findings suggest that archivists are increasingly required to perform specialist, managerial, and leadership roles and therefore require training in these areas. There is also strong indication that archivists need to be able to work in a number of different areas and perform a wide variety of tasks and to keep up with technological skills.

While archives are positioned to be the most responsible for the continuing education of archivists, associations and educational institutions can also play a role. We found, in fact, that 94% of archives agreed that professional associations should assist in the training of archivists, with the majority specifying that this could be achieved through by offering courses, workshops, or conferences. A less common suggestion was for professional associations to offer more accessible learning opportunities through financial assistance or local or online courses. The latter is consistent with Craig's (2000) finding that greater distance education opportunities are desirable.

Of course, archivists themselves must also be responsible for exploiting the continuing education opportunities provided by their employers. But these opportunities can be offered in such a way as to increase the likelihood of participation. Research has shown, for example, that employees are most likely to pursue training opportunities when they can defer costs to their employer and when they are provided sufficient time to participate in training activities, especially when they are offered during working hours (Bergeron, Deschalets et al, 1998).

Research from Craig's (2000) study suggests that continuing education is common practice in the archives community. This study revealed that over seven in ten Canadian archivists have taken post-graduate or post-appointment education or training, with 79% attending conferences and/or seminars on their work time, 69% attending short-term courses, 24% researching and writing articles for publication, and 18% pursuing distance education or

independent study programs. Craig concludes that Canadian archives and archivists maintain a strong commitment to professional development and continuing education.

II   Organizational Training

The dynamic environment in archives means that ongoing training of all levels of archivists is perhaps more important now than has ever been the case. Indeed, when asked about the amount of training required to meet the needs of their organization, virtually all sample members (97%) responded that their professional staff required at least some training; specifically, 55% indicated "some training" and 42% a "good" or "great amount of training."

Given the widespread need to train archivists, it is useful to compare this need with the amount and type of training that is actually provided. To this end, almost eight in ten (79%) archives provided at least some training to their archivist staff in the past year. Figure 3.13 provides a more detailed breakdown of the various types of training provided to archivists.

Job-oriented skills and technology skills were the most common types of training provided for archivists in 2002 (63%). Half as many archives provided management training, and even fewer offered leadership or customer-service training. Hence, while training for job-specific skills and for technology appear to be commensurate with the need for training in these areas, the somewhat low proportion of archives offering training in management and especially leadership skills does not appear to match the demand for these roles that was expressed by respondent in a number of ways throughout the survey (see Figures 3.4, 3.6, and 3.12 and Table 3.7).

Figure 3.13: Types of Training Provided to Archivists[1]
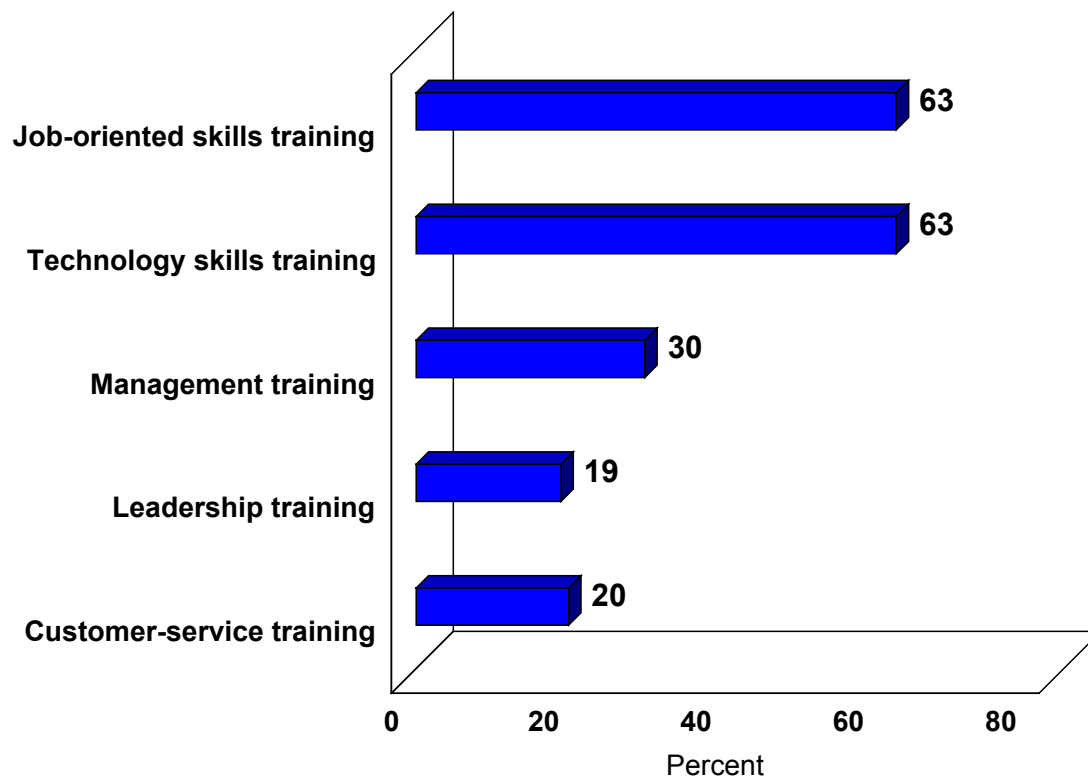
Source: 8Rs Canadian Heritage Human Resource Survey
[1] 'Yes' responses to question asking "During the past year, did your organization provide any of the following types of job-related training to professional archivists?"

While leadership may be identified as an important competency for archives, the question remains as to what extent this competency can be 'taught.' Inasmuch as leadership is defined as taking the initiative to develop and implement creative practices and co-ordinate and motivate the personnel needed to complete such initiatives, the ability to perform this role is to some extent dependent upon the employee's personal characteristics and motivation level.

On the other hand, many organizations are providing archivists with opportunities to assume leadership roles in order to cultivate leadership qualities. More than six in ten (62%)

archives felt that they were able to offer 'good' or 'excellent' opportunities for archivists to experience leadership roles (results not shown in table or figure).

> **Although adequate training is being provided for technical and job-oriented skills, there is room for improvement in leadership and management training.**

Arguably, management training is somewhat more amenable (although not completely) to formal training. A recommendation from these findings is therefore not only for archives to provide more training, but to supplement this with management experience through such avenues as secondments or job rotations.

A final finding from this survey that helps contextualize the analysis of continuing education is from the responses to the question asking about the extent to which "budgets prevent your organization from offering needed training to professionals." Forty-three percent of archives indicated that budgets were a barrier to training at least to some extent (17% to a 'great' extent). As a result, archives may need to approach training in ways that will minimize costs, while addressing professional development needs.

SECTION F: HUMAN RESOURCE PRACTICES AND JOB SATISFACTION

I   Introduction

Nurturing an organization's human assets, including its human and intellectual capital, contributes to overall performance. Quality of work life (e.g., good remuneration, family-friendly, meaningful, interesting, challenging, rewarding, and participatory work) and the quality of employer-employee relationships (e.g., relations of trust and loyalty) bear heavily on job satisfaction and staff retention. Employees will tend to be more satisfied, perform better, and be more inspired to innovate if they find their jobs challenging and rewarding. Successful recruitment is also affected by quality of work life, inasmuch as the organization will become an 'employer of choice' in the field. Poor working environments, weak or conflicted employer-employee relationships, and low job satisfaction may result in early retirement or resignation, less-than-optimal job performance, and difficulty in recruiting new archivists.

Given that attracting new recruits, retaining staff, and losing senior staff because of early retirements do not appear to be of great concern among most archives in the sample, the positive spin-off from creating a quality work environment is perhaps more relevant to the satisfaction, morale, rejuvenation, and productivity levels of the current workforce. Further, since archivists themselves were not surveyed, we cannot draw direct and conclusive linkages between the quality of work life and job satisfaction. We do, however, make an assessment of the quality of work provided in the archives sector by comparing the results to other Canadian employers whenever possible.

II   Extrinsic Benefits

Increasing evidence suggests that employees value intrinsic factors (such as having relationships of respect, trust and loyalty with employers, and having a job that it rewarding, interesting and participatory) more than extrinsic factors (such as pay, benefits, and job security). Lowe's (2000) research, for example, demonstrates that employees are more interested in career-advancement opportunities, training and development than salary.

Further, employers who are attentive to these staff concerns make a difference to employee satisfaction. Still, having a job that pays well is ranked as important to most employees.

Interestingly, it is often believed that employees in the non-profit sector hold a different mix of extrinsic and intrinsic work orientations than those in the for-profit sector. This is based on the belief that employees are willing to accept lower salaries in return for work that has social or cultural value. Researchers believe that individuals who seek out employment with non-profit organizations are willing to forego wages in return for work that they view as being more socially worthwhile than available elsewhere (Frank, 1996; Rose-Ackerman, 1996). Some have even argued that the offering of lower wages will attract staff that are more committed to the mission of the non-profit organization (Handy and Katz 1998, p. 259).

Research within the library sector indicates that salary is of particular concern to professionals beginning their careers (Association of Research Libraries, 2003). According to Yakel's (2000) survey of current graduate students in Master's of Archival Science programs, 53% expected a starting salary of $31-$40,000, 38% expected $20-$30,000, and only 7% expected above $41,000 (in U.S. dollars). How do these expectations, then, fit with the actual salaries of Canadian archivists?

On average, full-time archivists earned $55,550 per year. Again, we must note the caution that should be taken when interpreting salary results since only 62% of the sample provided valid salary information.[22]

These salaries are somewhat more favourable than those offered in for-profit organizations where professionals make an average of $48,000 year (McMullen and Schellenberg, CPRN, 2003). Since these comparative figures are based on a very different calculation method and because of the low response rate on the salary question in our sample, however, caution should be taken when interpreting these numbers.

---

[22] Salaries are based on the mid-point between low and high salary ranges provided by respondents. Although the survey asked respondents to provide the annual salary for their archivists, some provided hourly, daily, or weekly salaries. Since it was not clear whether or not these salaries were for full-time archivists, they could not be used in this analysis. Only 70 archives provided salary information, of which 58 (62% of total sample) could be used in the salary calculations provided in the report.

Despite the apparent adequacy of archivist salaries, problems associated with inadequate salaries have been noted in several sections of the report. Inadequate salaries were cited as a barrier to recruitment by 32% of archives (Figure 3.3) and as a barrier to the replacement of departing senior staff by 39% of the sample (Figure 3.7). And more than two-thirds of archives reported inadequate salaries as one of the major reasons why professionals leave their organizations (Figure 3.9). At the same time, however, "good salaries" were cited as a reason why archivists stay in their organization (Figure 3.8). These mixed findings suggest a situation of salary polarization in the archives sector, where some archives are able to offer competitive salaries to their archivist staff, while the earnings for others are below standard professional salaries.[23] This conclusion is supported by the finding that 38% of archives indicated their salaries were competitive and 32% reported that they were not competitive. The results suggest that about one-third of archives are especially compromised by their inability to offer competitive salaries.

Earnings are only one part of the overall compensation package. Benefits also provide an indication of the extent to which employees are recognized for their labour. Figure 3.14 indicates that a majority of archives are able to offer a wide range of benefits to their full-time archivist staff. More than eight in ten archives provide life/disability insurance, retirement/pension plans, or Worker's Compensation. Medical plans are provided by three-quarters of the sample and two-thirds provide dental plans and maternity/paternity leaves. Smaller proportions of archives offered the remaining benefits listed in Figure 3.14.

Overall, these benefits compare favourably to those offered in Canadian workplaces in general. For example, one-half of the labour force has employer sponsored pension plans (Lowe, 2000), compared to 85% of archives. The proportion of archives offering benefits is also comparable to other non-profit organizations. Three-quarters of archives offer supplemental medical compared to 79% of non-profit organizations (McMullen and Schellenberg, CPRN, 2003),

---

[23] Further analysis of the salary data revealed a range of more than $70,000 between the lowest and highest salaries.

Figure 3.14: Benefits Offered to Full-time, Permanent Archivists

Benefit	Value
Life/disability Insurance	88
Retirement/pension plan	85
Workers' Compensation	82
Medical	76
Dental	67
Maternity/paternity leave	69
Employee assistance program	56
Education leaves	40
Group RRSPs	33
Sabbaticals	26
Tenure	22
Research leaves	15
Childcare services	8
Elder care leaves	8
Childcare subsidies	6
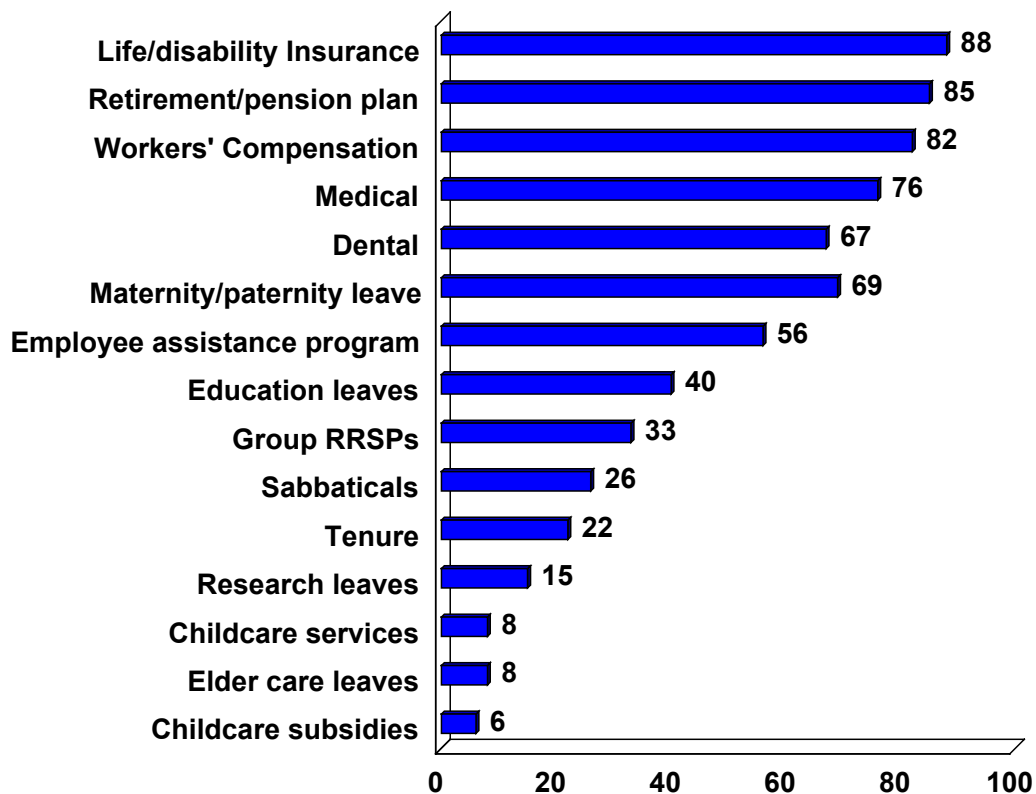
Source: 8Rs Canadian Heritage Human Resource Survey

II   Intrinsic Benefits

We have already discussed the somewhat commendable promotional opportunities (an intrinsic benefit) provided to archivists. The work organization practices presented in Figure 3.15 suggest that while many archives have implemented precisely the kinds of programs that contribute to a quality of work life, room for improvement clearly exists.

Figure 3.15: Work Organization Practices

Job Strategies
- Self-directed work groups: 35
- Problem-solving teams: 36
- Job enrichment: 27
- Job sharing: 17
- Job rotation: 12

Job Scheduling
- Flextime: 58
- Fixed shifts: 23
- Paid overtime: 22
- Compressed work week: 22
- Rotating shifts: 3

Communication
- Information sharing: 66
- Performance evaluations: 61
- Employee suggestion program: 31

_____
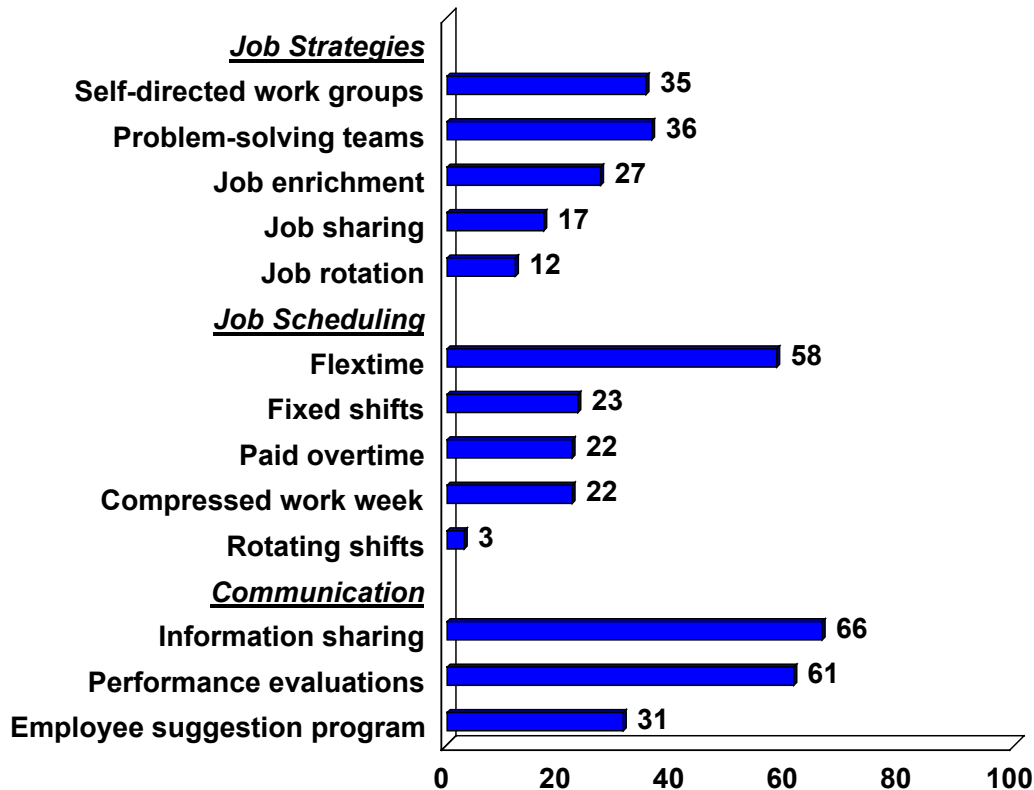
Source: 8Rs Canadian Heritage Human Resource Survey

Self-directed work groups and problem-solving teams are practiced by over one-third of archives. But smaller proportions have implemented job enrichment, job sharing, or job rotation. Since these types of job strategies are known to enhance skill flexibility (and our analysis indicates that archivists are increasingly required to be capable of working in a wide variety of areas), larger archives with sufficient numbers of professionals might benefit from the implementation of such job strategies.

Figure 3.15 also shows that flextime is offered by a majority of archives, while other forms of flexible job scheduling (fixed shifts, paid overtime and compressed work weeks) are practiced by less than one in four organizations and rotating shifts by only 3%. Positive communication practices are a more prominent feature of archival organizations, including information sharing, performance evaluations, and, albeit to a lesser extent, employee suggestion programs.

The organizational culture in archives is somewhat more favourable. With a few exceptions, the overall story of Figure 3.16 depicts a fairly positive human resource climate within Canadian archives. For example, more than six in ten archives felt they promoted a culture of trust and cooperation between employees and employers and eight in ten reported that female and male archivists are treated equally.

Figure 3.16: Organizational Culture, Staff Empowerment, and Equity Issues

Category	Percent "Agreeing"
Org. promotes culture of trust/cooperation	63
Archivists involved in decisions that affect them	63
Archivists involved in hi-level decisions	33
Empowering archivists important to org.	51
Female and male archivists treated equally	79
Org. family-friendly	53
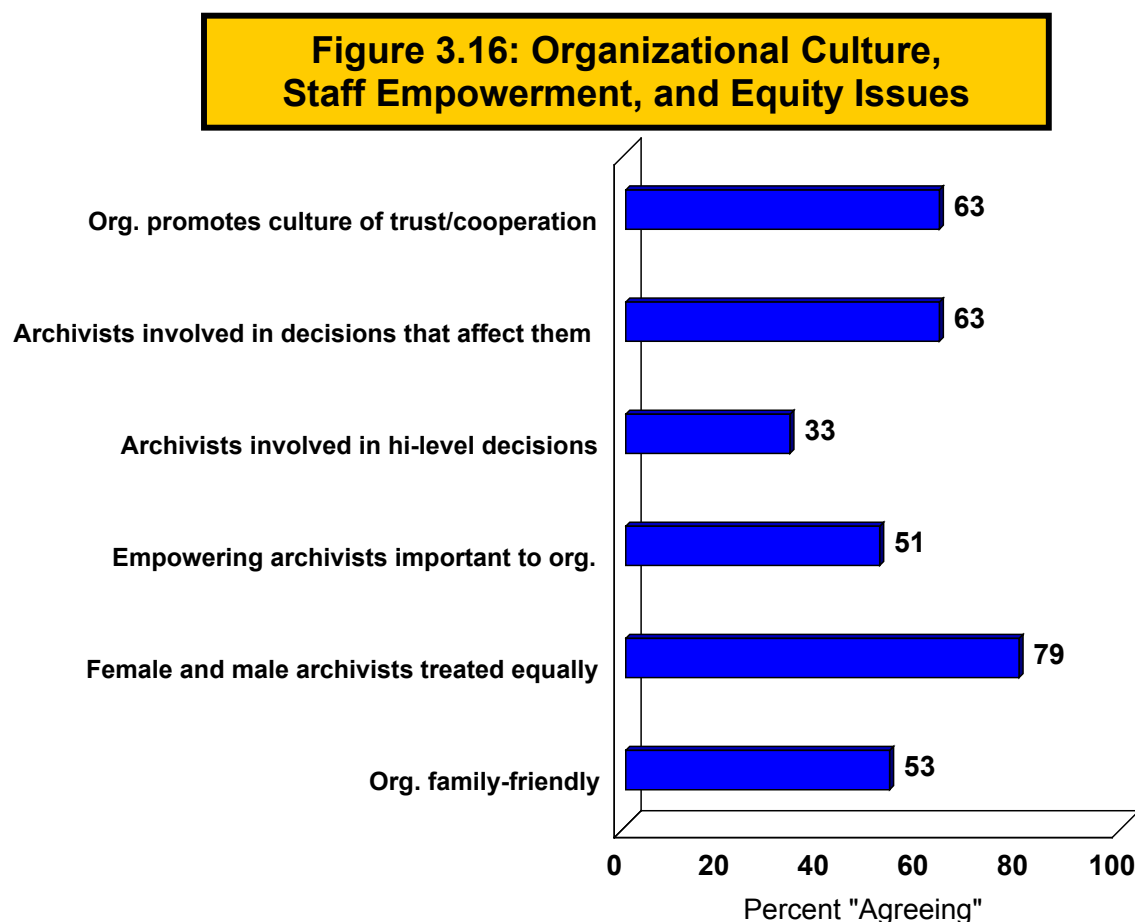
Source: 8Rs Canadian Heritage Human Resource Survey

These are signs of positive employer-employee relations in the sector. But, a growing body of research has found that greater involvement in the development of the workplace is a solution to the routine nature of work and can have a rejuvenating effect on staff. In fact, the best predictors of overall job satisfaction are often participation variables – for example, feeling involved, informed, consulted, and in control of daily activities (Leckie and Brett,

1997). With only one-third of archives in the present study reporting archivist involvement in high-level decisions, room for improvement clearly exists.

It should be understood that these work conditions are rated from the organization's perspective and we have no data to confirm or refute them from the perspective of the individual employee.

Archivist salaries range considerably, with about one-third offering competitive compensation and one-third offering below standard salaries. Otherwise, the extrinsic benefits provided to archivists suggest a good quality of work life. Many intrinsic indicators also suggest a good quality of work life, although there is room for improvement in terms of job flexibility enhancers and archivist participation in decision-making.

We conclude this section on human resource practices and job satisfaction with an examination of respondents' ratings of job performance, motivation levels, and job satisfaction (Figure 3.17). Again, because archives representatives (and not archivists themselves) are asked these questions the findings should be viewed with some caution.

Figure 3.17 clearly demonstrates that the vast majority of archivists perform quality work. Although motivation levels are rated slightly lower, more than eight in ten archives agreed with the statement that "most archivists are highly motivated." Somewhat fewer, but yet again a good majority, perceive archivists to be satisfied with their jobs.

Figure 3.17: Perceived Evaluations of Job Performance, Job Motivation, and Job Satisfaction
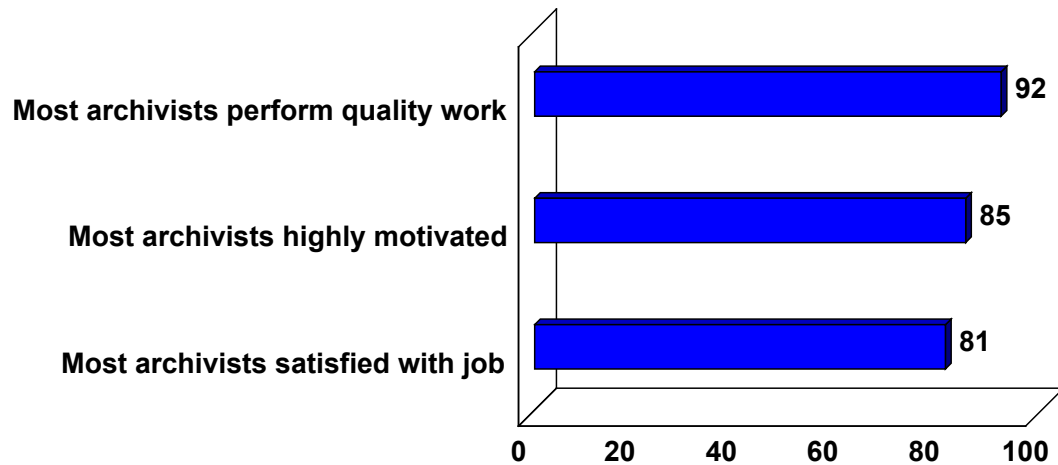
Source: 8Rs Canadian Heritage Human Resource Survey
[1] Percent "Agreeing" with the following statements:
   "Most professional archivists perform quality work."
   "Most professional archivists are highly motivated."
   "Most professional archivists appear to be satisfied with their jobs."

In all, the findings reported in this section suggest a fairly good quality of work life for archivists working in this sector of the Canadian heritage community. Although extrinsic benefits are not as strong as one might hope for a significant minority of archives, this shortcoming is somewhat understandable given the static funding levels provided in the sector. Importantly, however, many archives appear to be making up for this deficiency by providing a variety of important intrinsic benefits to their staff. Still, improvements could be made most notably by providing more opportunities for archivists to participate in high-level decisions pertaining to the organization as a whole and by implementing job strategies that foster skill flexibility. Strategies such as job rotation and job sharing will not only enhance skill flexibility to the benefit of archives, but they will confer archivists themselves with a larger repertoire of marketable skills.

SECTION G: ORGANIZATIONAL AND ARCHIVIST ROLE RESTRUCTURING

I   Introduction

Archival work is premised on and defined by the role, value and structure of knowledge and information in the society in which it is practiced. It is no surprise then, that stakeholders in this community want to know how our present information society is configured, how it will shift, and the impact this will have on the restructuring of archives and the roles of archivists. Will the demand for professionals continue to increase, or will professional status be lost as roles are restructured? As archives become increasingly understood as complex organizations in the market place, competing for the attention of the consumer and for the right to broker knowledge, how will the role of the archivist be reinvented, if at all?

Within this wider context, the analysis of change examines shifting demand for archivists and for their roles and functions and concludes with a presentation of what archives view as the most important underlying determinants of change.

II   Past and Future Archivist Demand and Role Change

Table 3.7 provides the results from a series of questions asking respondents about their past and future staffing needs. An overall review of these findings suggests a situation of great change within the Canadian archival community.

A majority (59%) indicated an increase in the demand for archivists in the past five years and a similar proportion (55%) anticipate an increased demand over the next five years. Role change is also highly indicated by these results, with 65% reporting an increasing need for archivists to perform generalist functions (i.e., a wider variety of tasks), both in the past and in the future. An increasing need for archivists to perform leadership roles and more specialized functions was also reported by over half of the respondents, and slighter fewer responded similarly with respect to managerial roles.

Table 3.7: Past and Future Archivist Demand and Role and Function Change[1]

Increased Demand For:	Percent
More Archivists:	
Past 5 years	59
Next 5 years	55
Archivists to Perform Leadership Roles:	
Past 5 Years	55
Next 5 years	57
Archivists to Perform Managerial Roles:	
Past 5 years	43
Next 5 years	44
Archivists to Perform more Generalist Functions:	
Past 5 Years	66
Next 5 years	64
Archivists to Perform more Specialist Functions:	
Past 5 years	53
Next 5 years	55
Paraprofessionals to Perform Archivist Roles:	
Past 5 years	41
Next 5 years	47

Source: 8Rs Canadian Heritage Human Resource Survey
[1] Respondents were asked to indicate, on a 1 to 5 scale, the extent to which these needs have increased in the past 5 years and will increase in the next 5 years. Scores of '4' and '5' have been combined and presented in this table.

While fewer respondents indicated the need for paraprofessionals to perform professional roles (41% in the past five years, and 47% in the next five years), these results still represent a significant shift in roles. Such an increased need blurs the line between these two types of staff and opens up a whole new set of issues and questions about their respective educational requirements and, perhaps, the continued classification of staff as 'para'-professionals. These findings also suggest that some archives may be employing non-professionals to perform professional archivist roles as a cost-saving measure. Overall,

however, the results highlight the need for archives to provide the necessary tools, resources, and training that will allow archivists to successfully adapt to these changes.

> **All indications are that the archives sector has and will continue to experience a great amount of change, both organizationally speaking and in terms of the roles and functions of its professional staff.**

We conclude the section on organizational change with the results of a question asking respondents to indicate which of 12 possible organizational changes contributed the most to changes in the roles of professionals (Figure 3.18).

Increased utilization of information technology clearly stands out as the most often-cited determinant, with more than three-quarters of archives reporting that it is one of the three most important contributors to the changing roles of archivists. Similar proportions also viewed the integration of functional areas and re-engineering as major contributors to role change. Notably, one in five archives indicated that an increasing reliance on temporary and volunteer workers had the greatest impact on archivist role change.
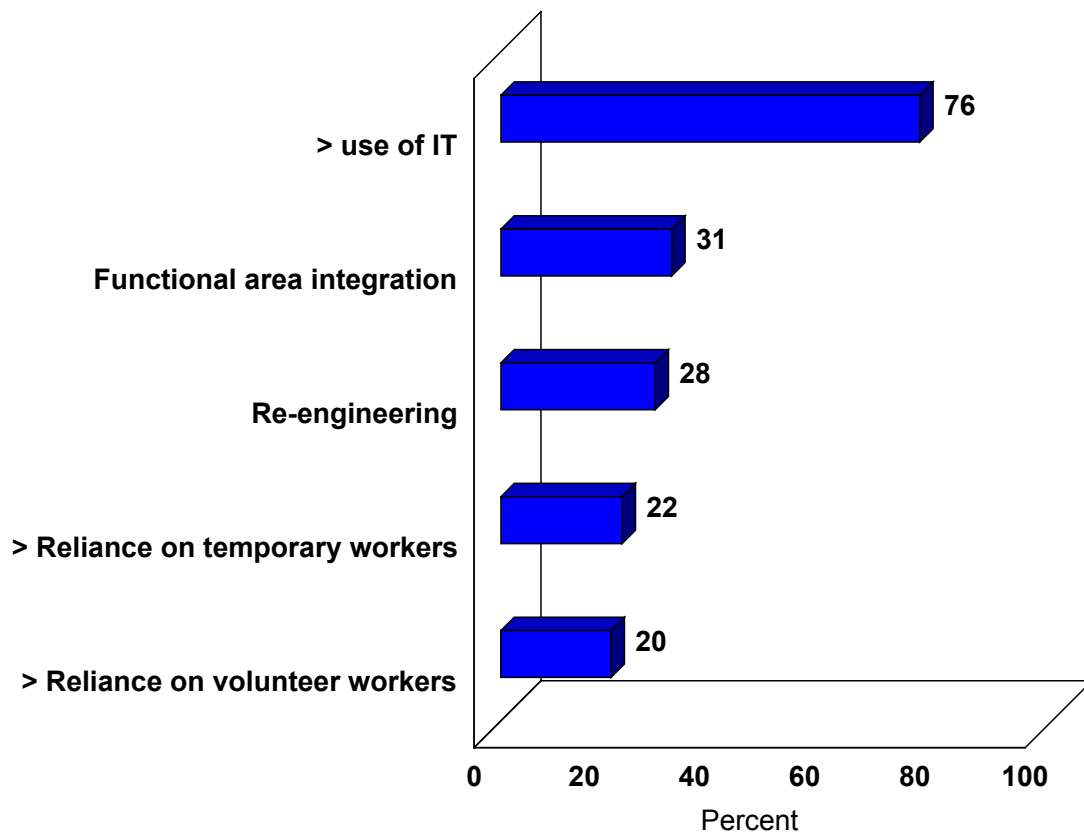
Source: 8Rs Canadian Heritage Human Resource Survey
[1] Respondents were provided with a list of 12 organizational changes and asked to provide the three most important contributors to the changing roles of archivists at their organizations.

SECTION H: MOST PRESSING FUTURE HUMAN RESOURCE CHALLENGES

The survey concluded with an open ended question inviting respondents to express their opinion on "the most pressing human resource challenges the archives sector will face over the next 5 years and why?"[24] A quick glance at Figure 3.19 demonstrates that human resource concerns among Canadian archives are distributed among a variety of issues, with financial concerns standing out as the most frequently cited challenge. Nearly all of these concerns are examined in some manner in other sections of this report.

Finances (or the lack of) arise as a limitation to human resource development throughout the report and are viewed as a major challenge by over four in every ten respondents. Most of the financial-related comments were expressions of concern about not having the financial ability to adequately staff archives or having to offer contingent rather than more permanent and full-time positions.

Twenty-three percent of archives cited technology-related issues as the most pressing future human resource concern. Continual pressure to adopt, implement, and maintain technology as well as to train in IT was a dominant theme within these responses.

Recruitment was viewed as one of the most pressing future human resource challenges by one in five archives. Most of these comments related to difficulties in finding candidates with the set of skills needed by their organization or in finding a sufficient pool of interested candidates for new positions.

One in five sample members also viewed issues relating to organizational change as important future concerns. Most of these comments highlighted the challenges associated with increasing workloads.

Figure 3.19: Most Pressing Human Resource Challenges Facing Archives Sector in Next 5 Years[1]
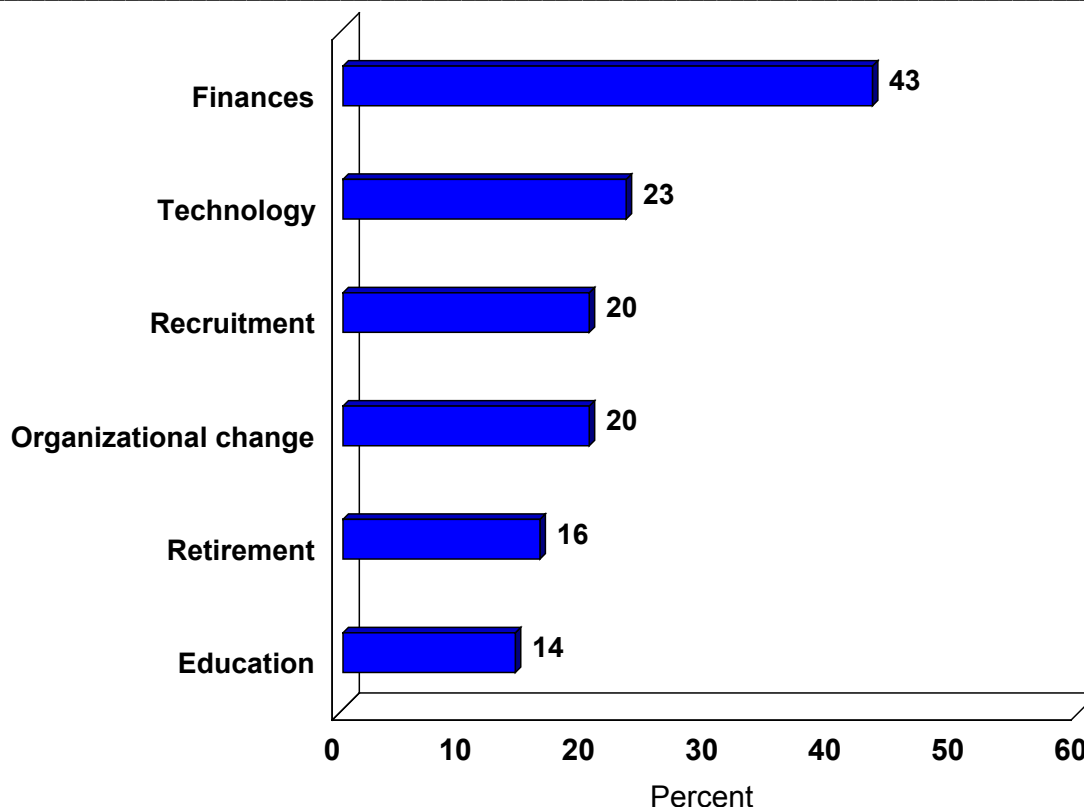
Source: 8Rs Canadian Heritage Human Resource Survey
[1] Categorized responses to the open ended question: ""the most pressing human resource challenges the archives sector will face over the next 5 years and why?"

Although the predicted numerical loss of archivists through retirement is perhaps not as alarming as is often presupposed, the results indicate that archives are still faced with the challenge of having to replace some increasingly critical competencies. Indeed, Figure 3.19 indicates that this is one of the most pressing future concerns for 16% of the sample. While a number of respondents simply indicated that retirements would be an issue, among those who were more specific in their responses the dominant theme is one of concern over the experience gap left after retirements.

---

[24] When examining the responses to this question it is clear that many provided human resource challenges only with respect to experiences in their own archives rather than for the Canadian archives system as a whole. The results presented in this section should, therefore, be interpreted accordingly.

In Sections D and E, we also examined respondents' views of archives-related education and highlighted the need for archivists to pursue continuing education. Figure 3.19 demonstrates that education is an issue of major concern among 14% of archives, most of whom specified the need for continuing education.

PART V: MUSEUM SECTOR FINDINGS

INTRODUCTION

The museum sector presents unique human resource development challenges. The high proportion of voluntary workers, a greater prevalence of part-time and seasonal positions, and variable funding commitments compound the challenges faced by the sector and its ability to embrace future human resource challenges.

The CMA (1995) has stated the need for a sector-wide strategy that includes the participation of museum associations, academic institutions, the voluntary sector, and governments at all levels. Such a strategy, however, must be sensitive to the complexities of museum human resources. This includes addressing issues of volunteer recruitment and retention; indeed, based on Statistics Canada data the CMA (2001, p. 5) estimates that approximately 65% of the museum workforce are volunteers. Moreover, the Conseil québécois des ressources humaines en culture (CQRHC) estimates that only 27% of museum staff work on a full-time and permanent basis (2001). Other issues of concern, noted in the CMA's 1995 *Workforce of the Future* study include "an ongoing decrease in funding from all levels of government, a highly mobile workforce, and a growing need for effective co-ordination of training and professional development" (qtd. in CHRC 2002, p. 82).

An understanding of the tenuous human resource situation of the Canadian museum sector informs the present investigation. This situation, however, also influenced the quality of data collected; a relatively low response rate, for example, may have something to do with the work situation of respondents, being overworked and underpaid.[25] The methodological limitations of the survey results for museums are provided in greater detail in the *Research Design* section of this report (Part I, Section B). A few reminders of these limitations, however, help to situate the findings presented here. In addition to a somewhat low response rate (26%), it should be understood that the sample size is reduced by 29% when organizations without professionals are removed from the database.[26] The findings

---

[25] That Statistics Canada conducted their own survey of museums at the same time as this one, perhaps elevates this burden, especially among smaller museums with limited human resources.

[26] The survey was designed to capture human resource issues primarily with respect to professional staff. Accordingly, only results for museums with professionals are included in the analysis. As a reminder, professional staff in the museum sector includes curators, conservators, and 'other' professionals.

presented in this section of the report, therefore, are based on the remaining 174 museums in the sample (101 small and 73 medium to large size museums). Also, not all of these 174 organizations answered each survey question, and in a few cases question response rates were under 50%. Care, therefore, must be taken when interpreting some of the findings. Cautionary statements are provided throughout the report when sample sizes are reduced to questionable levels. Lastly, responses for the chart questions asking about the numerical details of paraprofessionals are not included in this report, again because the majority of museum respondents did not complete this section of the survey. We can note, however, that 235 organizations provided their number of paraprofessional staff, which totaled 837.

I   Introduction

Building the museum workforce is dependent upon recruitment, as the primary point of entry for museum professionals. Recruitment represents the convergence of decisions about the skills, knowledge and competencies needed to fulfill the institutional mandate of a museum. Confronted with increasingly complex social, cultural and political environments against a backdrop of static funding levels, museums are challenged to find new and more integrated ways of structuring their human resource functions. Within this context, one of the most critical exercises of human resource management is to attract and develop a workforce suited to the organization's unique needs and goals.

This section examines the extent to which museums are hiring new professionals, experiencing difficulties recruiting, and the major barriers to recruitment. Also included is an examination of recruitment as an 'input' into the broader human resource cycle of employment in comparison to professional staff departures. These calculations estimate the growth, stability, or contraction of professional staff occurring in the past year. The section concludes with an analysis of the match between the competencies needed by museums and their ability to fulfill these competencies when recruiting.

II   Recruitment Need, Ability, and Activity

Figure 4.1 presents responses to the questions asking whether the organization's need to recruit non-voluntary, voluntary, and contract professionals has increased, decreased, or remained stable compared to five years ago. The findings indicate that most museums have experienced an increased need for all types of hiring over the past five years, but most notably for the recruitment of volunteer professionals (55%). A smaller, but still significant proportion (ranging from 42% to 45%) of museums reported a stable need to recruit professionals, and less than 10% of the total sample experienced a decreased need to recruit new professionals, whether they be non-volunteers, volunteers, or contract employees. These results can be generalized both to small and medium-large museums since no differences were found between these two sub-sectors.

Figure 4.1: Demand Change for Need to Hire Non-voluntary, Voluntary, and Contract Professionals
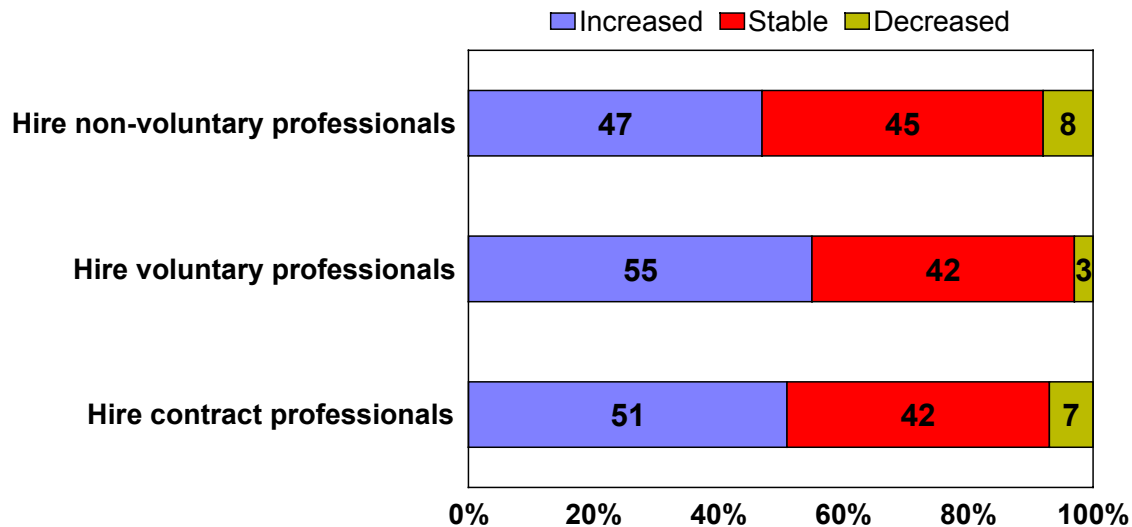
Legend: ☐ Increased ☐ Stable ☐ Decreased

Category	Increased	Stable	Decreased
Hire non-voluntary professionals	47	45	8
Hire voluntary professionals	55	42	3
Hire contract professionals	51	42	7

(Horizontal axis: 0%, 20%, 40%, 60%, 80%, 100%)

_____

Source: 8Rs Canadian Heritage Human Resource Survey
[1] Based on responses to the question "Has your organization's need to hire new non-voluntary, voluntary, or contract professionals increased, decreased, or remained stable compared to 5 years ago?"

Museums' ability to recruit adds to our understanding of their hiring experiences. As Figure 4.2 demonstrates, the majority of museums currently experience relative ease or a stable ability to recruit compared to five years ago. Eight in ten organizations report that their ability to recruit is either the same or better than it was five years ago. It is still noteworthy, however, that two in ten museums are finding recruitment more difficult. Medium-large museums were slightly more likely to report experiencing difficulties recruiting (23% compared to 15%).

Figure 4.2: Current Ability to Recruit Compared to 5 Years Ago[1] by Museum Size
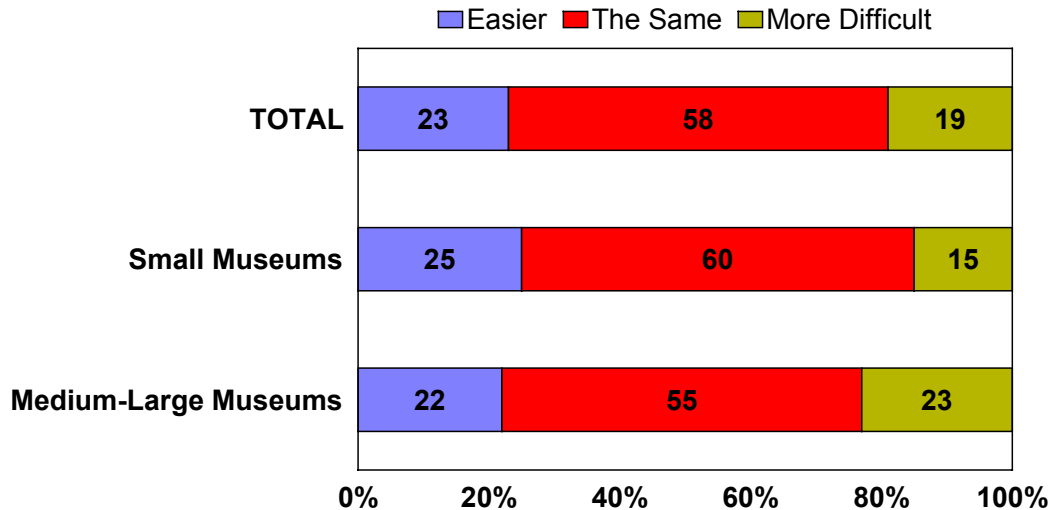
Legend: ■ Easier ■ The Same ■ More Difficult

Museum Size	Easier	The Same	More Difficult
TOTAL	23	58	19
Small Museums	25	60	15
Medium-Large Museums	22	55	23

_____

Source: 8Rs Canadian Heritage Human Resource Survey
[1] Based on responses to the question "On a scale of 1 to 5 (with '1' representing "much easier" and '5' representing "much more difficult"), how would you rate your organization's ability to recruit qualified professionals compared to five years ago?" Responses of '1' and '2', and '4' and '5' have been combined and presented in this figure.

Having examined the relative need to recruit and the extent of recruiting difficulties experienced by Canadian museums, Table 4.1 (below) presents the actual recruitment activity among museums, including the percentage of museums recruiting new curators, conservators, and 'other professionals' in the past year, the proportion of all current professionals who are new recruits, and the mean number of new recruits per museum.

Table 4.1: Recruitment of New Curators, Conservators, and Other Professionals[1] by Museum Size

| | Percent | | |
	Total	Small Museums	Medium-Large Museums
TOTAL RECRUITS			
% Orgs. with recruits[2]	31	22	43
Recruits as % of Total Current Professionals	9	18	7
Mean # recruits/ Org.[3]	1.5	1.1	1.8
Curator Recruits			
% Orgs. with recruits	24	24	23
Recruits as % of total Current Curators	8	16	5
Mean # recruits/org.	1.2	1.0	1.3
Conservator Recruits			
% Orgs. with recruits	19	0	24
Recruits as % of total Current Conservators	9	0	9
Mean # recruits/org.	1	0	1
Other Professional Recruits			
% Orgs. with recruits	33	28	35
Recruits as % of total Current Professionals	13	25	12
Mean # recruits/org.	1.7	0.9	2.0

Source: 8Rs Canadian Heritage Human Resource Survey
[1] Includes new professionals hired in the past year (between January 1, 2002 and December 31, 2002).
[2] Among organizations with specified type of professional only.
[3] Among organizations that have recruited new professional only.

Beginning with the total number of recruits for all museums, the table reveals that three in ten (31%) museums have recruited at least one new professional to their organization in the past year, representing 9% of the current professional labour force. Among museums that have hired, each organization recruited 1.5 professionals, on average. Although medium-large sized museums were much more likely than small museums to have recruited in the past year (43% compared to 22%), proportionally-speaking the number of recruits is smaller.

> **Although most Canadian museums need to recruit more professional staff than they did five years ago, a minority of organizations have actually hired in the past year. An even smaller proportion report experiencing difficulties recruiting.**

Glancing down Table 4.1 at the recruitment of the different types of professionals, it is clear that 'other professionals' comprised a larger proportion of all recruits than did curators or conservators. One-third of museums hired new 'other professionals' (compared to 24% hiring curators and 19% hiring conservators), representing 13% of the current 'other professional' workforce (compared to 8% for curators and 9% for conservators). The most notable sub-sector difference is found among conservators, where small museums did not recruit any new professionals of this type in the year 2002. Small museums were also somewhat less likely to have recruited 'other professional' staff.

III   Barriers to Recruitment

The above results provide some clues about which museums are experiencing recruitment difficulties. A series of questions asking specifically about the barriers to recruiting permits a causal analysis of major reasons why some museums are facing difficulties recruiting. Respondents were invited to indicate the extent to which a list of 15 items prevented them from hiring qualified professionals. Figure 4.3 below presents the percentage of respondents indicating the item as a barrier (i.e., to "some" or to "a great extent"), for the total sample and for the two museum sub-sectors.

Budget restraints clearly stand out as the most significant barrier to recruitment. These findings suggest that many of the museums that did not hire new professionals in the past

year were not able to because of insufficient financial resources and not because they did not have a need to hire. The inability to offer full-time or permanent work was also cited as a barrier by a majority of respondents. Somewhat fewer, but still a majority, reported the small size of their organization and inadequate pay as barriers, and about half indicated that a hiring freeze or hiring limitation served as an important barrier to their recruitment of new professionals.

> **Barriers to recruitment vary depending on the size of the museum; small museums are more likely than larger ones to note budget restraints, the inability to offer full-time or permanent work, and inadequate pay as major barriers to recruiting new museum professionals.**

Figure 4.3: Most Significant Barriers to Recruitment[1] by Museum Size
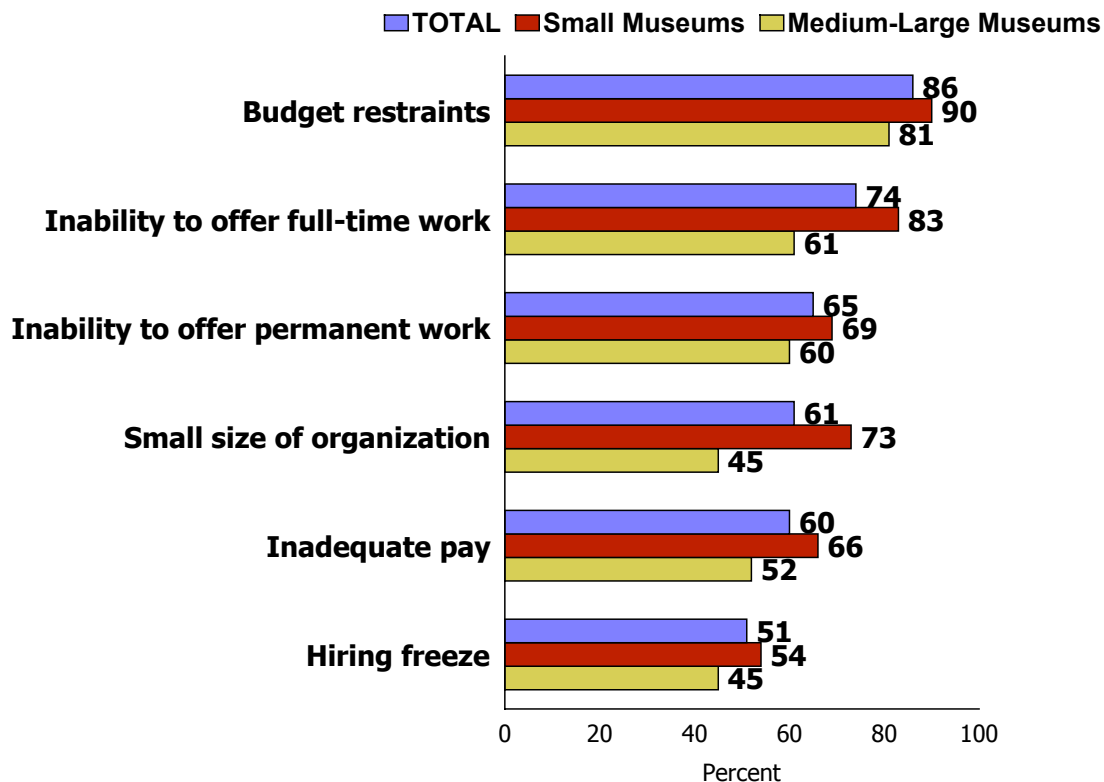
Legend: TOTAL | Small Museums | Medium-Large Museums

Barrier	TOTAL	Small Museums	Medium-Large Museums
Budget restraints	86	90	81
Inability to offer full-time work	74	83	61
Inability to offer permanent work	65	69	60
Small size of organization	61	73	45
Inadequate pay	60	66	52
Hiring freeze	51	54	45

Percent

Source: 8Rs Canadian Heritage Human Resource Survey
[1] Respondents were asked to indicate, on a 1 to 5 scale, the extent to which each of 15 issues prevented them from hiring qualified professionals. Scores of '4' and '5' have been combined and presented in this figure.

Small museums were most likely to indicate that all six barriers listed in Figure 4.3 prevented them from hiring. One of the largest differences is found in the inability to offer full-time work, where 83% of small museums compared to 61% of larger museums viewed this as a barrier to recruitment. These sector differences are understandable, but they do not explain why small and medium-large museums did not differ in their ability to recruit (Figure 4.2).

The somewhat favourable ratings of the general qualifications of applicants for professional positions (Figure 4.4) suggest that recruitment problems are not due to inadequacies with the quality of candidates. Support for this conclusion is found in the relatively small proportion (24%) of museums reporting that an "inadequate pool of qualified candidates" prevented them from hiring professionals.
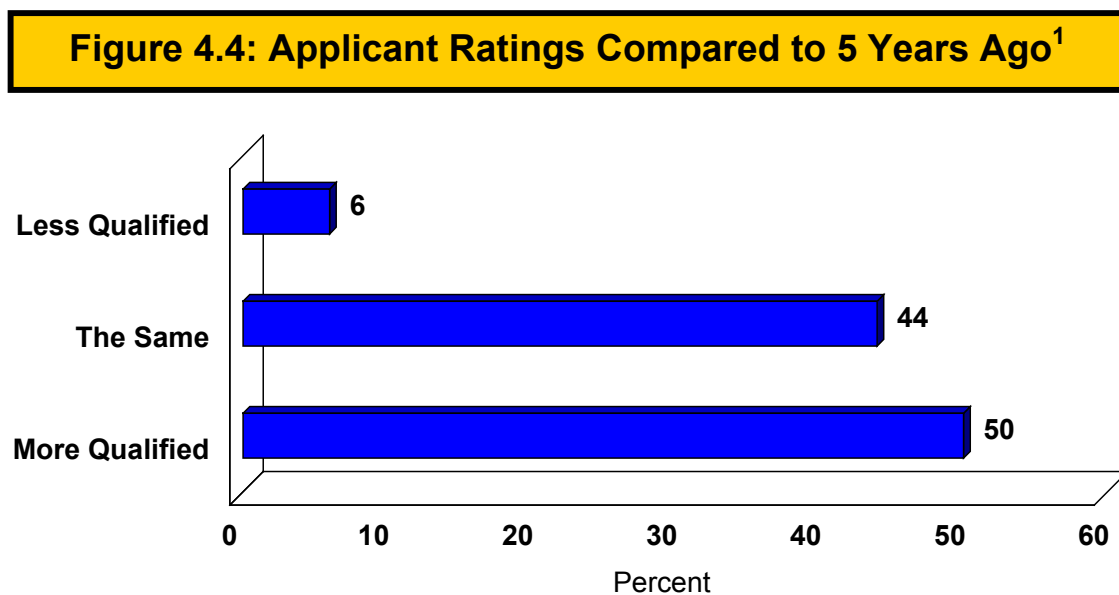
Figure 4.4: Applicant Ratings Compared to 5 Years Ago[1]

Source: 8Rs Canadian Heritage Human Resource Survey
[1] Responses to the question: "On a scale of 1 to 5 [with '1' representing "much less qualified" and '5' representing "much more qualified"], how would you rate the general qualifications of applicants for professional positions compared to 5 years ago?" Scores of '1' and '2' and '4' and '5' have been combined and presented in this figure.

IV   Numerical Museum Professional Supply

The data presented so far in this report demonstrate that a minority of museums has recruited new professionals in the past year. But how do these new recruits influence the overall numerical supply when departures are factored into the equation? In other words, do the total professional 'inputs' and 'outputs' into the museums system suggest sector growth, stability, or contraction?

Table 4.2 presents the net gain or loss between the number of professionals (non-voluntary and voluntary) leaving and the number hired in the year 2002, for the total sample and for both museum sizes. These data allow us to determine the extent to which organizations are experiencing staff mobility in and out of their museums as well as gain an understanding of expansionary (as opposed to replacement) hiring.

For the total sample, the difference between the number of professionals leaving and those being hired was -30, for a yearly loss in the professional museum workforce of 5 percentage points. But, as Table 4.2 illustrates, these losses did not occur proportionally across museum sub-sectors. While small museums lost 49 members of their professional staff, larger museums gained 19 employees in 2002. These figures represent a reduction rate of 35 percentage points for small museums and a growth rate of 3 percentage points for medium-large museums.

A more detailed analysis of the type of professional reveals that most of the losses are explained by volunteer departures, as opposed to non-volunteer staff leaving the organization. For the total sample, museums experienced a net gain of 20 non-voluntary professionals, but a loss of 50 volunteers in 2002. Hence, according to these data, volunteer positions are being replaced with non-volunteer positions. A similar pattern is observed for large museums, which gained 23 non-volunteers and lost 3 volunteers. Small museums, however, lost both types of professionals, although most were also volunteers.

Moving down Table 4.2, we see that more than half (55%) of all museums did not experience any turnover (no departures or hires) in 2002. Although the majority (67%) of

small museums did not experience any new hires or departures, one quarter lost 77 members of their professional staff (mostly volunteers), 49 of whom were not replaced with new recruits. A larger proportion (40%) of medium-large museums experienced departures, but this was offset by an even greater number of new recruits, the majority of which were non-volunteer professionals.

Table 4.2: Net Gain/Loss of Professionals[1] in 2002 by Museum Size

	TOTAL	Small Museums	Medium-large Museums
Total Net Professional Gain/Loss	**-30**	**-49**	**+19**
Net Non-voluntary Professional Gain/Loss	+20	-2	+22
Net Voluntary Professional Gain/Loss	-50	-47	-3
Orgs. w/o departing nor hiring professionals			
% Organizations	55	67	36
Net Professionals	0	0	0
Orgs. w/departing professionals			
% Organizations	32	25	40
# Professionals lost	-116	-77	-39
Orgs. hiring professionals			
% Organizations	31	22	43
# Professionals gained	+86	+28	+58

Source: 8Rs Canadian Heritage Human Resource Survey
[1] Based on the difference between the number of professionals hired in the past year (between January 1, 2002 and December 31, 2002) and the number of professionals leaving the organization in the past year (between January 1, 2002 and December 31, 2002), plus an estimate of retiring professionals based on number of retirements in past five years divided by 5.

In 2002, a small amount of expansionary hiring of non-voluntary professionals occurred in larger museums. A net loss in voluntary professionals during the same time period suggests that voluntary positions were replaced with non-voluntary professional staff in this museum sub-sector. Small museums experienced a contraction of both types of professionals, although most were volunteers as well.

These results indicate small overall sector growth in the number of non-voluntary professionals in the Canadian museum system (and a contraction of voluntary professionals). But this growth is not occurring equally across the system, with medium-large museums accounting for virtually all the human resource expansion in non-voluntary positions. Aside from losing a number of volunteers, small museums experienced much lower rates of mobility in or out of the system. From the organization's perspective, human resource planning for recruitment among these museums need not be as rigorous as in larger museums. Rather, small museums might benefit by looking beyond recruitment to decisions around such areas as training, implementing new job strategies, or rethinking and then reconstructing professional staff positions. Such efforts might help counteract the reality of having to provide services without the benefit of having new recruits. And from the point of view of recent graduates or currently employed professionals looking to change employers, opportunities to find employment are highly dependent upon the size of the museum where one is applying.

These data provide a picture of the numerical relationship between the 'inputs' and 'outputs' of the museum professional supply equation. The following section presents an analysis of the match between the competencies needed by museums and their ability to meet these demands when recruiting. Thus, the information permits an analysis of the match or mismatch between competency supply and demand.

V   Competency Supply/Demand Match/Mismatch

Respondents were provided with a list of 23 competencies and asked to rate the importance of the competency when making recruitment decisions as well as their ability to fulfill the

competency. Figure 4.5 presents those competencies rated both as the most important and the most difficult to fulfill for the total sample.[27]
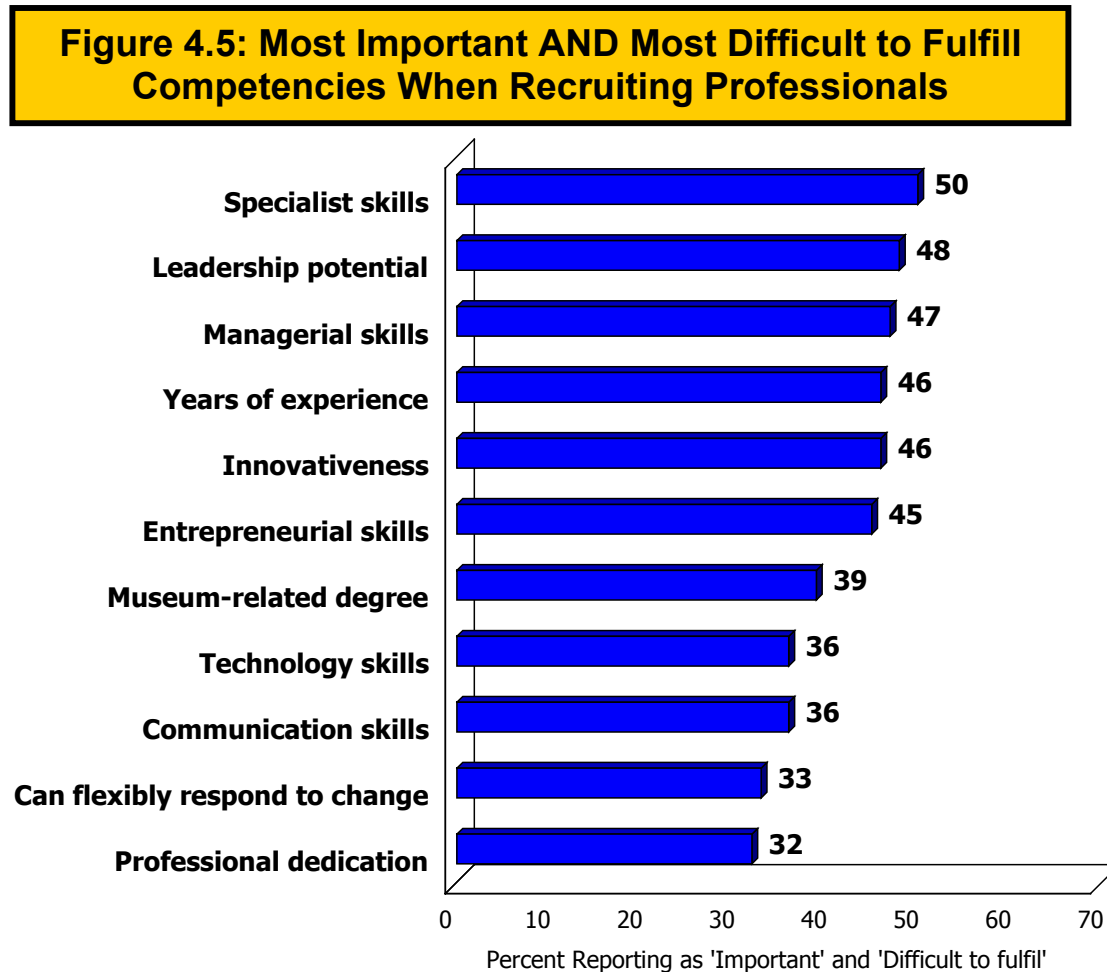
Figure 4.5: Most Important AND Most Difficult to Fulfill Competencies When Recruiting Professionals

Competency	Percent
Specialist skills	50
Leadership potential	48
Managerial skills	47
Years of experience	46
Innovativeness	46
Entrepreneurial skills	45
Museum-related degree	39
Technology skills	36
Communication skills	36
Can flexibly respond to change	33
Professional dedication	32

Percent Reporting as 'Important' and 'Difficult to fulfil'

Source: 8Rs Canadian Heritage Human Resource Survey
[1] Respondents were asked to rate the importance of each competency when making hiring decisions about professionals and their level of difficulty in fulfilling these competencies. Respondents indicating the competency as important AND difficult to fulfill are presented in this figure.

---

[27] No significant differences found between small and medium/large museums except for "years of experience" (small = 54%; medium/large = 34%).

> **The literature cites two common definitions for leadership skills and management skills, respectively.**
>
> **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.**
>
> **Management involves structuring one's own activities and those of others and coordinating the use of resources to maximize productivity and efficiency. Areas of concern include personnel (including staff development), planning and budgeting, and operations. (Young, Powell, and Hernon, 2002)**

Exactly one-half of museums indicated that specialist skills were both important and difficult to fulfill. Among those responding with respect to specific skills, most specified that they look for skills related to managing the collection (e.g., collection and records management, collection preservation, collection displaying) or to managing the organization (e.g., accounting, marketing, fundraising). Hence, it is not surprising that similar proportions indicated leadership potential (48%) and managerial skills (47%) as the most important and most difficult to fulfill competencies. Years of experience, ability to innovate, and entrepreneurial skills were also cited as important but difficult to fulfill by a significant minority of museums. University credentials in a museum-related field was noted as a difficult to fulfill recruitment need by four in ten museums and 36% responded similarly with respect to technology and communication skills. One-third of the total sample felt that the ability to respond flexibly to change and professional dedication were important and difficult to fulfill competencies.

> **When hiring, specialist skills, leadership potential and managerial skills are the most important and most difficult to fulfill competencies.**

SECTION B: RETIREMENT AND SUCCESSION PLANNING

I   Introduction

Many in the heritage community have expressed concern over the aging staff demographic, particularly with respect to the number of retirements that are predicted to occur over the next five to ten years. While concern has perhaps been the most widely expressed over retiring professionals in the library sector, the museum community has also raised this as one of many important human resource problems facing the sector, especially with regard to replacing senior management.

The conclusions of the *Face of the Future* report capture the concerns of the museum community;

> The impending retirement of the Baby Boom generation raises the critical
> succession issue of how to replace . . . workers and volunteers . . . The sector
> as a whole has not prepared itself by either grooming the next generation or
> creating enthusiasm among the young for joining the sector (CHRC 2002,
> p.52-53).

Little empirical research on succession planning is available in the museum literature. However, if the findings the library sector studies are at all transferable, we might expect that few museums are taking a proactive or long-term approach to planning their workforce needs.

While predicting the next wave of future retirements is an area of concern for museums, this is not the single goal of this study. It is equally important to ground those numbers in the existing human resource conditions of Canadian museums. The present retirement situation, including retirement events of the past five years, current succession planning preparedness, and perceptions of museums' ability to replace required competencies and barriers to this replacement will help lay the foundation for an informed understanding of how any retirement bulge will be experienced by the museum sector in the future. These elements are examined in our analysis of retirements.

II   Current Retirement

Table 4.3 presents professional retirements that have occurred within the past five years for the total sample and for small and medium-large museums. A very small proportion (14%) of museums have had any of their professional staff retire over the past five years. Further, these retirements represent only 5% of the current number of professional staff. Among the 14% of museums experiencing retirements, an average of 1.8 retirements took place in each organization (or 0.2 for each museum in the total sample). Table 4.3 also reveals that small museums were the less likely of the two sub-sectors to experience retirements (10% compared to 19%), but these retirements accounted for a larger portion of their staff (14% compared to 3%). Hence, retirements appear to be concentrated in a few small museums.

Table 4.3: Retirements in Past 5 Years by Museum Size

	TOTAL	Small Museums	Medium-large Museums
% Orgs. w/retirements	14	10	19
Retirements as % of current professional staff	5	14	3
Mean # retirements/organization[1]	1.8	1.9	1.6
Age of Retirement:			
Before 65	63	59	67
65	20	31	9
After 65	17	10	24

Source: 8Rs Canadian Heritage Human Resource Survey
[1] Average retirements among organizations with retirements only. If the total sample is used as the denominator, average retirements for the total sample is 0.2 per organization.

The largest proportion of retirements took place before the age of 65, and this was especially the case for professionals leaving medium-large museums (Table 4.3). In contrast, a greater proportion of professionals in small museums retired at age 65 (31% compared to 9%). Overall, the rather large proportion of museum professionals retiring before age 65 may reflect a Canada-wide labour-force trend, where retirements are occurring, on average, at an earlier age, primarily as a result of restructuring and

downsizing. Given recent downturns in investments of retirement and pension plan holdings, this trend may or may not continue.

These sub-sector variations in the age at which professionals are typically retiring are partly explained by differences in retirement policies (Table 4.4). About one-quarter of the total sample has an age-of-retirement policy, the majority stipulating 55 years of age as the minimum and 65 years of age as the maximum age of retirement. That larger museums have, on average, a lower minimum age of retirement (55), might explain the greater proportion of professionals retiring in this sub-sector before the age of 65. The fact that larger museums are marginally more likely to offer an early retirement package might also contribute to their younger retirement age. This finding does not, of course, tell us if professional staff are taking the option of earlier retirement. Hence, retirement policies appear to explain only part of the sub-sector differences in retirement age.

Table 4.4: Retirement Policy by Museum Size

| | Percent | | |
Policy	TOTAL	Small Museums	Medium-Large Museums
Orgs. with age of retirement policy	24	20	30
Minimum median age of retirement	55	58	55
Maximum median age of retirement	65	65	65
Orgs. with early retirement package	17	15	18

Source: 8Rs Canadian Heritage Human Resource Survey

III   Projected Future Retirement

The retirement results presented so far tell us about what has occurred in Canadian museums in the past 5 years. But what are the expectations for retirements in the future?

We use 2001 Statistics Canada data in the calculations of the proportion of current professionals expected to retire over the next ten years because of insufficient cases reporting on age in this survey.[28] A couple of methodological caveats should be understood before presenting these data. First, Statistics Canada's definition of museum professionals differs somewhat from the more rigorous definition used in this study. Also, we are unfortunately only able to provide an estimate of retirements over the next 10 years (and not a shorter-term picture of the next 5 years). The estimates are also somewhat imprecise since we calculate the predictions using age ranges (e.g., 45 to 54 years of age, and 55 to 64 years of age) and can only provide retirement estimates for those who have retired or are eligible to retire. Using age ranges also precludes the ability to provide predictions based different retirement ages. We are therefore forced to assume a minimum eligibility age of retirement of 55 years of age. A benefit of using Statistics Canada data, however, is that comparisons in retirement predictions between museums, libraries and archives are appropriate since they are all based on the same data.

According to the 2001 Statistics Canada census, 122 of conservators and curators are predicted to retire or to be eligible to retire by 2011. This represents only 5% of the current conservator and curator workforce.

These figures are not particularly alarming and do not suggest a crisis situation for museums, at least with respect to the numerical loss of human resources in the sector. But a loss of one in twenty professionals may be of greater consequence for small museums since, by definition, there are only one or two professionals currently working at these smaller organizations. Further, retirements cannot be viewed in isolation but must be seen as part of the larger supply-demand nexus within any organization. If a single museum has 2 retirements over the next 10 years, but they are also having trouble retaining professionals or are experiencing difficulties recruiting new professionals, then the human resource loss from retirements is of greater consequence.

---

[28] We can, however, note the general trend that retirement numbers will be higher among small museums than among medium-large museums.

> **Approximately 5% of museum professionals retired over the past 5 years, and it is estimated that 5% of current professionals will have retired or be eligible to retire over the next 10 years.**

The numerical estimation of retirements, of course, says nothing about the qualitative aspects of human resource loss that occurs when professionals retire. Presumably, a good portion of retiring professionals are creating not just empty positions, but are generating a vacancy in important knowledge, skills and experience that individual museums must replace. A series of survey responses presented in the next section about the ability to replace the lost skills, knowledge, and leadership qualities from departing senior professionals speaks precisely to this aspect of retirements.

IV   Succession Planning

Effective succession planning means that present recruitment and staff development are informed by anticipated future need (Whitmell, 2002). To what extent are Canadian museums planning for succession and to what extent are critical competencies being identified and cultivated? By capturing the experiences of museums in replacing core competencies and by revealing if they are proactively planning for succession, the following section portrays the current state of the museums sector's readiness to embrace the future retirement scenario.

Figure 4.6 presents the percentage of museums reporting difficulties replacing the skills and knowledge and leadership qualities lost by departing senior professionals and those estimating an inadequate current pool of internal candidates eligible to replace these lost competencies, for the total sample and for both museum sizes. Hence, the set of bars at the top of the figure represent historical difficulties experienced by museums and the second set possible future difficulties. Some caution should be taken when interpreting these results given that more than 20% of the sample did not provide answers to these questions. Presumably, some of these non-responses were because the museum had not experienced retirements or they were not expecting retirements in the near future.

Figure 4.6: Ability to Replace Skills/Knowledge and Leadership Qualities Lost from Departing Senior Professionals[1] by Museum Size

Legend: TOTAL, Small Museums, Medium-large Museums

Experienced Difficulty Replacing[1]

Skills and Knowledge: 37, 43, 30
Leadership Qualities: 31, 29, 33

Current Pool Inadequate to Replace[2]

Skills and Knowledge: 43, 54, 29
Leadership Qualities: 43, 51, 32

Percent (x-axis: 0 to 70)
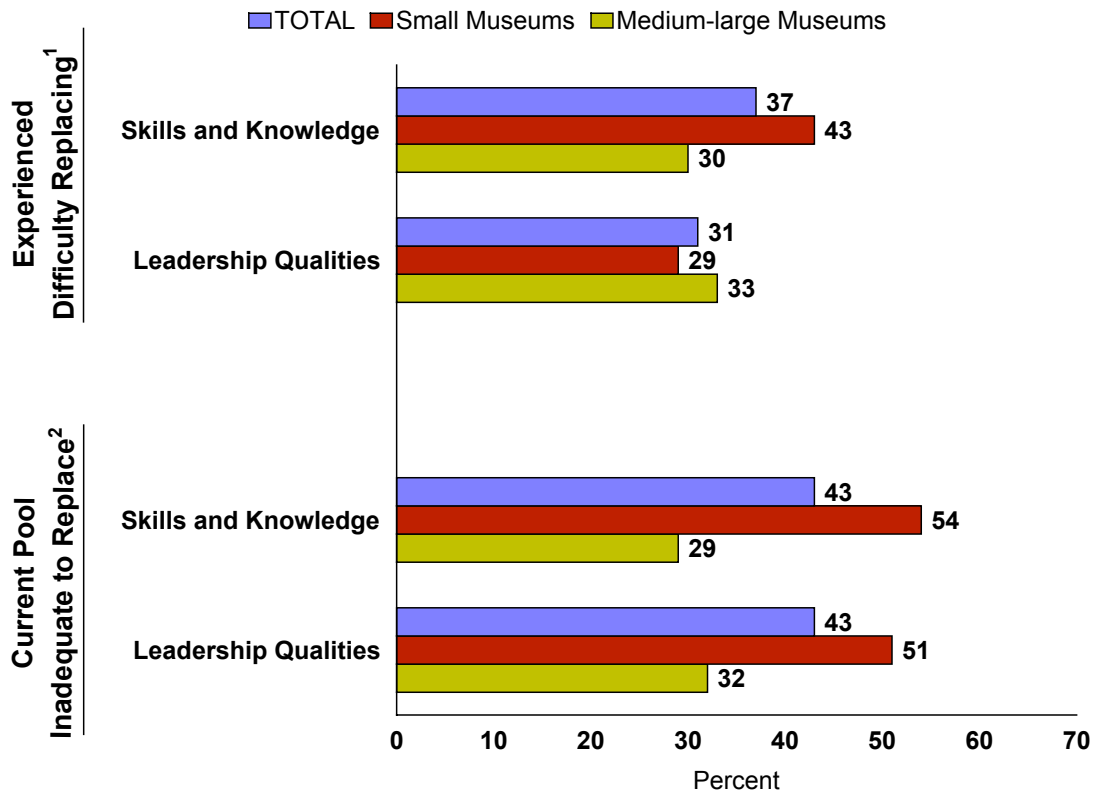
Source: 8Rs Canadian Heritage Human Resource Survey
[1] Based on 'yes' responses to the question: "Have you had any difficulties replacing the skills and knowledge and leadership qualities lost by departing senior professionals?" Only 120 (69%) of museums responded to this question.
[2] Based on responses to the question; "on a scale of 1 to 5 (where '1' represents "not at all adequate" and '5' represents "very adequate"), how adequate is your current pool of internal suitable candidates that could replace the skills and knowledge and leadership qualities lost by departing senior professionals?" Scores of '1' and '2' are combined and presented in this figure. Only 142 (82%) of museums responded to this question.

A slightly greater proportion of museums experienced difficulties replacing the skills and knowledge, as opposed to the leadership qualities, lost when senior professionals left their organizations (37% compared to 31%). But more concern about replacing these competencies in the future is equally apparent for both sets of competencies (43%). This observation is most prevalent among small museums, over half of which reported that their current pool of internal candidates was inadequate to replace the skills, knowledge, and leadership qualities lost when senior professionals leave their organizations.

Museums experienced greater difficulties replacing the skills and knowledge lost when professionals retire than they did leadership qualities. Anticipated future concern is greater and equally so for both types of competencies.

Figure 4.7 presents the barriers that are perceived as the most important obstacles to replacing competencies lost by departing senior museum professionals. The results reveal that financial issues top the list of important barriers; budgets were cited by three-quarters of the museum sample and 64% reported inadequate pay as barriers to competency replacement. Further, inadequate pay was one of the only barriers where sub-sector differences were found (70% for small and 58% for larger museums). Over half indicated that their small size prevented them from succeeding lost competencies, followed by four in ten citing the absence of a succession plan and geographical location as barriers. An inadequate pool of qualified candidates and a hiring freeze were viewed as barriers by 35% of museums.

Figure 4.7: Most Important Barriers to Replacing Competencies Lost by Departing Senior Professionals
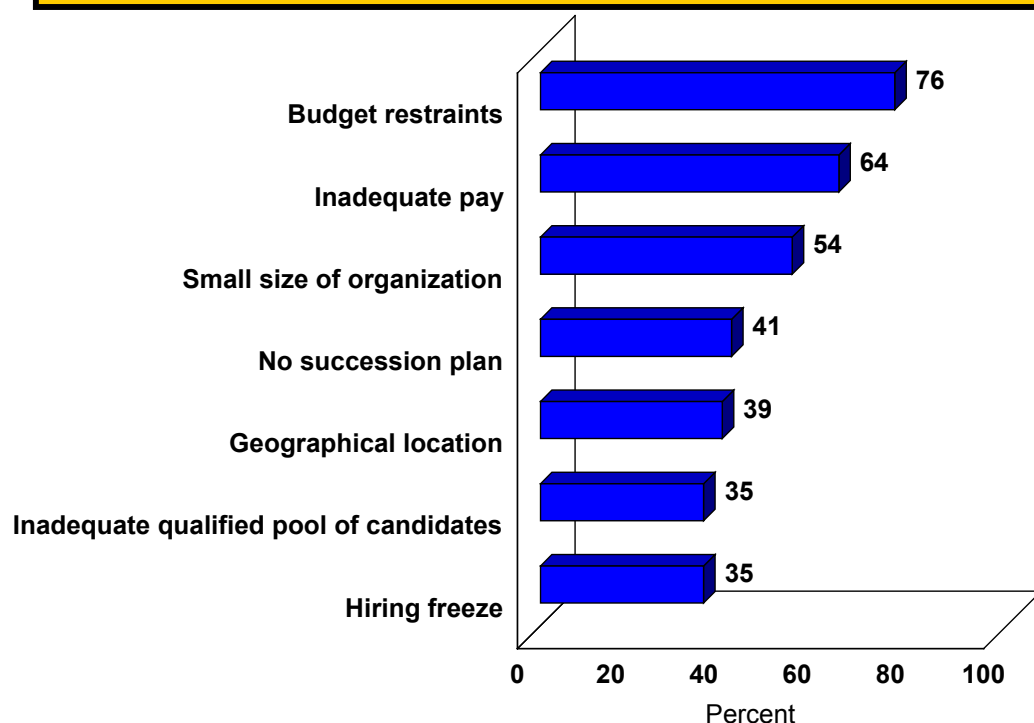
Source: 8Rs Canadian Heritage Human Resource Survey
1 Based on responses to the question: On a scale of 1 to 5 [with '1' meaning "not at all" and '5' meaning "to a great extent"], to what extent do the following items prevent your organization from replacing the competencies lost by departing senior professionals?" Responses of '4' and '5' are combined and presented in this figure.

Figure 4.8 shows that less than one in ten Canadian museums currently has a plan to make provisions for the development and replacement of professionals over a period of time and to ensure leadership continuity. Among those with a succession plan, 54% felt it was adequate and over two-thirds indicated that the plan was long term, covering at least the next five years. Insufficient cases prevent the presentation of these results by museum size, but we are able to note that medium-large museums were more than two times as likely than small museums to have such a plan.

Figure 4.8: Organizations with Succession Plan
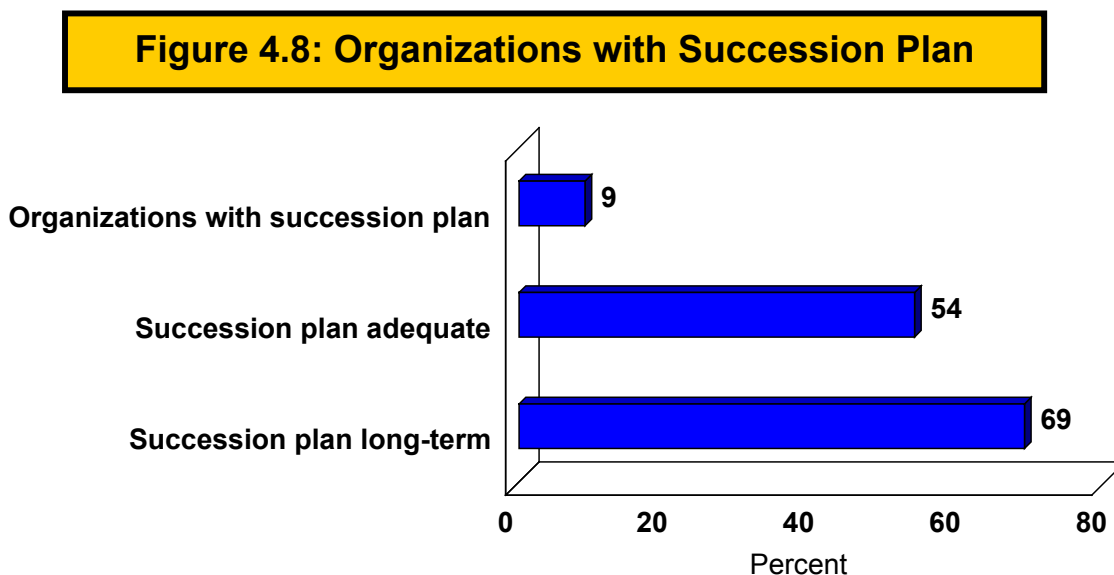
Source: 8Rs Canadian Heritage Human Resource Survey

SECTION C: RETENTION

I   Introduction

Retention presents two opposing points of concern for human resource planning. While longevity is a benefit to museums (providing a certain level of human resource predictability), a degree of turnover is also healthy. As well, if professionals see limited opportunities for promotion (which can be created by limited turnover), they may be influenced to leave the organization. The challenge for human resource managers is thus to establish a balance between staff stability and turnover.

Whether museum professionals stay or leave their place of employment can also tell us something about their attachment to the profession and their level of job satisfaction, an issue we address in greater detail in Section F. Reasons for staying, however, are not always related to satisfactory conditions. In fact, employees may choose to stay at their current organization simply because of a lack of alternate work opportunities. Other reasons such as geographical location or personal commitments can also limit the mobility of employees in ways that are beyond the control of human resource personnel.

Data from Statistics Canada indicate that while there was an overall growth of 31.1% in curators and conservators between 1991 and 2002, shorter year ranges demonstrate wild fluctuations in these occupations. In 1991, the Labour Force Survey indicated that there were 952 curators and conservators, and by 1998, this number had jumped to 1523. The following year only 733 were in these occupations. By 2001, the figure almost tripled to 2038, and then reduced by half again in 2002 (2004, p. 7). These numbers are startling, but elude simple interpretation. Whether they indicate increases in unemployment, contract work, professionals transferring out of the museums field altogether, or simply a question of changing job titles, is unknown. They do signal the possibility, however, of retention problems among museum professionals.

Indeed, the CQRHC in Quebec provides an alarming finding on the future retention prospects, especially with respect to younger staff. According to the CQRHC (2001), surveys undertaken indicate that approximately 25% of museum workers have plans to leave the

sector altogether, and most of these are younger than 35 (1999, p. 39). Although these data are for all museum staff and not just professionals, they do provide further hints of retention problems.

We address retention issues in this section of the report by examining respondents' perceptions about why professional staff choose to stay at their current organization and why they might leave. Also included is an analysis of promotional opportunities and barriers to promotion insofar as these factors are linked to job satisfaction and ultimately, retention. The section begins, however, with a numerical breakdown of professional museum employee departure and turnover rates.

II   Retention of Museum Professionals

Table 4.5 displays the percentage of organizations that have had professionals leave in the past year and a breakdown of the proportion that voluntarily departed, involuntarily departed, or had retired. In total, 31% of museums in the sample had at least one professional leave in the past year, most of whom (57%) as we noted in Section A.IV were volunteer museum professionals. Just over half of these voluntarily left, 15% involuntarily left, and 32% retired.

These data depict strong sub-sector differences in the reasons for professional staff turnover. Larger museum professionals were most likely to leave because they retired (48%). While retirement is unavoidable (although it can be delayed), the relatively high level of voluntary departures among smaller museums (61%) is an issue that can be influenced by human resource policy and practices. Morrissette and Miguel Rosa (2003), for example, demonstrate that turnover rates can be reduced by implementing alternative work practices such as teamwork, flexible job design, and internal team-based training.

Table 4.5: Departing Professionals[1] by Museum Size

	Percent		
	Total	Small Museums	Medium-large Museums
Orgs. with departing professionals	31	25	40
Voluntary departure	53	61	36
Involuntary departure	15	15	16
Retirements[2]	32	24	48

Source: 8Rs Canadian Heritage Human Resource Survey
[1] Professionals leaving the organization in the past year (between January 1, 2002 and December 31, 2002).
[2] Retiring professionals is an estimate based on the number who have retired over the past five years divided by 5.

Three in every ten museums experienced a professional departure in the past year: 53% left voluntarily, 15% were forced out, and 32% retired.

Table 4.6 provides information on the average expected number of years that new recruits stay, turnover rates compared to five years ago, and the level of concern over turnover rates. Over half of new recruits are expected to remain in their organization for less than five years. These figures are comparable to the Canadian labour market, where 55% of new entrants stay, on average, less than five years (Picot, Heisz, and Nakamura, 2001).

Table 4.6: Turnover Rates by Museum Size

	Percent		
	Total	Small Museums	Medium-large Museums
Average Length New Recruits Expected to Stay[1]			
Less than 5 years	51	55	46
5 - 10 years	30	24	37
More than 10 years	19	21	17
Current Turnover Rates Compared to 5 Years Ago[2]			
Lower	18	15	21
Higher	15	12	18
Concerned about turnover rates[3]	45	41	49

Source: 8Rs Canadian Heritage Human Resource Survey
[1] Based on responses to the question: "How long, on average, do you expect newly-hired, entry-level professionals to stay in your organization?"
[2] Based on responses to the question: "Compared to five years ago, are turnover rates (other than from retirements) lower, higher, or about the same among professionals?"
[3] Based on responses to the question: "On a scale of 1 to 5 [with '1' representing "strongly disagree" and '5' representing "strongly agree"], to what extent do you agree that turnover rates are not of great concern in our organization." Scores of '1' and '2' are combined and presented in this table.

Since these figures do not typically represent an increase in turnover rates (only 15% reported that these rates were higher than was the case five years ago), we can assume that the concern expressed over turnover rates by 45% of the sample is a systemic concern and not a recent issue. Larger museums tend to retain their new recruits for longer periods than small museums (54% stay for at least five years compared to 45% of professionals in small museums). But, interestingly, they are more likely to express concern about these turnover rates (49% compared to 41%).

A significant minority of Canadian museums appear to be experiencing problems in retaining their professional staff. Hence, it is useful to examine the reasons why staff stay or leave

their current organizations. We begin with a presentation of the five most-often reported reasons why professionals stay in Figure 4.9.[29]

Notable differences by museum size can be observed in this figure. Small museums were significantly more likely than larger museums to state that the challenging, interesting, and rewarding nature of the work is one of the major reasons why professionals stay (47% compared to 34%). Conversely, medium to large sized museums were more apt to report professional dedication, a good or stable salary, and a good work environment as reasons for staying.

Important differences between institutions are also evident for the major reasons why professionals leave their organizations (Figure 4.10). First, despite that a greater proportion of larger museums indicated that good salaries were a reason for staying (and as Figure 4.16 below shows, professionals in this sub-sector earn much higher annual salaries than small museums), they were more likely to cite inadequate salaries as a reason for leaving (55% compared to 33%). One in five stated that personal reasons cause staff to leave, with larger museums being more apt to provide this response. A lack of advancement opportunities is also highlighted as an important reason for leaving by one-quarter of larger museums (compared to only 8% of small museums). Hence, inadequate salaries and limited promotional opportunities might underlie the larger museum's concern over turnover rates that was observed in Table 4.6.

---

[29] The findings on why professionals stay (Figure 4.9) and why they leave (Figure 4.10), should be interpreted with some caution since they are from the perspective of the organization (or the respondent completing the survey on behalf of the organization) and may differ from what professional staff themselves would report.

Figure 4.9: Top 5 Reasons Professionals Stay at Current Organization by Museum Size
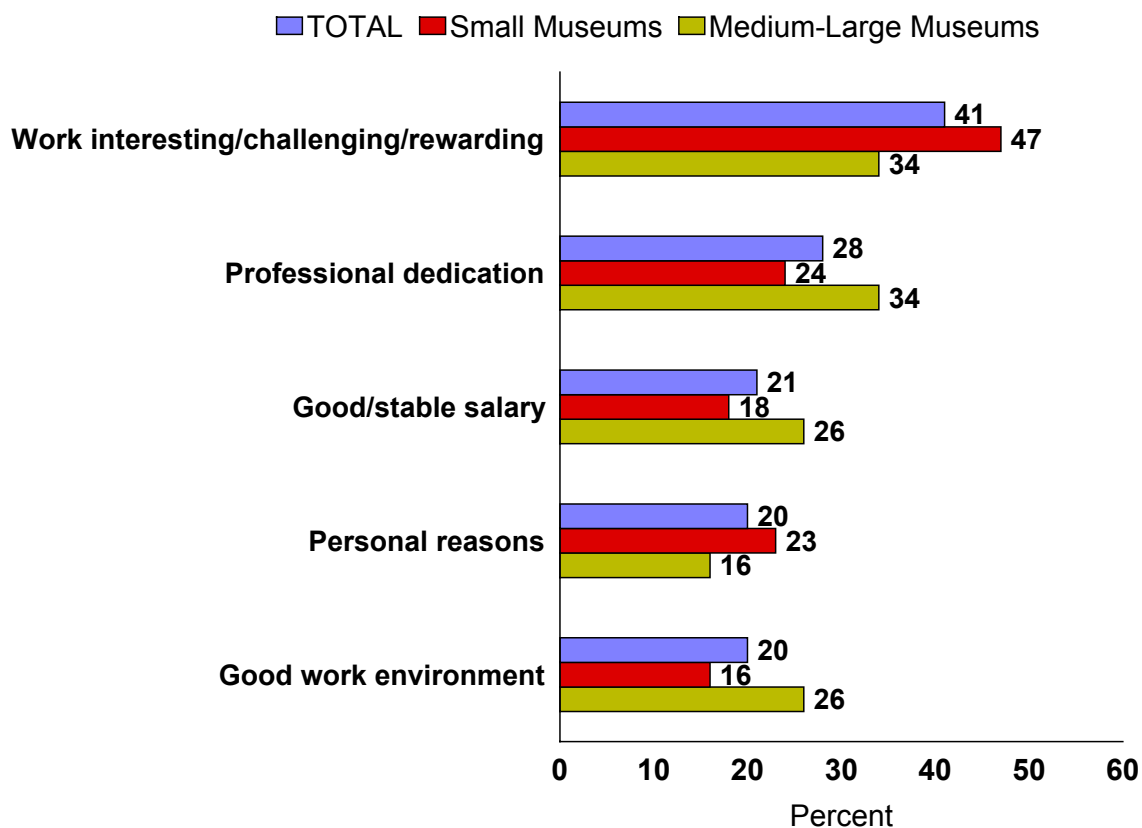
Legend: TOTAL | Small Museums | Medium-Large Museums

Reason	TOTAL	Small Museums	Medium-Large Museums
Work interesting/challenging/rewarding	41	47	34
Professional dedication	28	24	34
Good/stable salary	21	18	26
Personal reasons	20	23	16
Good work environment	20	16	26

Percent

Source: 8Rs Canadian Heritage Human Resource Survey
1 Categorized responses to the open-ended question: "What are the three major reasons why professional stay at your organization?"

Figure 4.10: Top 5 Reasons Professionals Leave Current Organization by Museum Size
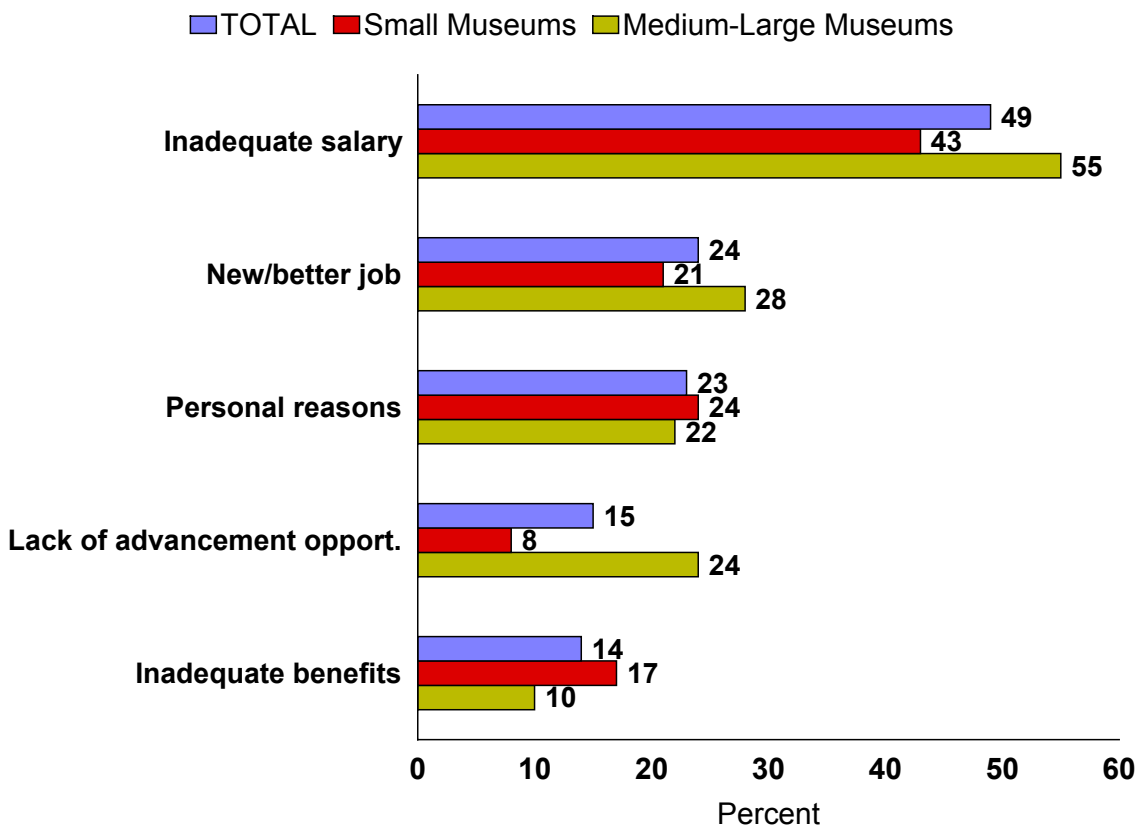
Legend: TOTAL, Small Museums, Medium-Large Museums

Reason	TOTAL	Small Museums	Medium-Large Museums
Inadequate salary	49	43	55
New/better job	24	21	28
Personal reasons	23	24	22
Lack of advancement opport.	15	8	24
Inadequate benefits	14	17	10

Percent

Source: 8Rs Canadian Heritage Human Resource Survey
[1] Categorized responses to the open-ended question: "What are the three major factors which cause professionals to leave your organization (other than to retire)?"

III   Promotional Opportunities

The ability of museum professionals to move within an organization can influence whether they stay at their current workplace. Having the chance to move into a different or more responsible position often enhances performance and serves as an achievement motivator. Not having any opportunities for mobility, however, can stifle performance and in extreme cases result in work apathy or ultimately, resignation.

Promotional opportunities are determined by a number of factors. A concentrated age demographic combined with organizational flattening, for example, results in large numbers

of staff at the same level competing for fewer jobs (Montgomery, 2002). This, however, does not appear to be the case for the majority of museums in our sample. As Figure 4.11 indicates, over two-thirds of museums report having 'good' or 'excellent' promotional opportunities, opportunities which are most apparent among larger museums.

Figure 4.11: Percentage of Museums Reporting 'Good'/'Excellent' Promotional Opportunities[1] by Museum Size
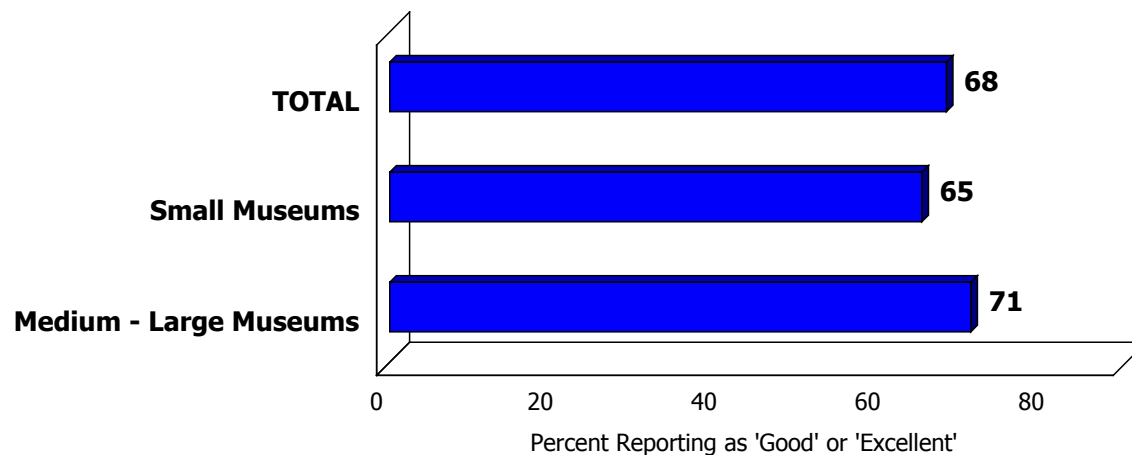
Percent Reporting as 'Good' or 'Excellent'

_____

Source: 8Rs Canadian Heritage Human Resource Survey
[1] Based on responses to the question: "On a scale of 1 to 5, [with '1' meaning "poor" and '5' meaning "excellent"] how would you rate the current promotional opportunities for professionals?" Scores of '4' and '5' have been combined and presented in this figure.

Despite these favourable promotional opportunities, Figure 4.12 reveals that a solid majority felt that budget restrictions served as a barrier to offering opportunities for advancement. Interestingly, the second most often-cited reason for inadequate promotional opportunities was limited turnover. Hence, these findings illustrate the negative edge of the turnover sword. Our earlier findings that larger museums were more concerned about their turnover rates might be interpreted to mean that they were concerned that the rates were not high enough (rather than too high).

□ TOTAL ■ Small Museums ■ Medium-Large Museums

Budgetary restrictions
- 88
- 88
- 88

Limited turnover
- 61
- 54
- 68

Hiring freeze
- 54
- 57
- 50

Organizational delayering/flattening
- 36
- 27
- 47

0   20   40   60   80   100

Percent

_____

Source: 8Rs Canadian Heritage Human Resource Survey
[1] Based on responses to the question: On a scale of 1 to 5 [with '1' meaning "not at all" and '5' meaning "to a great extent"], to what extent do the following items contribute to a lack of promotional opportunities for professionals in your organization?" Responses of '4' and '5' are combined and presented in this figure.

A hiring freeze was also noted as an important barrier to promotional opportunities by 54% of museums. A smaller proportion indicated organizational delayering or flattening as a barrier, although larger museums were significantly more likely than smaller ones to view this as a barrier to promotions.

> The retention of museum professionals is an area of concern. The majority of professionals who left their organization in the past year resigned voluntarily, many because of inadequate salaries. Turnover rates among museum professionals are somewhat higher than they are for librarians and archivists, as is the amount of concern over these rates expressed by museum administrators. Part of the concern, however, may be because of limited turnover which prohibits promotional opportunities

In summary, the findings in this section on retention highlight some important interrelated human resource issues that are affecting Canadian museums, albeit to varying degrees. High turnover rates are of some concern, but limited turnover also serves as an impediment to mobility within the organization for professionals. A fairly consistent theme throughout this section is one of financial concern, in terms of overall budgets and professional salaries.

SECTION D: MUSEUM-RELATED EDUCATION

I   Introduction

This section of the report focuses on evaluations of museum-related Master's level programs, in such areas as museology, art history, or art conservation. The analysis begins, however, with an examination of the education levels among the museum professionals represented in the survey.

II   Educational Attainment

Museum professionals are noted for their varied education levels and training routes. It is not unheard of for paid professionals to begin as volunteers or entry-level staff with little or no related education or experience, subsequently learning their discipline primarily through their work experience. Alternatively, professionals may have participated in a formal museum-related program at a graduate level. Others yet may hold degrees in Art Education, Sciences, or History. Museums differ from libraries, for example, by virtue of the fact that no core educational/hiring requirement, such as the MLIS, exists within this sector. Large numbers of museum staff apparently have no formal qualifications and have gained much of their experience on the job (Janes 1997, p. 199). Without credential standards, proven experience within a museum may indeed be the best indicator of the individual's ability to perform at their job.

As revealed earlier in Figure 4.5, a museum-related degree was reported as one of the most important and difficult to fulfill competencies by four in ten museums. An examination of the highest education levels attained by museum professionals shows that two-thirds of professionals represented in this survey have less than a Master's degree (Figure 4.13). We present the education levels of non-volunteer and volunteer professionals, not to illustrate differences, but to note the remarkable similarities in educational attainment between these two groups of professionals. Assumptions about the lower levels of education among volunteers, therefore, do not hold weight according to these data. Again, however, education information was provided for only 63% of professionals represented in the survey and so care must be taken when interpreting these findings.

Figure 4.13: Highest Level of Education Among Professionals

Legend: TOTAL — Non-Volunteers — Volunteers

Post Sec. Cert./Diploma
- TOTAL: 21
- Non-Volunteers: 20
- Volunteers: 23

Undergaduate Degree
- TOTAL: 47
- Non-Volunteers: 48
- Volunteers: 46

Graduate Degree
- TOTAL: 32
- Non-Volunteers: 32
- Volunteers: 31

Percent
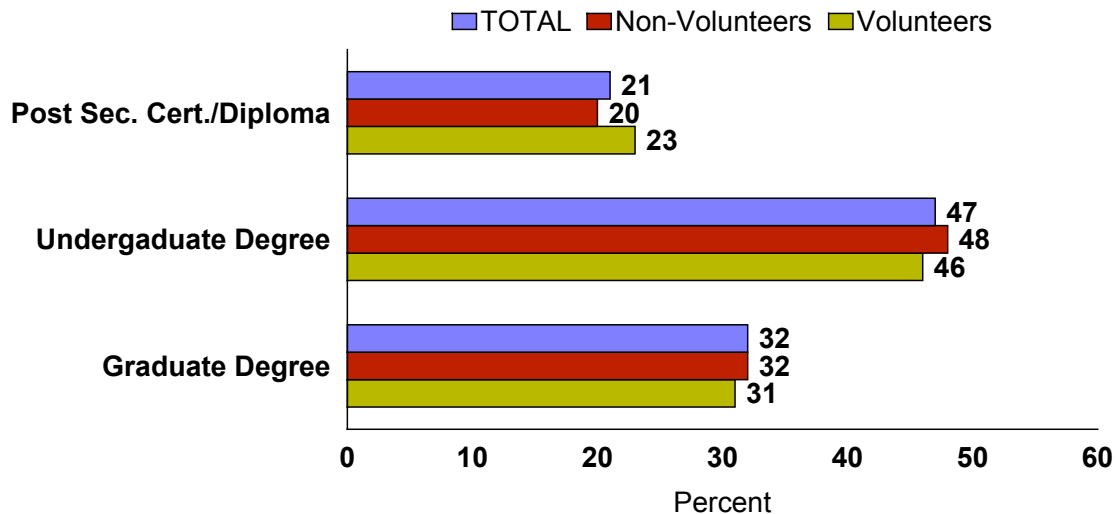
Source: 8Rs Canadian Heritage Human Resource Survey

III   Evaluation of Museum-related Master's Level Programs

Since only three in ten professionals have a Master's degree, it is not surprising that only 81% of museums in the sample responded to the question asking if "the education provided in Master's level programs equips graduates with the competencies required to be professionals in your organization." Among those that did, however, 66% responded favourably. When asked how the curriculum content of Master's level programs could be improved, an even smaller proportion (44%) provided an answer. We present these findings in Figure 4.14, therefore, with a strong note of caution.

The most common suggestion for improving Master's level programs (47%) was to provide more practical experience, through such avenues as practicum or co-op programs. More management and business training (including training in finance, marketing, personnel management, and leadership skills) was suggested by 22% of this sub-sample of museums. Still others noted the need to put more emphasis on the reality of the shortage of resources

in museums generally, and in small museums especially. Smaller proportions suggested that more training in soft or hard skills would improve these programs.

Figure 4.14: Top 5 Suggestions for How to Improve Master's Level Programs[1]
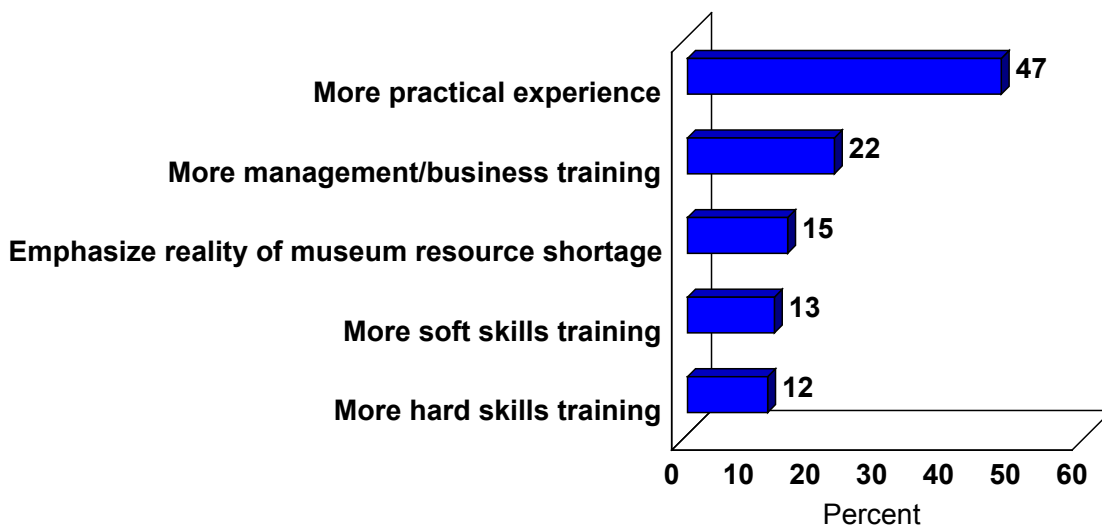
Suggestion	Percent
More practical experience	47
More management/business training	22
Emphasize reality of museum resource shortage	15
More soft skills training	13
More hard skills training	12

Percent

Source: 8Rs Canadian Heritage Human Resource Survey
[1] Based on responses to open-ended question "How could the curriculum content of these Master's programs be improved?" Only 44% of museums responded to this question.

That nearly half suggested more practical training is not surprising, given that many museum professionals are trained on the job. Also, we note in a few sections of the report that, for the most part, candidates are sufficiently competent in terms of skill acquisition. It may be suggested then that Master's programs offer adequate training in museum-specific skills, but are perhaps too theoretical, or out of touch with the realities of museum work. The day-to-day demands of museum work and the ability to offer quality museum services in the context of resource shortages are realities that may deserve more attention at the graduate level.

Most museums positively rated Master's level programs. Still, the most common suggestion for improving these programs was to provide more practical experience.

SECTION E: CONTINUING EDUCATION

I   Introduction

Continuing education is essential for professionals to keep pace with ever-changing skill demands. Learning initiatives also have ramifications for job performance and satisfaction insofar as they equip staff with the skills and abilities that allow them to successfully accomplish their work. The literature notes that volunteer and non-volunteer museum professionals require a complement of specific, applied skill competencies along with strong managerial skills generally, and human resource management skills in particular (Davis, 2001). The demand for these competencies are reinforced by this study, where we found that museum professionals need to be able to work in a number of different areas (86% reported this as an important competency when recruiting), perform a wide variety of tasks, and perform specialized functions (see Table 4.10). The results of this analysis also suggest that professionals are increasingly required to assume leadership roles and perform managerial functions and therefore require training in these areas.

While museums are best positioned to deliver ongoing learning opportunities through on the job training, associations and educational institutions can also play a role. We found, in fact, that 88% of museums agreed that professional associations should assist in the training of museum professionals, with the majority suggesting associations continue to offer courses and workshops. Another common suggestion was for professional associations to provide financial assistance for continuing education. Others yet suggested the need to offer courses that are in more accessible locations.

Of course, museum professionals themselves must also be responsible for exploiting the continuing education opportunities provided by their employers. According to Statistics Canada's Cultural Labour Force Survey, 57% of heritage managers wanted to participate in professional development opportunities, but did not do so primarily because of the expense and time limitations (*Culture Counts*, 1995, p. 20). But these opportunities can be offered in such a way as to increase the likelihood of participation. Research has shown, for example, that employees are most likely to pursue training opportunities when they can defer costs to

their employer and when they are provided sufficient time to participate in training activities, especially when they are offered during working hours (Bergeron, Deschatelets, and Nauche, 1998).

II   Organizational Training

When asked about the amount of training required to meet the needs of the museum, 93% responded that their professional staff required at least some training: more specifically, 61% indicated "some training" and 32% a "good" or "great amount of training." Notably, no differences were found in the training needs between small and medium-large museums.

Given that the vast majority of museums feel that their staff requires at least some training, it is useful to compare this need with the amount and types of training actually provided. More than eight in ten (83%) museums provided at least some training to their professional staff. Figure 4.15 provides a more detailed breakdown of the various types of training offered to professional staff, for the total sample and for both museum sizes.

The first observation to be made from the figure is that larger museums were more likely to provide every type of training than were small museums. Yet, as we have just noted, this sub-sector reported equal levels of need for training. Job-oriented skills training was the most common type of training provided for both sub-sectors, followed closely by technology skills training (54%). Management training was provided by 37% of museums and even fewer (29%) provided any type of leadership training during the past year. These somewhat low proportions of museums (and especially small museums) offering training in management and leadership skills conflicts with the demand for these roles that was expressed by respondents in a number of ways throughout the survey (see Figures 4.5, 4.6, 4.14 and Table 4.10). Leadership training may be difficult to 'teach,' but can be provided in part by allowing professionals to assume leadership roles within the workplace. This is clearly a practice being pursued by museums: more than two-thirds (68%) of museums felt that they were able to offer 'good' or 'excellent' opportunities for professionals to experience leadership roles (results not shown in table or figure).

A recommendation from these findings would be for museums to provide more training opportunities, but also to explore how they might provide management and leadership experience through secondments, job rotations or other experiential means.

Figure 4.15: Types of Training Provided to Professionals[1] by Museum Size
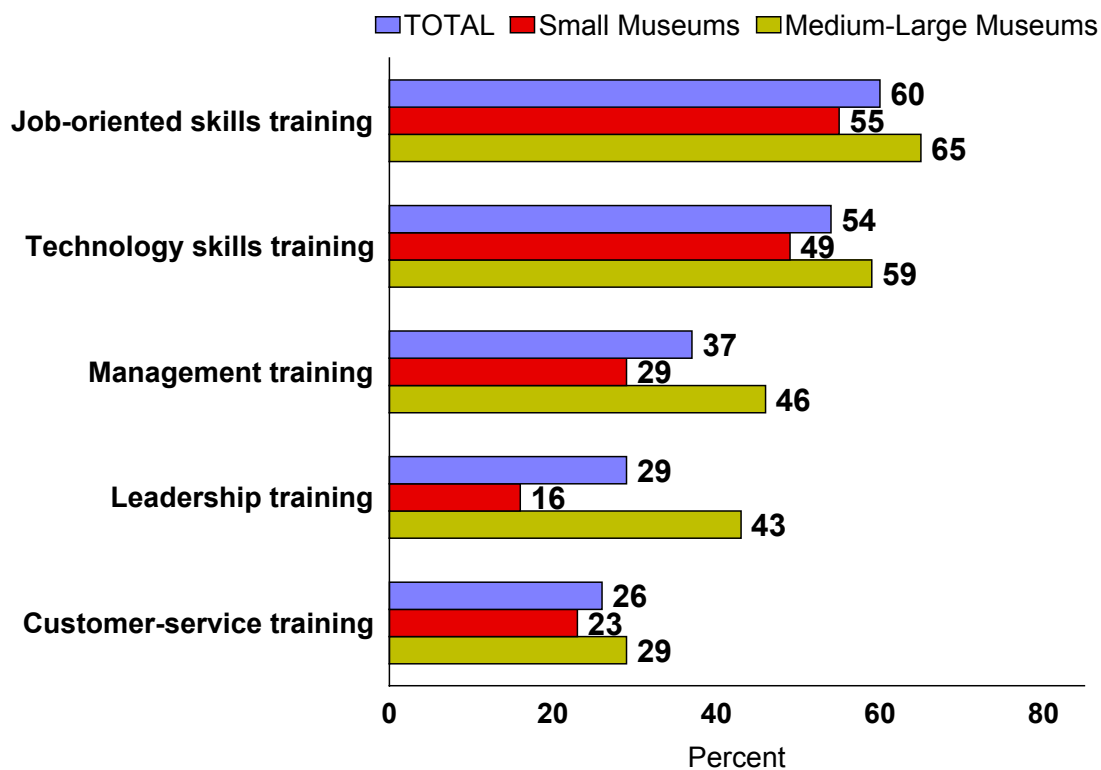
Legend: TOTAL | Small Museums | Medium-Large Museums

Training Type	TOTAL	Small Museums	Medium-Large Museums
Job-oriented skills training	60	55	65
Technology skills training	54	49	59
Management training	37	29	46
Leadership training	29	16	43
Customer-service training	26	23	29

Percent

Source: 8Rs Canadian Heritage Human Resource Survey
[1] 'Yes' responses to question asking "During the past year, did your organization provide any of the following types of job-related training to professional staff?"

Although adequate training is being provided for technical and job-oriented skills, there is room for improvement in leadership and management training.

A final finding from this survey that helps contextualize the analysis of continuing education are responses to the question asking the extent to which "budgets prevent your organization from offering needed training to professionals." Nearly three-quarters (74%) of museums

indicated that budgets were a barrier to training at least to some extent (48% to a 'great' extent). As a result, museums may need to find creative and cost-effective ways to fulfill their training needs.

SECTION F: HUMAN RESOURCE PRACTICES AND JOB SATISFACTION

I   Introduction

Nurturing an organization's human assets (including its human and intellectual capital) contributes to overall performance. Quality of work life (e.g., good remuneration, family-friendly, meaningful, interesting, challenging, rewarding, and participatory work) and the quality of employer-employee relationships (e.g., relations of trust and loyalty) bear heavily on job satisfaction and staff retention.

Given that attracting new recruits and losing senior staff to early retirement do not appear to be of great concern among most museums in the sample, the positive spin off from creating a quality work environment is perhaps more applicable to the retention, satisfaction, morale, rejuvenation, and productivity levels of the current workforce. Further, since museum professionals themselves were not surveyed, we cannot draw direct and conclusive linkages between the quality of work life and job satisfaction. We do, however, make an assessment of the quality of work provided in the museum sector by comparing the results to other Canadian employers whenever possible.

II   Extrinsic Benefits

Increasing evidence suggests that employees value intrinsic factors (such as having relationships of respect, trust and loyalty with employers, and having a job that it rewarding, interesting and participatory) more than extrinsic factors (such as pay, benefits, and job security). Lowe's (2000) research, for example, has found that rather than salary, employees are interested in career-advancement opportunities, training and development and in employers who are supportive of these goals. Still, having a job that pays well is ranked as important to most employees.

Interestingly, it is often believed that employees in the non-profit sector hold a different mix of extrinsic and intrinsic work orientations. This is based on the assumption that employees are willing to accept lower salaries in return for working in a job that has social or cultural value. Known as the 'donative-labour hypothesis,' researchers argue that individuals who seek out employment with non-profit organizations are willing to forego wages in return for

work that they view as being more socially worthwhile than available elsewhere (Rose-Ackerman, 1996). Some have even argued that the offering of lower wages will attract staff who are more committed to the non-profit organization (Handy and Katz 1998, p. 259).

Figure 4.16 provides the mean mid-point salaries for all museum professionals, for non-management and for management. Again, we must note the caution that should be taken when interpreting salary results since only 64% of the sample provided valid salary information. [30] On average, full-time museum professionals earned $51,775 per year. Non-management professionals earned $42,475 compared to management who earned an average salary of $58,780 per annum. Sub-sector differences in salaries are significant, with small museum professionals earning an average of $36,390 compared to $52,321 in larger museums. We are not able to present salary distributions for non-management and management professionals by museum size because of insufficient cases reporting on salary.

The salaries among larger museums are slightly higher than those offered in for-profit organizations where professionals make an average of $48,000 year (McMullen and Schellenberg, CPRN, 2003). Small museum professionals are, however, paid much lower average annual salaries than is typically the case in Canada. Since these comparative figures are based on a very different calculation method and because of the low response rate on the salary question in our sample, however, caution should be taken in interpreting these numbers.

---

[30] Although the survey asked respondents to provide the annual salary for their professional staff, many provided hourly, daily, or weekly salaries. Since it was not clear whether or not these salaries were for full-time staff, they could not be used in this analysis.

Figure 4.16: Mean Mid-point Yearly Salaries[1] for Non-management and Management Professionals[2] by Museum Size (full-time only)

Total ■ Small Museums ■ Medium-Large Museums

All Professional Staff
$51.775
$36.390
$52.321

Non-management professionals
$42.475
Insufficient Cases Reporting[3]

Upper management professionals
$58.780
Insufficient Cases Reporting[3]

$0.000 $20.000 $40.000 $60.000 $80.000
(Thousands) Dollars
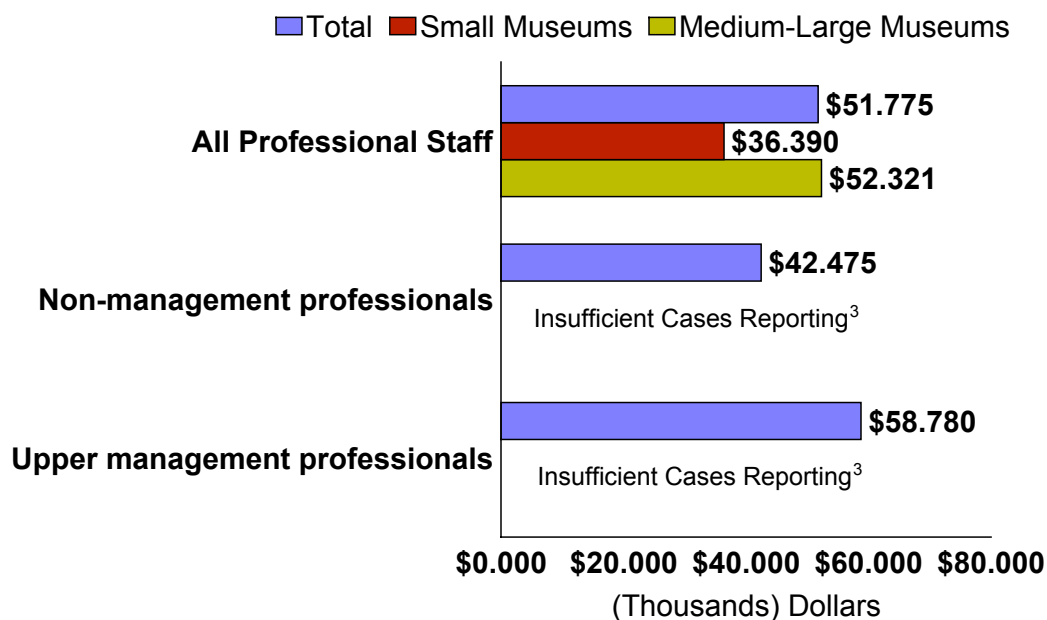
Source: 8Rs Canadian Heritage Human Resource Survey
[1] Sample members were asked to report the low and high range yearly salaries for each level of professional staff using their own salary grid system. Mid-point salaries were calculated post-data collection.
[2] Since respondents did not provide staff levels in the same manner, some assumptions have been made when grouping into the categories presented in this figure.
[3] Only 104 (64%) museums provided valid salary information. Salaries are not provided by professional level for small and medium-large sized museums because of insufficient cases reporting on salary in each of these categories.

Problems associated with inadequate salaries have already been noted in several sections of the report, particularly with respect to smaller museums. Inadequate salaries were cited as a barrier to recruitment by 60% of museums (Figure 4.3) and as a barrier to the replacement of departing senior staff by 64% of the sample (Figure 4.7). And almost half of all museums reported that inadequate salaries were one of the reasons why professionals leave their organizations (Figure 4.10). Further analysis revealed, as we might expect, that small museums were more likely than larger ones to indicate that their salaries were not competitive (57% compared to 30%). However, when asked if strategies other than salary were in place to attract candidates to professional positions, only 29% of small museums answered affirmatively compared to 44% of medium-large size museums. These results confirm that small museums are especially compromised by their inability to offer

competitive salaries, but there are also strong indications that inadequate funding hampers human resource activities throughout the sector.

Earnings are only one part of the overall compensation package. Benefits also provide an indication of the extent to which employees are recognized for their labour. Table 4.7 indicates that a limited number of museums are able to offer a wide range of benefits to their professional staff. As well, these benefits are more prevalent in larger than smaller museums.

Over half of the museum sample provided Worker's Compensation, life or disability insurance, supplemental medical, a dental plan or a retirement/pension plan. The remaining benefits listed in Table 4.7, however, were provided by a much smaller minority of museums.

Table 4.7: Benefits Offered to Full-time, Permanent Professionals by Museum Size

Benefit Offered	TOTAL	Percent Small Museums	Medium- Large Museums
Worker's Compensation	79	79	80
Life and/or Disability Insurance	62	51	75
Supplemental Medical	60	51	70
Dental Plan	57	50	65
Retirement/Pension Plan	53	44	63
Maternity/Paternity Leave	41	31	52
Employee Assistance Program	35	24	48
Group RRSP	28	24	32
Educational Leaves	25	17	35
Sabbaticals	12	9	17
Research Leaves	11	11	10
Elder Care Leaves	10	6	15
Tenure	7	3	12
Childcare Subsidies	4	4	3
Childcare Services	2	3	2

Source: 8Rs Canadian Heritage Human Resource Survey

Overall, these benefits are comparable to those offered among Canadian workplaces in general. For example, one-half of the labour force has employer sponsored pension plans (Lowe, 2000), compared to 53% of museums. But, the proportion of museums offering benefits is somewhat lower than in other non-profit organizations. While 79% of non-profit organizations offer supplemental medical benefits to their full-time employees (McMullen

and Schellenberg, CPRN, 2003), only 60% of museums provided this benefit. Again, however, larger museums compare more favourably to the Canadian labour market than do small museums.

III   Intrinsic Benefits

We have already discussed the somewhat commendable promotional opportunities (an intrinsic benefit) provided to museum professionals. The work organization practices presented in Table 4.8 suggest that while many museums have implemented precisely the kinds of programs that contribute to a quality of work life, room for improvement clearly exists.

Self-directed work groups are practiced by 51% of museums, and are most prevalent among medium-large museums (57%). But job enrichment, job sharing, or job rotation are practiced by only a small proportion of museums. Since these types of job strategies are known to enhance skill flexibility (and our analysis indicates that museum staff are increasingly required to learn new skills), museums might benefit from the implementation of such job strategies. Compared to more formal training initiatives, the lower costs involved in such job strategies might also appeal to museums that are financially unable to offer needed training (see Section E,II). Flextime, information sharing, and performance evaluations are more prominent features of museums.

In many cases, these work practices are more prevalent among medium-large museums, but deficiencies still exist in this sector especially in terms of job flexibility enhancers.

Table 4.8: Work Organization Practices by Museum Size

Work Organization Practices	TOTAL	Percent Small Museums	Medium-large Museums
Job Strategies			
Self-directed work groups	51	47	57
Problem-solving teams	45	40	52
Job enrichment	21	17	25
Job sharing	18	14	22
Job rotation	6	6	5
Job Scheduling			
Flextime	61	58	64
Fixed shifts	32	30	34
Paid overtime	31	29	33
Compressed work week	20	12	30
Rotating shifts	14	13	14
Communication			
Information Sharing	72	68	78
Performance evaluations	66	64	70
Employee suggestion program	43	45	40

Source: 8Rs Canadian Heritage Human Resource Survey

Conversely, very few differences between the two museum sizes are detected in respondents' evaluations of their organizational culture (Table 4.9). Indeed, with few exceptions, the overall story of Table 4.9 depicts a fairly positive human resource climate within Canadian museums. For example, more than seven in ten museums felt they promote a culture of trust and cooperation between employees and employers and almost eight in ten indicated a situation of gender equity within their organizations. These are signs of positive employer-employee relations in the sector. It must be understood, however, that

these work conditions are rated from the organization's perspective and we have no data to confirm or refute them from the perspective of the individual employee.

		Percent "Agreeing"	
Statement	TOTAL SAMPLE	Small Museums	Medium-large Museums
Organization promotes culture of trust and cooperation	**71**	70	72
Professionals involved in most decisions that affect them directly	**75**	75	76
Professionals involved in most high-level decisions	**63**	64	61
Empowering professionals is important to the organization	**67**	64	70
Female and male professionals are treated equally	**78**	74	84
The organization practices family-friendly procedures	**58**	59	56

Table 4.9: Organizational Culture, Staff Empowerment, and Equity Issues by Museum Size

Source: 8Rs Canadian Heritage Human Resource Survey

The results presented in Figure 4.17 represent respondents' ratings of job performance, motivation levels, and job satisfaction. Again, because museums (and not professional staff themselves) are asked these questions the findings should be viewed with some discretion.

> **The intrinsic benefits provided to professionals suggest a very good quality of work life. The same cannot be said of extrinsic benefits.**

Figure 4.17 clearly demonstrates that the vast majority of museum professionals perform quality work. Although motivation levels are rated slightly lower, more than eight in ten museums agreed with the statement that "most professionals are highly motivated." Somewhat fewer, but yet again a good majority, perceive professionals to be satisfied with their jobs. These conclusions can be equally applied to both museum sub-sectors.

Figure 4.17: Perceived Evaluations of Job Performance, Motivation Levels, and Job Satisfaction by Museum Size

Source: 8Rs Canadian Heritage Human Resource Survey
1 Percent "Agreeing" with the following statements:
    "Most professionals perform quality work."
    "Most professionals are highly motivated."
    "Most professionals appear to be satisfied with their jobs."

In all, the findings reported in this section suggest a fairly good quality of work life for professionals working in Canadian museums. Although extrinsic benefits are not as strong as one might hope, this shortcoming is understandable given the static funding levels provided in the sector. Importantly, however, museums appear to be making up for this deficiency by providing a variety of important intrinsic benefits to their staff. Still, improvements could be made most notably by implementing job strategies that foster skill

flexibility. Strategies such as job rotation and job sharing will not only enhance skill flexibility to the benefit of museums, but they will confer museum professionals themselves with a larger repertoire of marketable skills.

SECTION G: ORGANIZATIONAL AND PROFESSIONAL STAFF ROLE RESTRUCTURING

I Introduction

Radical restructuring has been the situation facing many Canadian museums, through the previous decade of funding cuts. Some of the implications of this change are, according to Janes (1997), the need to restructure organizations so that they are flat, flexible, participatory, and decentralized. But, continual training is critical for successful organizational change since restructuring cannot occur without also changing the roles of museum professionals.

Within this wider context, the analysis of change examines shifting demand for professionals, changing role demands, and concludes with a presentation of what museums view as the most important determinants of change.

II Past and Future Museum Professional Demand and Role Change

Table 4.10 provides the results from a series of questions asking respondents about their past and future staffing needs. An overall review of these findings suggests a situation of great change within the Canadian museum community.

Equal proportions (66%) indicated an increase in the demand for professionals in the past five years and over the next five years. Role change is also indicated by these results, with seven in ten reporting an increasing need for professionals to perform leadership roles, and 63% responding similarly with respect to managerial roles, both in the past and the future. An even greater need is expressed for professionals to perform a wider variety of tasks (i.e., generalist roles).

While not as many indicated the need for specialist functions and even fewer for paraprofessionals to perform professional roles, these results still represent a significant shift in roles. The need for paraprofessionals to perform professional functions blurs the line between these two types of staff and opens up a whole new set of issues and questions about their respective educational requirements and, perhaps, the continued classification of technical staff as 'para'-professionals. Overall, the findings highlight the need for

museums to provide the necessary tools, resources, and training that will allow professionals to successfully adapt to these changes.

Table 4.10: Past and Future Professional Demand and Role and Function Change[1] by Museum Size

| Increased Demand For: | Percent | | |
	Total	Small Museums	Medium-large Museums
More Professionals:			
Past 5 years	66	61	73
Next 5 years	66	65	69
Professionals to Perform Leadership Roles:			
Past 5 Years	70	64	79
Next 5 years	71	69	73
Professionals to Perform Managerial Roles:			
Past 5 years	63	62	65
Next 5 years	63	65	61
Professionals to Perform more Generalist Functions:			
Past 5 Years	80	74	87
Next 5 years	75	76	73
Professionals to Perform more Specialist Functions:			
Past 5 years	58	63	51
Next 5 years	62	67	55
Paraprofessionals to Perform Professional Roles:			
Past 5 years	40	42	39
Next 5 years	48	50	46

Source: 8Rs Canadian Heritage Human Resource Survey
[1] Respondents were asked to indicate, on a 1 to 5 scale, the extent to which these needs have increased in the past 5 years and will increase in the next 5 years. Scores of '4' and '5' have been combined and presented in this table.

> All indications are that the museum sector has and will continue to experience a great amount of change, both organizationally speaking and in terms of the roles and functions of its professional staff.

We conclude the section on organizational change with the results of a question asking respondents to indicate which of 12 possible organizational changes have contributed the most to changes in the roles of professionals (Figure 4.18).

Figure 4.18: Top 5 Contributors to Changing Professional Roles[1] by Museum Size
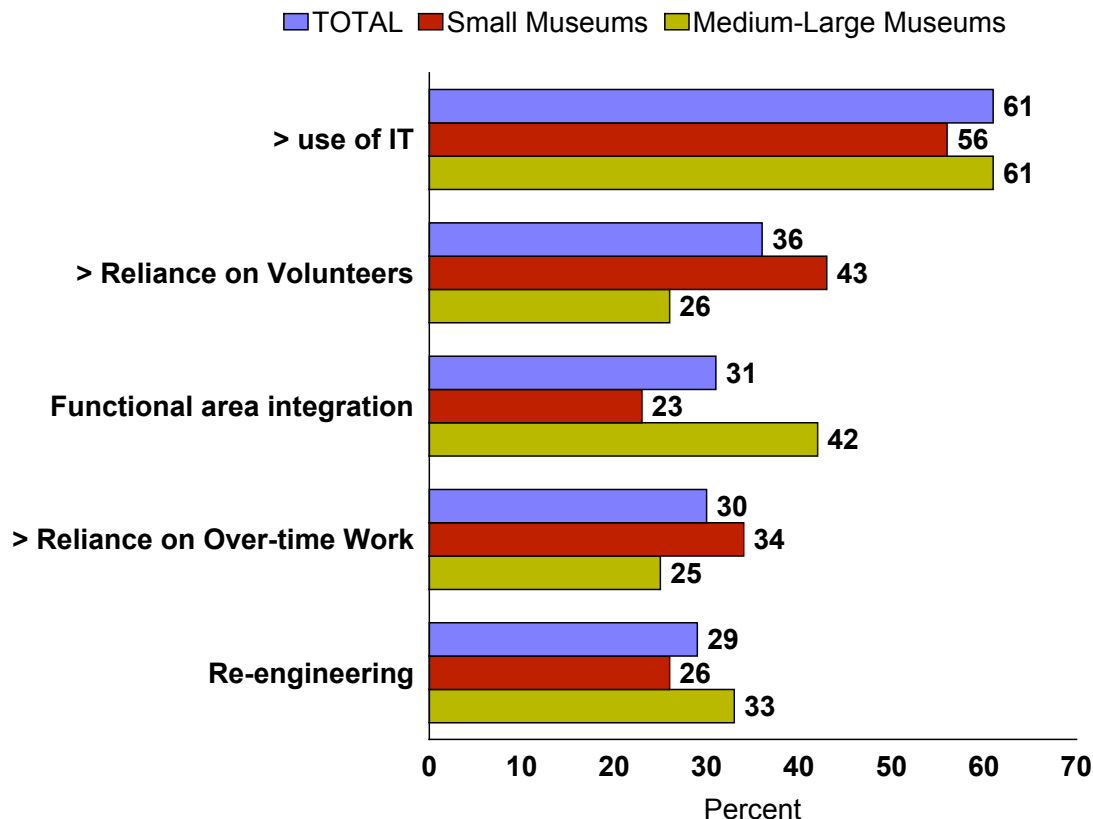
Legend: TOTAL — Small Museums — Medium-Large Museums

Category	TOTAL	Small Museums	Medium-Large Museums
> use of IT	61	56	61
> Reliance on Volunteers	36	43	26
Functional area integration	31	23	42
> Reliance on Over-time Work	30	34	25
Re-engineering	29	26	33

Percent (x-axis: 0 to 70)

Source: 8Rs Canadian Heritage Human Resource Survey
[1] Respondents were provided with a list of 12 organizational changes and asked to provide the three most important contributors to the changing roles of professional staff at their organizations.

Increased utilization of information technology clearly stands out as the most important determinant of role change for both museum sub-sectors. About one-third of museums also viewed the increasing reliance on volunteers and on staff having to work overtime as major contributors to role change, especially among smaller museums. Similar proportions indicated that functional area integration and reengineering had the greatest impact on professional staff role change. Medium to large museums were especially likely to cite these as important contributors to role change.

SECTION H: MOST PRESSING FUTURE HUMAN RESOURCE CHALLENGES

The survey concluded with an open ended question inviting respondents to express their opinion on "the most pressing human resource challenges the museum sector will face over the next 5 years and why."[31] A quick glance at Figure 4.19 demonstrates that human resource concerns among Canadian museums are distributed among a variety of issues, with financial concerns standing out as the most frequently cited challenge. Nearly all of these concerns are examined in some manner within this report.

As we have stated throughout this analysis, a lack of financial resources arise as one of the strongest limitations to human resource development for museums, and is viewed as a major challenge by six in every ten respondents. Most of the financial-related comments were expressions of concern about the inadequacy of salaries and about not having the financial ability to adequately staff museums. As Figure 4.19 demonstrates financial issues are a significantly greater issue among small museums than they are in medium-large sized museums.

One in five museums cited recruitment as one of the most pressing future human resource challenges. Most of these comments revolved around difficulties in finding candidates with the set of skills needed by their organization or in finding a sufficient pool of interested candidates for new positions.

Although the predicted numerical loss of museum professionals through retirement is perhaps not as alarming as is often presupposed, the results indicate that museums are still faced with the challenge of having to replace some increasingly critical competencies. Indeed, Figure 4.19 suggests that this is one of the most pressing future concerns for 16% of the sample (14% of small museums and 19% of medium-large museums). While a number of respondents simply indicated that retirements would be an issue, among those who were more specific in their responses the dominant theme is one of concern over the experience gap left after retirements. Others were even more specific about the need to

develop the managerial skills among current staff so that they will be in a good position to fill the void created when retirements occur (i.e., succession management).

Figure 4.19: Most Pressing Human Resource Challenges Facing Museum Sector in Next 5 Years[1] by Museum Size
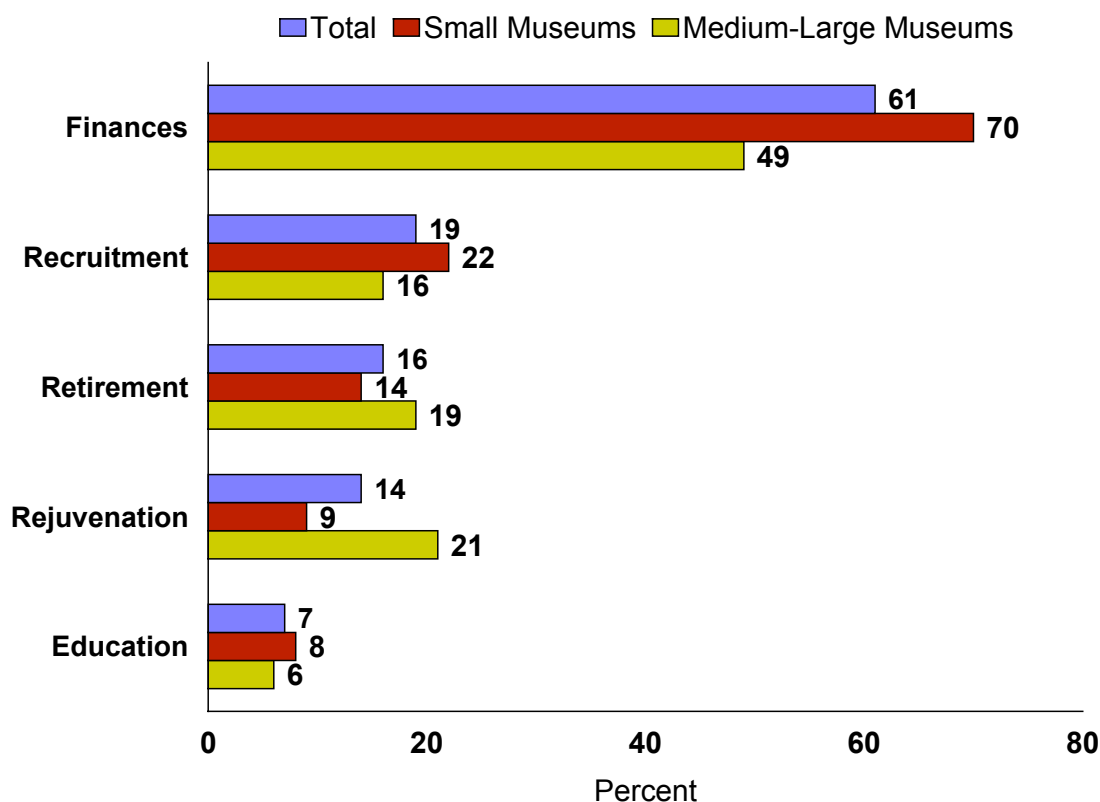
_____
[1] Categorized responses to the open ended question: "What are the most pressing human resource challenges the museum sector will face over the next 5 years and why?"

Just 14% cited rejuvenation of museum professionals or of the museum itself as one of the most important human resource issues, although medium to large size museums were somewhat more likely (21%) to provide this response. With respect to the rejuvenation of museum staff, concerns were expressed about how to deal with overworked and burned out staff as well as problems associated with keeping staff motivated and interested in their

_____
[31] When examining the responses to this question it is clear that many provided human resource challenges only with respect to experiences in their own museums rather than for the Canadian museum system as a whole. The results presented in this section should, therefore, be interpreted accordingly.

jobs. Comments about the rejuvenation of the museum sector typically made reference to the need to promote museums in the face of obsolescence or as a means of fostering public awareness and interest.

In Sections D and E, we also examined respondents' views of museum-related education and highlighted the need for museums to pursue continuing education. Figure 4.19 demonstrates that education is an issue of major concern among 7% of museums. Again, many of the comments were general statements about the need to increase training and professional development. Other comments dealt specifically with the need to provide more generalist training to staff.

APPENDIX A

SUPPLEMENTAL HERITAGE TABLES AND FIGURES

Table A.1: Library Response Rate by Province/Territory

Province/Territory	Cleaned Sample[1]	Completed Surveys[2]	Response Rate (%)
TOTAL	**1357**	**455**	**33.4**
British Columbia	127	49	38.8
Alberta	261	77	29.5
Saskatchewan	41	11	26.8
Manitoba	93	41	44.1
Ontario	449	139	31.0
Quebec	261	88	33.7
New Brunswick	28	12	42.9
Nova Scotia/PEI	53	24	45.3
Newfoundland /Labrador	23	5	21.7
Yukon/NWT/Nunavut	21	6	28.6

Source: 8Rs Canadian Heritage Human Resource Survey

[1] Cleaned sample excludes 70 institutions that do not qualify for the study because they were; 1) not a library, 2) closed down, 3) a branch already represented by a regional library, 4) a duplicate record, or 5) an institution without professional librarians.

[2] Completed provincial/ territorial surveys do not add up total surveys received since regional information was not provided for 3 institutions.

Table A.2: Archives Response Rate by Province/Territory

Province/Territory	Cleaned Sample[1]	Completed Surveys[2]	Response Rate (%)
TOTAL	**280**	**123**	**43.9**
British Columbia	25	9	36.0
Alberta	20	11	55.0
Saskatchewan	12	6	50.0
Manitoba	18	6	33.3
Ontario	90	40	44.4
Quebec	64	27	42.2
New Brunswick	12	5	41.7
Nova Scotia/PEI	19	10	52.6
Newfoundland /Labrador	17	5	29.4
Yukon/NWT/Nunavut	3	3	100.0

Source: 8Rs Canadian Heritage Human Resource Survey

[1] Cleaned sample excludes 13 institutions that do not qualify for the study because they were; 1) not an archives, 2) had closed down, 3) were a branch already represented by a regional institutions, 4) were a duplicate record, or 5) an institution without professional archivists.
[2] Completed provincial/ territorial surveys do not add up total surveys received since regional information was not provided for 1 institution.

Table A.3: Museum Response Rate by Province/Territory

Province/Territory	Cleaned Sample[1]	Completed Surveys[2]	Response Rate (%)
TOTAL	942	245	26.0
British Columbia	130	42	32.3
Alberta	89	30	33.7
Saskatchewan	97	19	19.6
Manitoba	80	14	17.5
Ontario	221	58	26.2
Quebec	154	34	22.1
New Brunswick	40	12	30.0
Nova Scotia/PEI	57	16	28.1
Newfoundland /Labrador	47	11	23.4
Yukon/NWT/Nunavut	27	8	29.6

Source: 8Rs Canadian Heritage Human Resource Survey

[1] Cleaned sample excludes 46 institutions that do not qualify for the study because they were; 1) not a museum, 2) closed down, 3) a branch already represented by a regional museum, 4) a duplicate record, or 5) an institution without professional staff.

[2] Completed provincial/ territorial surveys do not add up total surveys received since regional information was not provided for 1 institution.

LIBRARY PROFESSIONALS:

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

ARCHIVES PROFESSIONALS:

Non-management Professional Archivists: Most current educational requirements are for a Master's degree from an archival, history, or library education program. Staff with an undergraduate history degree, courses in archival studies, or on-the-job training in archives may also be included in this category if they perform work requiring knowledge of an advanced type.

Management archivists: Archivists responsible for budgets or personnel, over-seeing operations, and instituting policies and accountability measures.

MUSEUM PROFESSIONALS:

Professional Curators: Responsible for the care and academic interpretation of objects/collections. The usual educational requirement is a Master's or a Bachelor's degree in museology, art history, or in a field related to an area of specialization. Staff without these academic qualifications, but who have on-the-job training and experience may also be included in this category if they perform curator work of an advanced type. Management curators are responsible for budgets, fund-raising, personnel, over-seeing operations, and instituting policies and accountability measures.

Professional Conservators: Responsible for examination, repair and conservation of objects/collections. The usual educational requirement is a Master's or Bachelor's degree in art conservation or a college diploma in conservation technology. Staff without these academic qualifications but who have on-the-job training and experience may also be included in this category if they perform conservation work of an advanced type.

Other professionals: Professionals perform work requiring knowledge of an advanced type, customarily obtained by a prolonged course or specialized instruction leading to a professional qualification.

Appendix Table A.5: Distribution of Type of Professional Librarian by Library Sector

Type of Librarian[1]	TOTAL SAMPLE	Percent Public Libraries	Academic Libraries	Special Libraries
Public Service Librarians	**61**	70	53	33
Technical Service Librarians	**13**	6	19	30
IT Librarians	**3**	1	5	6
Management Librarians	**20**	21	20	28
Other Librarians	**3**	2	3	3

Source: 8Rs Canadian Heritage Human Resource Survey
[1] Data are provided for only libraries indicating the various types of librarians on staff. Excludes 15% of librarians that did not fit existing categories.

Appendix Table A.6: Distribution of Non-volunteer and Volunteer Archivist and Paraprofessional Staff

Type of Staff	% Organizations	% Distribution Non-volunteer	Volunteer
Total Archivists	**78**	**73**	**13**
Non-management Archivists	55	92	8
Management Archivists	55	81	19
Total Paraprofessionals[1]	**55**	**64**	**36**

Source: 8Rs Canadian Heritage Human Resource Survey

[1] *Paraprofessionals* are staff members who usually possess some form of technical education (e.g. photo lab technician) and/or relevant experience. This staff category does not include clerical/office workers who perform archival work for which a high school diploma (or equivalent) is the usual qualification.

Appendix Table A.7: Distribution of Non-volunteer and Volunteer Professional Staff by Museum Size

	Percent		
Type of Professional	**Total**	Small Museums	Large Museums
Total Non-volunteer	59	84	54
Total Volunteer	41	16	46
Total Curators	57	78	53
Non-volunteer	54	85	45
Volunteer	46	15	55
Total Conservators	5	3	6
Non-volunteer	53	25	56
Volunteer	47	75	44
Total Other Professionals	37	19	41
Non-volunteer	68	89	66
Volunteer	32	11	34

Source: 8Rs Canadian Heritage Human Resource Survey

APPENDIX B

SUPPLEMENTAL LIBRARY TABLES AND FIGURES

Appendix Figure B.1 Percentage of Organizations Changing Recruitment Strategies[1] by Library Sector
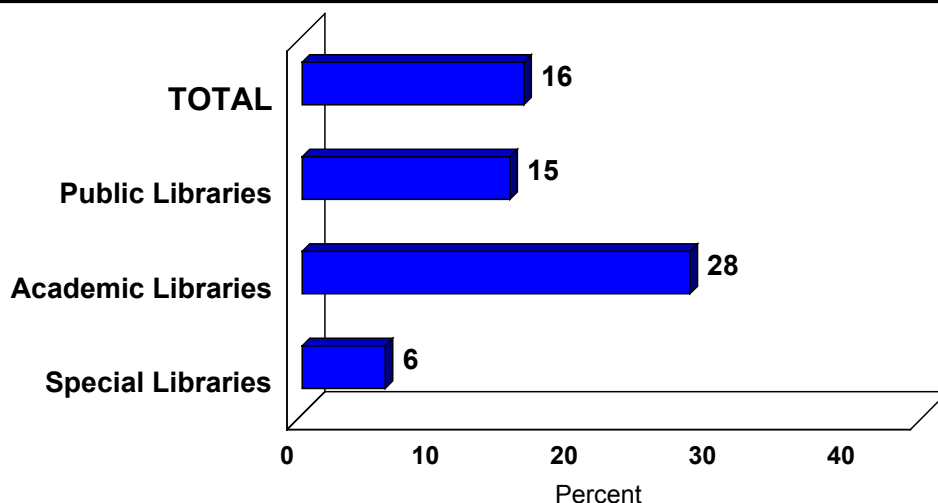
Source: 8Rs Canadian Heritage Human Resource Survey
[1] Based on responses to the question: "In the past year, have you changed your recruitment strategies because your usual methods were not attracting a sufficient pool of qualified professional librarian applicants?"

Appendix Table B.1: Recruitment Policies by Library Sector

Library Sector	Percent				
	Policy Recognizing Credentials from			Policy Recognizing	
	On-line Programs	Distance-education Programs	Non-North American Programs	Canadian Applicants First	Ethnic Diversity
TOTAL SAMPLE	22	23	27	29	27
Public Libraries	21	23	23	11	8
Academic Libraries	26	30	40	50	42
Special Libraries	19	17	19	34	41

Source: 8Rs Canadian Heritage Human Resource Survey

Appendix Table B.2: Supply Issues Serving as Barriers to Recruitment[1] by Ability to Recruit[2] by Library Sector

| | Percent | | | |
Library Sector	Inadequate Pool of Qualified Candidates	Inadequate Pool of Interested Candidates	Applicants Declining Job Offer	Inadequate MLIS Education
TOTAL	**29**	**29**	**10**	**8**
Poor Ability to Recruit	55	66	20	14
Good Ability to Recruit	16	27	6	5
TOTAL PUBLIC	**36**	**42**	**11**	**10**
Poor ability to recruit	68	72	16	20
Good Ability to Recruit	22	25	9	3
TOTAL ACADEMIC	**23**	**21**	**9**	**8**
Poor ability to recruit	53	67	20	20
Good ability to recruit	11	5	4	4
TOTAL SPECIAL	**23**	**19**	**9**	**6**
Poor ability to recruit	38	44	27	0
Good ability to recruit	16	12	4	8

Source: 8Rs Canadian Heritage Human Resource Study
[1] Respondents were asked to indicate, on a 1 to 5 scale (with '1' meaning "not at all" and '5' meaning "to a great extent"), the extent to which each of 15 issues prevented them from hiring qualified professional librarians. Scores of '4' and '5' have been combined and presented in this table.
[2] Based on responses to the question: "On a scale of 1 to 5 (with '1' meaning "poor" and '5' meaning "excellent"), how would you rate your current ability to recruit qualified professional librarians?" Responses of '1' and '2' are combined and presented as "Poor ability to recruit" and responses of '4' and '5' are combined and presented in this table as "Good ability to recruit."

			Percent			
Library Sector	Budget Restraints	Hiring Freeze	Inadequate Pay	No Dedicated HR Unit	Policy Restrict. on Hiring Externally	Policy Restrict. on Hiring Non-Canadians
TOTAL SAMPLE	60	32	33	7	10	8
Poor Ability to Recruit	59	29	46	13	11	6
Good Ability to Recruit	57	30	22	4	9	7
TOTAL PUBLIC	55	24	46	9	13	5
Poor Ability to Recruit	48	16	48	20	16	0
Good Ability to Recruit	51	25	31	3	11	6
TOTAL ACADEMIC	61	34	23	7	5	9
Poor Ability to Recruit	67	44	33	14	7	14
Good Ability to Recruit	51	24	18	4	7	7
TOTAL SPECIAL	65	41	26	6	9	11
Poor Ability to Recruit	69	35	56	0	7	6
Good Ability to Recruit	76	46	16	4	8	8

Source: 8Rs Canadian Heritage Human Resource Study

[1] Respondents were asked to indicate, on a 1 to 5 scale (with '1' meaning "not at all" and '5' meaning "to a great extent"), the extent to which each of 15 issues prevented them from hiring qualified professional librarians. Scores of '4' and '5' have been combined and presented in this table.

2 Based on responses to the question: "On a scale of 1 to 5 (with '1' meaning "poor" and '5' meaning "excellent"), how would you rate your current ability to recruit qualified professional librarians?" Responses of '1' and '2' are combined and presented as "Poor ability to recruit" and responses of '4' and '5' are combined and presented in this table as "Good ability to recruit."

Appendix Table B.4: Environmental Issues Serving as Barriers to Recruitment[1] by Ability to Recruit[2] by Library Sector

Library Sector	Geographical Location	Small Size of Library	Competition from Other Sectors	U.S. Competition	Need to Hire Bilingual Staff
			Percent		
TOTAL	36	39	21	7	15
Poor Ability to Recruit	62	45	37	6	11
Good Ability to Recruit	23	33	14	6	18
TOTAL PUBLIC	50	37	29	12	12
Poor Ability to Recruit	72	36	48	8	4
Good Ability to Recruit	31	28	19	8	20
TOTAL ACADEMIC	31	29	18	4	12
Poor Ability to Recruit	79	53	29	7	14
Good Ability to Recruit	22	23	14	4	13
TOTAL SPECIAL	17	50	11	2	22
Poor Ability to Recruit	31	50	27	0	19
Good Ability to Recruit	12	58	8	4	24

Source: 8Rs Canadian Heritage Human Resource Study

[1] Respondents were asked to indicate, on a 1 to 5 scale (with '1' meaning "not at all" and '5' meaning "to a great extent"), the extent to which each of 15 issues prevented them from hiring qualified professional librarians. Scores of '4' and '5' have been combined and presented in this table.

2 Based on responses to the question: "On a scale of 1 to 5 (with '1' meaning "poor" and '5' meaning "excellent"), how would you rate your current ability to recruit qualified professional librarians?" Responses of '1' and '2' are combined and presented as "Poor ability to recruit" and responses of '4' and '5' are combined and presented in this table as "Good ability to recruit."

Appendix Table B.5: Percentage of Organizations Reporting Competency Important and Competency Difficult to Fulfill

Competency	Percent	
	Competency Important[1]	Competency Difficult to Fulfil[2]
Background Competencies		
MLIS degree	93	15
Other Education	51	14
Years of Experience	52	26
Hard Skills		
Generalist skills	83	23
Technology skills	94	33
Managerial skills	71	49
Entrepreneurial skills	44	36
Soft Skills		
Friendly	86	12
Reliable	94	16
Logical	82	15
Innovative	90	34
Interpersonal skills	98	32
Communication skills	98	31
Other Skills		
Ability to handle high volume workload	86	32
Ability to respond flexibly to change	95	40
Ability to deal with range of users	88	25
Ability to learn new skills	96	21
Leadership potential	76	46
Professional Skills/Interests		
Dedication to profession	68	14
Commitment to organizational goals	83	16
Interest in professional development	80	12
Interest in contributing to profession	55	16

Source: 8Rs Canadian Heritage Human Resource Survey

[1] Respondents were asked to rate the importance of each competency when making recruitment decisions about professional librarians on a 1 to 5 scale with '1' meaning "not at all important" and '5' meaning "very important." Scores of '4' and '5' are combined and presented in this table

[2] Respondents were asked to rate the level of ease or difficulty experienced when trying to fulfill each competency on a 1 to 5 scale with '1' meaning "very easy to fulfill" and '5' meaning "very difficult to fulfill". Scores of '4' and '5' are combined and presented in this table.

Appendix Table B.6: ALA Accreditation Adherence When Hiring Professional Librarians by Library Sector

	Percent	
Library Sector	Require ALA-accredited MLIS degrees When Hiring	May not Adhere to ALA-accredited MLIS degrees in Future[1]
TOTAL SAMPLE	70	16
TOTAL PUBLIC	66	11
TOTAL ACADEMIC	76	17
TOTAL SPECIAL	68	21

Source: 8Rs Canadian Heritage Human Resource Survey
[1] Among organizations currently adhering to ALA-accreditation standards only.

Appendix Table B.7: Librarians Requiring Most Training by Type of Librarian by Library Sector

	Percent			
Type of Librarian	TOTAL SAMPLE	Public Libraries	Academic Libraries	Special Libraries
IT Librarians	63	63	76	46
Technical Service Librarians	54	51	65	45
Management Librarians	49	56	50	34
Public Service Librarians	46	47	51	38
Other Librarians	41	44	41	36
All Librarians	39	38	44	35

Source: 8Rs Canadian Heritage Human Resource Survey

APPENDIX C

SUPPLEMENTAL LIBRARY TABLES AND FIGURES RELATING TO PARAPROFESSIONALS

Table C.1: Paraprofessional Representation, Work Status, Minority Status, and Age

	Percent
REPRESENTATION	
Organizations with Paraprofessionals	77
WORK STATUS	
Full-time	71
Part-time	29
Temporary	3
Collective Agreement Coverage	82
MINORITY STATUS	
Female	86
Visible Minority	4
Aboriginal	1
Disabled	1
AGE CATEGORY	
< 45	57
45 to 55	33
> 55	10

Source: 8Rs Canadian Heritage Human Resource Survey

Figure C.1: Past[1] and Future Demand Change[2] for Paraprofessionals by Library Sector
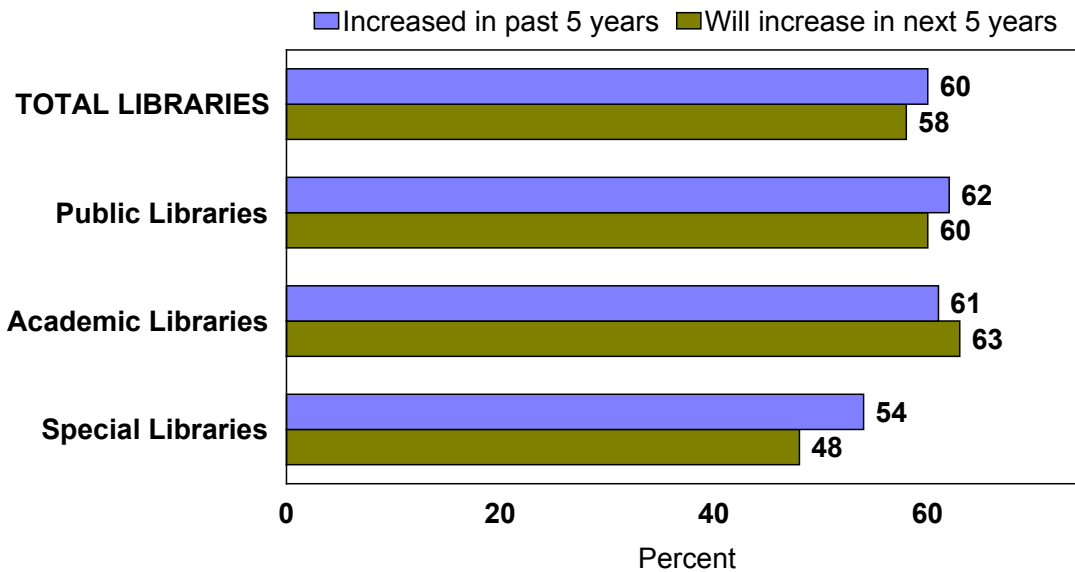
☐ Increased in past 5 years ■ Will increase in next 5 years

TOTAL LIBRARIES	Increased in past 5 years	60
	Will increase in next 5 years	58
Public Libraries	Increased in past 5 years	62
	Will increase in next 5 years	60
Academic Libraries	Increased in past 5 years	61
	Will increase in next 5 years	63
Special Libraries	Increased in past 5 years	54
	Will increase in next 5 years	48

Percent

_____

Source: 8Rs Canadian Heritage Human Resource Survey

[1] Respondents were asked to indicate the extent to which "the need for more paraprofessionals has increased <u>in the past 5 years</u>" on a 1 to 5 scale with '1' representing "not at all" and '5' representing "to a great extent." Scores of '4' and '5' are combined and presented in this figure.

[2] Respondents were asked to indicate the extent to which "the need for more paraprofessionals will occur at your organization <u>over the next 5 years</u>" on a 1 to 5 scale with '1' representing "not at all" and '5' representing "to a great extent." Scores of '4' and '5' are combined and presented in this figure.

APPENDIX D

**SELECTED VERBATIM RESPONSES TO LIBRARY
OPEN-ENDED QUESTIONS**

QD15 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? Yes: Please describe what new strategies you adopted.

Changes to Recruitment Policies/Practices, Reclassification of Positions

Slightly revised hiring procedures

We have recently prepared hiring guidelines that focus on the need to treat candidates more humanely

More skill development for hiring committees

The ability to hire and attract staff with better salary scales. We just completed a reclassification for the librarian classification last year

Looking for a wider range of experience

Looking for more general qualifications

Entry level positions open to applicants outside of public service

More Proactive Promotion of the Library

Visit library school to promote the library and talk directly to potential candidates

Spent time at CLA conferences actively recruiting and talking with possible candidates

We began looking around at the 'potentials' and encouraged them to apply

We now use a head hunter

More Proactive Advertising / Altered Postings / Electronic Advertising

More aggressive advertising that highlighted sabbatical, PD opportunities, as well as information about holiday and medical benefits. Full available salary range was advertised, not just initial placement (salary)

Advertising more widely i.e. using US job sites; advertising beyond the library sector

We have begun using unconfirmed closing dates so do not have to reopen competition if unfilled

Rewriting job descriptions to make them more current and focused on core competencies

Use electronic job lines almost exclusively

QG3 Do you have strategies other than salary to attract candidates for professional librarian positions? Yes: please specify

Benefits and Job Security

Government housing (less expensive than private)

Excellent benefit package (total compensation)

Access to research study leave

Professional Expense Allowance of $1,350

Northern allowance ($11,303 on top of salary)

Mortgage assistance for 1st time employees

Security of the job

Stable conditions

Job Characteristics

Challenging work/positions

Diversity of the tasks
Flexible schedule
By emphasizing the independence of the position
Participatory management
Very rewarding opportunities: conferences, publications, teaching
Quality of our collection
Research time
Availability of technology

Advancement, Leadership and Professional Development Opportunities

Offer a well-rounded variety of duties that allow person to move into management positions
Leadership opportunities
Professional development allowance
Generous staff development funds for conference attendance
Additional provisions for leave with pay for professional development

Organizational Characteristics

Excellent working environment
Showcase many work-life balance policies
Very dynamic and creative environment
University strategic direction
Prestige of institution
We are very proactive in putting the library forward as a preferred place to work; to practice librarianship in public service
Raising profile of library to highlight size
Potential growth of organization

Other

We have the services of a Faculty Recruitment Coordinator to assist with finding housing, a
    doctor, spousal employment
Emphasize quality of life, lower cost of living
Attractive community to live, work and play in

QD5 What are the three major reasons why professional librarians stay at your organization?

Pleasant Working Environment / Good Working Relationships

Exceptionally supportive environment
Good staff morale
Collegial environment among the professional librarians
Stable culture
Opportunity for team based experiences and system-wide participation
Team ethic
Excellent support staff
The services are well-known and appreciated by their users

Interesting/Challenging/Rewarding Work
Interest in the professional tasks
New and interesting projects to work on
The work is challenging
Challenges related to the development of resources and services
Sense of personal satisfaction in providing a valuable and unique service to the community
It is a rewarding occupation

Good Location/Community
Location – community plays an integral part in the decision to stay
Lifestyle available in the region
Experience of living and working in the North
Strong sense of this particular community

Good Salary
Reasonable pay
Competitive salaries (in the region)
Reasonable compensation, including hard and soft benefits
Fairly compensated (salary, benefits, professional development)
Pay – not top percentile but not bottom either

Work Varied/Diverse
Good variety of responsibilities
Diversity and range of challenges, projects and responsibilities available
Lots of different responsibilities since there are only 2 professional librarians

Other
Opportunities for advancement
The library is well resourced and can offer continuous learning opportunities
Professional autonomy and ability to pursue own ideas
Our library is a dynamic workplace which encourages innovation and leadership
We accommodate staff by offering alternative work arrangements (flex days, time off for courses) in order to meet employee needs
The Library Board values their employees
Largest public library system in the region
Excellent place to work if you have a family
Low cost of living
Those who do not want a challenge find it safe and comfortable
Lack of other job opportunities for professional librarians in this area
Lack of success in applying for other positions

QD3 What are the three major factors which cause professional librarians to leave your organization (other than to retire)?

Personal
Spouse transferred
Obtain position closer to home
Life choice: stay home with children
Health

Inadequate Salary
Seeking higher salary
Low wages compared to other libraries
Reaching maximum salary after 6 years
Lower than professional pay rate

Lack of Advancement
Employment in larger organization with greater advancement opportunities
Desire for promotion/advancement that our organization cannot currently provide
Lack of turnover/promotional opportunities into management positions

Move to Other Job
Position in another city
Great availability of positions on the job market right now
Better conditions at college/university libraries
Competition from external sources (federal government, university, special libraries
Better job opportunities

Poor Location
To move to a more desirable location
Cost of living
Isolation of community
Desire to move to a larger centre

Other
Lack of professional development opportunities
Part-time employees seeking full-time positions
Reduction of work hours
Looking for a more reasonable workload
Staffing shortage in library
More stable job elsewhere
Position more related to training
Lack of job definition
Redefining of job description
Dismissal because of amalgamation
Lack of support from board and council
Inadequate funding for library development

Greater opportunity to acquire skills at a larger institution
Need for new challenges

QD21 Is there any reason why you would not adhere to ALA accreditation standards in the future? Yes: Please provide the major reason why you would not adhere to ALA accreditation in the future

To Broaden the Pool of Candidates
Would only consider this if standards were making it difficult for us to recruit
If there were no candidates with ALA accreditation but someone else had excellent experience
Would accept graduates with equivalent qualifications from outside North America
Standards must be broadened in terms of international accreditation
I would be happy to hire the right person from non-ALA accredited programs

Other
Our collective agreement is a provincial document and MLS has been eliminated as criteria. Our local college administration has so far agreed to keep MLS but future administration may not
Irrelevant? What does accreditation really mean? Has been part of recruitment in the past, mostly due to tradition

QD18 How could the curriculum content of MLIS programs be improved? (e.g. what should the content focus more on or less on?)

More Training in Business
Entrepreneurship
More emphasis on the business of providing a service
More on leadership skills, innovation and critical thinking
More focus on managerial practice as opposed to theory (e.g. finances, budgets, negotiations, contracts)
Need to focus on organizational behavior, performance measures and management processes and people
More courses should be offered on strategic planning for libraries

More Training in Core Technical Skills
Technical aspects of indexing and cataloguing
Strong technical services (i.e. cataloguing / ILL / acquisitions)
Library specific collection development (public versus academic versus special)
Focus more on core library technical competencies
Electronic records management
Reference work

Increased Training in Soft Skills
People skills, communication
More emphasis on customer service

Soft skills such as diplomacy
Focus on soft skills such as general problem solving
Practical issues such as time-management
Ability to work in a changing environment

More Practical Experience

The program is very much theoretical based and could benefit from a combination of practical applications and theory
More hands-on, in-library work
Co-operative programs in rural areas
Practical, day to day issues (i.e. working with Boards, government)
The real world is not reflected in MLIS programs

More Sector Specific Training

Courses should show how the subject matter relates to the different library types. For example, how does policy creation differ between public libraries, academic libraries and special libraries
More emphasis/opportunities to take special libraries courses
More focus on academic institutions – librarians we see fresh from library school are very general and more public or special library focused – not enough focus on academic librarianship
There is a need to expose MLIS candidates to the public library service vocation
Small and rural library service

Other

More focus on emerging technologies
Traditional skills and how they relate to technological development
More cross-fertilization with other professions and disciplines
I believe MLIS graduates should have a thorough grounding in the values and beliefs of our profession and in the role of librarians in society
Big picture thinking
Instead of a generalist approach give more experience to a variety of specific curriculums
 'Little bit of everything' is still best approach. Different workplaces demand different skills.
Broad knowledge is good at the start – specialty skills will develop 'on the job'
Mandatory classes to cover all basics, i.e. cataloguing, reference, indexing, database management

QF8 Do you think that professional library associations should assist in training professional librarians? Yes: Please indicate what role you feel professional associations should play in training

General Training

Professional associations can offer continuing education programs
Offer workshops, seminars that are practical
Offer specialized training that would be hard to find otherwise
Offer more focused, practical sessions
Offer training according to the main preoccupations of professional librarians

Needs Assessment/Forecasting

Keep librarians up-to-date with latest developments, products, changes in the profession

Associations follow the evolution of information sciences and communicate it to their members

They must be on the lookout for new needs by following the evolution of the profession

Annual Conferences

Continue to offer conference opportunities

Organizing or at least sponsoring conferences

Continue to provide cost-effective conferences

Course Organization/Assistance

Advertising appropriate training available, regardless of source

A collaborate and enabling role – perhaps acting as an open clearing house for organized training

Provide training indices of courses and providers that offer relevant, valuable learning

Other

Require recertification/accreditation; provide courses to reach accreditation levels

Traveling workshops – especially for small libraries and those at a distance from the larger centres – specific to identified needs

Online courses are useful for those who are geographically isolated

To provide some partnership funding support in order to facilitate regional programs

Input/advisory to library schools

To set goals for standards in the profession

QI1: What, in your opinion, are the most pressing human resource challenges the library sector will face over the next 5 years and why?

Retirements: Experience Gap

Retirement of a large number of experienced librarians – leaving a knowledge/experience gap that has not been filled due to a lack of opportunity to hire younger librarians over the past years

Fewer experienced professional librarians as opposed to entry-level, new librarians available due to retirements

To replace our librarian, who is retiring soon. She has held the position (the only professional librarian position that we have) for well over 20 years. She will take with her years of experience/historical knowledge of our institution

Retirements: Gaps in Leadership Ability/Management Skills

Retirement and succession planning – limited pool of candidates with sufficient experience (not training!) to fill middle and senior management positions in libraries

Succession planning due to the number of early and normal retirements; building qualified
senior management terms to fill the retirement gaps

Huge percentage of professionals who will be retiring at the same time and not enough
professionals with management experience to fill their positions

Retirements: Lack of mid-level managerial positions

Very few librarians entered the profession in the 80s/90s. As older librarians retire, there is
no 'middle management' group of experienced librarians to take their place

In the federal sector, a very large number of experienced librarians will retire in 5 – 7 years.
Structures were flattened 10 – 12 years ago for budgetary reasons leaving fewer
middle level librarians to fill the vacuum

Other Retirement Concerns:

Responding to the wave of retirements in the next 5 years. Effectively replacing departing
professionals through succession planning

At our library within 10 year, virtually every position will have a new face – all the staff will
retire

In the next several years there will be a need for replacing a large number of retiring
librarians – institutions will be competing with each other for highly qualified professionals

Public libraries are in big trouble, with many retirements looming and not enough qualified
and interested new librarians available to fill the gaps

Ensuring that library leaders approaching retirement remain engaged

Ensuring that as older professionals retire, jobs are not being eliminated

Getting the right people to retire and make room for the best and brightest

Financial Issues: Inadequacy of Salaries

Not enough money to pay qualified staff to maintain quality services but an increased
demand from the public

Compensating for low salaries paid to all public library employees

Ability to compete with IT organizations and academic libraries regarding salaries paid to
librarians

Salaries are regionally affected. It is hard for the 'have not' provinces to compete

Retaining professional librarians if current salary levels don't become more competitive

Financial Issues: Staffing Shortages

Economic pressures causing organizations to revert once again to hiring paraprofessionals
at lower salaries to fill professional positions

Lack of funding is the sole reason for no librarian on staff

We do not have the resources to pay for professional librarians

Other Financial Issues

Budget cuts in the special library – special libraries are seen (by upper management) as nice
to have – not a need to have

(Librarianship) is the area that an organization can 'trim the fat' i.e. libraries no longer in
schools in Ontario

Adequate budgets for training and professional development opportunities for librarians

The most pressing human resource challenge will be not closing the library due to budget cuts

Diminished public funding for libraries – which may be increasingly seen as irrelevant. People tend to think 'everything is on the Internet.'

New Technology

Demands of technology (maintenance and updating)

The ability to fund current computer upgrades. Government funding to upkeep our current resources has not increased since the mid 90s and our community is too small to rely on fundraising strategies to fund such resources

Continual pressure to adopt, implement and maintain technology

We've really had to scramble to keep abreast of changing technology. Training has been an issue here as we continue to offer a higher level of service (e.g. IT) to our patrons

Maintaining current skill sets in the face of rapid changes in IT (while continuing to deliver core services)

Recruitment

Competition with other fields which offer better pay and benefits. Well-skilled graduates are learning to apply their knowledge to a wider job range than just libraries

The lack of qualified professional librarians may lead to organization hiring non-librarians

Competition for experienced professional librarians – as opposed to entry level, new librarians. More difficult to attract mid-career librarians away from good positions

A shortage of qualified professional applicants, coupled with a scarcity of librarians qualified or experienced in upper management areas will be the biggest challenge

The ability to attract and retain newly graduated librarians willing to work in traditional library environments. Traditional limits on remuneration, advancement and professional development are not going to appeal to these people

Recruitment of new librarians to small non-urban public libraries.

Northern cities will have problems recruiting because of location

Education / Professional Development

Ongoing staff training to keep up with the pace of change

A new generation of librarians has to be trained, with more focus on entrepreneurship and management skills, and less on technical tasks and information and communication technologies

Development of skill sets that will allow for strategic (big picture) thinking, leadership and political astuteness

Versatility – subject area knowledge combined with library and non-library organizational knowledge and skills combined with IT knowledge and skills

I see an increasing difficulty in attracting people to library schools in the face of a growing perception that libraries are becoming less important

Rejuvenation

Preventing burnout – staff are continuously asked to do more without sufficient funding to hire additional staff to alleviate the load

Increasing stress due to staggering workloads

Keeping younger workers/professionals motivated/interested

Organizational Change

Creating a market driven service

The challenges and mandate of the organization are changing, and we need to adapt

Corporatization of universities is ongoing and will force librarians to become more 'entrepreneurial.' This business environment will require skills that are in short supply

Transfer of more functions from MLS librarians to paraprofessionals will continue to be a factor

Adaptation to change and leadership. Library workers tend to be conservative in their approach to change at a time when the library as an institution needs change champions desperately if we are to continue

Lack of librarians willing to take on administrative roles

IT and other professionals will take on roles traditionally held by librarians and may not dedicate themselves to public library principles – access for all, free service, intellectual freedom

Other Human Resource Challenges

Replacement of women in senior positions at libraries of all sizes

Recruiting and training of aboriginal Canadians to work in libraries

Age discrimination – younger librarians hired for top positions, reluctant to hire older librarians who still need to work until retirement age

Continuing to maintain and promote the value and the need for librarians' skills and knowledge in an environment where the professional lines are blurring and everyone is considered to be a "knowledge worker"

APPENDIX E

LIBRARY SURVEY INSTRUMENT

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 CALUPL?
            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 <u>best</u> 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 | PARA-PROFESSIONALS |
	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	PARA-PROFESSIONALS
	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
   2. No

SECTION D: RETENTION AND RECRUITMENT INFORMATION

ALL NUMBERS REPORTED IN FTE	PROFESSIONAL LIBRARIANS						OTHER PROFESSIONALS	PARA-PROFESSIONALS
	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 <u>compared to five years ago</u>?

	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 <u>current</u> 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.	Delayering/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

<u>Section D2:</u>　<u>Recruitment Cont'd</u>

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

	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 <u>compared to five years ago</u>?

	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 <u>current</u> 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
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 externally	1	2	3	4	5
o. Policy (including collective agreements) restrictions on hiring non-Canadian applicants	1	2	3	4	5
p. Other: Please specify _____	1	2	3	4	5

15. In the past year, have you changed your recruitment strategies because your usual methods were <u>not</u> 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, <u>first</u> rate how important the competency is when you are making recruiting decisions about professional librarians and <u>second</u>, 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
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
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　　　　　　　　2.　　No

⇩　　　　　　　　　　　⇩

Continue to question 21　　　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 <u>current pool</u> of internal suitable candidates that could replace the *skills and knowledge* OR the *leadership qualities* lost by departing <u>senior</u> professional librarians?

<table>
<tr><td align="center">*Adequacy of*
Skills and Knowledge</td><td align="center">*Adequacy of*
Leadership Qualities</td></tr>
</table>

<table>
<tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr>
<tr><td colspan="2">Not at all
adequate</td><td></td><td></td><td colspan="2">Very
adequate</td><td colspan="2">Not at all
adequate</td><td></td><td></td><td colspan="2">Very
adequate</td></tr>
</table>

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

<table>
<tr><td align="center">*Difficulty Replacing*
Skills and Knowledge</td><td align="center">*Difficulty Replacing*
Leadership Qualities</td></tr>
<tr><td align="center">1. Yes   2. No</td><td align="center">1. Yes   2. No</td></tr>
</table>

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 <u>senior</u> 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?

<div align="center">

1. Yes   2. No

⇩   ⇩

Continue to question 5   **Skip to Section F**

</div>

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?

<div align="center">

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

</div>

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.

	Provided to Professional Librarians	Provided to 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 <u>professional librarians</u> for attendance at library association meetings?

<div align="center">

1. No   2. Yes

⇩   ⇩

Continue to Question 3   **Skip to Question 4**

</div>

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

6. Do you have a routine method for determining the training needs among professional librarians?
   1. No
   2. Yes: Please specify the method _____

   _____

7. Do you have a routine method for evaluating the outcomes of training targeted to professional librarians?
   1. No
   2. Yes: Please specify the method _____

   _____

8. Do you think that professional library associations should assist in training professional librarians?
   1. No
   2. Yes: Please specify what role you feel professional associations should play in training

   _____

   _____

1. Please provide the current annual salary range for each category of <u>professional librarian</u> by using your own classification system that determines salaries for each librarian. First, list the classification label you use and then the salary range. For example, if you have three categories of professional librarians that include 'librarian 1', 'librarian 2', and 'librarian 3', list each of these on a line with the corresponding salary range on the same line.

_____Category of Professional Librarian_____	_____Salary Range_____	
1._____	From: $_____	To: $_____
2._____	From: $_____	To: $_____
3._____	From: $_____	To: $_____
4._____	From: $_____	To: $_____
5._____	From: $_____	To: $_____
6._____	From: $_____	To: $_____
7._____	From: $_____	To: $_____

2. On a scale of 1 to 5, how would you rate the competitiveness of these professional librarian salaries?

1	2	3	4	5
Not at all competitive				Very competitive

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 <u>professional librarians</u>? 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 <u>professional librarians</u>? 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. Flextime	1	2
k. Compressed work weeks	1	2
l. Fixed shifts	1	2
m. Rotating shifts	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 professional librarians in most decisions that affect them directly.	1	2	3	4	5
g. The organization involves professional librarians in most high-level organizational decisions.	1	2	3	4	5
h. Empowering professional librarians is important to the organization.	1	2	3	4	5
i. Female and male professional librarians are treated equally.	1	2	3	4	5
j. Most professional librarians perform quality work.	1	2	3	4	5
k. Most professional librarians are highly motivated.	1	2	3	4	5
l. Most professional librarians 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 <u>future needs</u> of your organization, and using the same scale of 1 to 5, to what extent do you think the following changes in needs <u>will occur at your organization over the next 5 years</u>?

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

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

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 <u>three organizational changes</u> 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. _____

R

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

APPENDIX F

**SELECTED VERBATIM RESPONSES TO ARCHIVES
OPEN-ENDED QUESTIONS**

QD5 What are the three major reasons why professional archivists stay at your organization?

Work Interesting/Challenging/Rewarding
Challenging and interesting work
Personal interest; challenges of running the organization
Interest in the position, the projects and the team
Interesting work with appropriate challenges; enjoy the work
Unique archival holdings

Good Work Environment
Favourable conditions and atmosphere
Excellent working conditions
Pleasant atmosphere in which to work
The good work conditions offered by the archives service

Good Salary
If not on contract, relatively good salary
Salary comparable or better than any other archival positions in the region
Salary is competitive

Good Benefits
Benefits (vacation, sick leave, parental leave etc.)
Faculty status if permanent – tenure, research benefits, sabbatical, good benefits to augment salary
Very good pension, benefits

Enjoy Co-workers
Excellent team, good professional relationships
Friendly work atmosphere. Trust and respect
Sense of belonging
This is a small archives, so we tend to work together on difficult or tedious tasks, sharing the workload

Other
Belief in the importance of archives
Commitment to the local area and its history; loyalty to the organization
Diversity in the responsibilities
Few professional opportunities provincially
Shortage of other positions in the field
Flexible hours
Freedom to develop new projects
Interest in the history of the region and the population where the archives service is located
Job security
To gain experience after graduation
Training/professional development
Well-equipped building
Location

QD3 What are the three major factors which cause professional archivists to leave your organization (other than to retire)?

Inadequate Salary
Better pay elsewhere
Low wages
Not paid enough money for all the work that needs to be done

New/Better Job
Job opportunities elsewhere; there are a lot more opportunities in the archives profession today than there was a decade ago
New challenges or opportunities in a different archival setting
Better opportunities in other sectors
Better opportunities elsewhere after gaining experience and contacts
Better use of skills

Personal Reasons
Maternity leave
Spouse relocation
Long term disability
The archives service is far from urban centres. Archivists want to return to bigger urban centres

Lack of Advancement Opportunities
Lack of upward mobility into management due to the small number of archival positions
No upward mobility (small shop with 2 employees and unless I retire, there nowhere to go)

Poor Work Environment
Overload of work
Burnout
Personality conflicts with other staff
Lack of cultural support
No support from administration

Other
Uncertainty. Most archivists are hired on a contract basis
Insecure funding (year to year)
Position abolishment / elimination as part of downsizing; withdrawal / unavailability of external funding which was used to fund a position in whole or in part
Return to school

QD19 How could the curriculum content of (these) Master's level programs be improved? (e.g. what should the content focus more on or less on?)

More Practical Experience
There should be more focus on practical work than theoretical applications. Everything is possible in theory but not in a practical setting and we need to experience to be able to cope and adjust

Internship in different archives

Practicuums built into their program; internship required for a semester or longer in Archival setting

Curriculum content cannot alone equip people for the workforce. Solid curriculum combined with practical hands-on experience is the key – placements are essential – in all types and sizes of archives

More Management / Administration Training
More emphasis on managerial skills

More focus on institutional archives management

Develop programs with more focus on elements like program management, project management or leadership

More administrative – budgets, financial reporting, records management

Management, fundraising and grant application

More Technology Skills Training
More on database development

More on IT skills, records management knowledge

Electronic documents management / long-term conservation of electronic archives

Keep up with technological changes

More Hard Skills Training
Appraisal

More reference / research ability, specifically genealogical

In-depth study of RAD and copyright

Numeric information

Cataloguing – more arrangement and descriptions

Other
Greater focus on archives in the MIS programs

Working in non-traditional settings

More people skills – not just managerial; offer museum courses – many combinations out there

Perhaps a section on aboriginal organizations, oral history and unique complexities of
       working with these groups in perhaps isolated, lower tech locations

Develop knowledge of the documents and of the vocabulary used by special businesses or corporations, e.g. engineering, architecture, urban planning, notaries etc.

QF8 Do you think that professional archival associations should assist in training professional archivists? Yes: Please indicate what role you feel professional associations should play in training

Offer Courses, Workshops or Conferences

More workshops on "burning" topics in the profession
Provide ongoing training relating to developments in the profession
Training in new technology
Certificate for post-appointment archivists
Expertise – knowledge of the evolution of the profession

Accessible Learning Opportunities

Lower fees for courses; more venues for workshops
Offer grants: subsidize short-term workshops
The professional associations should assist with promoting of archival distance education (via video conferencing, etc.) courses to professionals
Courses and workshops available in the regions in order to avoid transportation and accommodation expenses
Should provide financial assistance
Organize online modules

Other

Assessment by associations of archival conditions within the archive
Provide site visits
Workplace support
Leadership
Communication and clearing house for contacts and ideas
Should monitor educational institutions
Setting standards
Partnerships with the industry to develop knowledge about software, products, services, new ways etc.
Providing coop and other hands-on learning

QI1: What, in your opinion, are the most pressing human resource challenges the archives sector will face over the next 5 years and why?

Finances/Staffing Shortages

Lack of financial resources, equipment and personnel
Justifying salaries in an area that is not generating revenue (or at least not much revenue)
Need more full-time positions and salaries commensurate with training and experience.
More awareness needed about what Archivists do and their worth to society so budget cuts in gov./univ. etc. don't completely close down archives
One of the main challenges to the archives sector is funding. Although sponsoring bodies may value the work, small organizations cannot always justify or find funds to support a professional position
Archivists have done a poor job in explaining the profession to non-archivists, although we are needed more than ever

Small archives centres are often greatly lacking financial resources to hire professionals. The workload then becomes heavier for other employees.

Technology
Adapt to technological changes and integrate them into our management approach
Retraining people currently in the field to deal with the evolving technologies
Increased dependence on computerized technology widening potential opportunities for making files available to public

Recruitment
Supply and demand – because there is not enough supply of MAS-level archivists for the jobs that are recruiting
Archivists with management and leadership knowledge, skills and especially experience; IT skills and experience; practical knowledge and experience appraising and preserving electronic records; an interest in contributing to their professional associations
Adequate qualifications for smaller institutions
Recruiting archivists with excellent training in computer science and electronic document management; recruiting archivists who are ready to have commitments outside of regular work hours (participate in professional associations). Archivists must become leaders in the heritage sector.
Recruiting interested new people into the field
Finding personnel who would accept to work in a small archives centre

Organizational Change
Increased centralization and involvement of archives with the professional archivist required to perform multi-disciplinary tasks and therefore taking away time for analysis of problems and interpretation of collection
As this small archives may be integrated with other archives in the organization, many issues will emerge. The loss of identity and access to researchers are the major topics
Convergence of archives with other heritage institutions, as a response to funding cuts, will present additional challenges
HR management modernization

Retirement
How to retain and recruit qualified and experienced staff in the face of retirements and a lack of succession planning
As the retirement of middle-level and senior-level archivists continues over the next 5 years, the greatest challenge will be to recruit staff at these levels that have some management experience. Most archives have done little or no succession planning which will result in a huge vacuum
The replacement of a generation of professional archivists and qualified paraprofessionals who are and will be massively retiring in the coming years. The coming budgetary restrictions will make it harder to replace them and to be able to transmit their knowledge to new employees before departure

Education
Training multitasking archivists – ones who wear many hats

Need to ensure that graduate level archival education remains relevant and adjusts to skill sets required by employers and how to grandfather those without pre-employment education
There aren't many visible minorities or aboriginals in the archival field – this needs to be addressed through recruitment to the schools. The schools are doing a pretty good job of training, but a poor job of recruiting. There will be a big need for leadership training of new employees
A longer period of practical training

APPENDIX G

ARCHIVES SURVEY INSTRUMENT

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 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. Please use the Staff Classification (section c, below) when completing the charts.

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 11, 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 Archivist Roles and Organizational Restructuring
Section I: Concluding Questions

c. Staff Classification Terms

Most questions refer to <u>professional archivists (both non-management and management)</u>; however, there are a few questions that ask specifically about <u>paraprofessionals</u> and <u>volunteer</u> workers. Records managers and clerical/office workers are <u>not</u> included in this survey. Please ensure that you are providing a response for the appropriate staff classification according to the following definitions:

<u>PROFESSIONAL ARCHIVISTS</u>:

<u>Non-Management</u>:   Most current educational requirements are for a Master's degree from an archival, history or library education program. Staff with an undergraduate history degree, courses in archival studies, or on-the-job training in archives may also be included in this category if they perform work requiring knowledge of an advanced type.

<u>Management</u>: Archivists responsible for budgets and personnel, over-seeing operations, and instituting polices and accountability measures.

<u>PARAPROFESSIONALS</u>: Paraprofessional staff members usually possess some form of technical education (e.g. photo lab technician) and/or relevant experience.   This category does not include clerical/office workers who perform archival work for which a high school diploma (or equivalent) is the qualification.

<u>VOLUNTEER PROFESSIONALS AND PARAPROFESSIONALS:</u> Employees who volunteer their labour and are not paid by your organization.

THANK YOU FOR PARTICIPATING IN THIS SURVEY

2. Name, job title, and contact information of person completing survey:

    f. Name: _____

    g. Job title: _____

    h. Phone number (including area code): _____

    i. Fax number (including area code:) _____

    j. E-mail address: _____

2. Name of Institution: _____

6. As of January 1, 2003: Total number of FTE employees _____ (including permanent, temporary, contract, and part-time employees, but excluding volunteers)

7. As of January 1, 2003: Total number of volunteer hours _____ (reported in hours per year)

5. Is your institution or staff member(s) of a national or provincial professional archival association?
    1. Yes
    2. No

6. Please circle the type of archives that <u>best</u> describes your institution?

1. National/Provincial Archives	9. Business/Private Archives
2. Municipal/Regional Archives	10. Library / Museum / Gallery Archives
3. University/College Archives	11. Other Archives: Please specify
4. Other Educational Body Archives	
5. Church/Religious Archives	_____
6. Hospital/Medical Archives	
7. Historical Society Archives	
8. Theme/Media Archives (labour, performing arts, literary, sports, etc.)	

Please complete the following three charts using the *Staff Classification Terms* provided in the *instructions* on page ii, above. Other definitions of terms used in the charts include:

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 ARCHIVISTS				PARA-PROFESSIONALS	
	Non-Management		Management			
	Non-Volunteers	Volunteers	Non-Volunteers	Volunteers	Non-Volunteers	Volunteers
Total Number						
# full-time						
# part-time						
# permanent						
# female						
# visible minority						
# aboriginal						
# disabled						
# covered by collective agreement(s)						
Highest Level of Education						
# with technical cert. /college diploma						
# with undergraduate degree						
# with graduate degree						

SECTION C: RETIREMENT AND AGE INFORMATION

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 archivists?
   1. Yes→ Please indicate:
      Minimum age requirement for retirement   _____
      Maximum age requirement for retirement   _____
   2. No

2. Does your organization offer professional archivists an early retirement package?
   1. Yes
   2. No

SECTION D: RETENTION AND RECRUITMENT INFORMATION

ALL NUMBERS REPORTED IN FTE	PROFESSIONAL ARCHIVISTS				PARA-PROFESSIONALS	
	Non-Management		Management			
	Non-Volunteers	Volunteers	Non-Volunteers	Volunteers	Non-Volunteers	Volunteers
Retention						
# leaving organization 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 Master's 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 archivists 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 archivists?
   1.   Much lower
   2.   Lower
   3.   About the same
   4.   Higher
   5.   Much higher

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

   1. _____
       _____

   2. _____
       _____

   3. _____
       _____

4. When professional archivists leave your organization (other than to retire), where are they most likely to work? (Please circle one response)

   1. Canadian public archives (national/provincial/municipal/regional)
   2. Canadian educational archives (university/college/other)
   3. Canadian business/private archives
   4. Canadian special archives (religious, theme, media)
   5. Canadian historical society archives
   6. Canadian library/museum/gallery
   7. American archives
   8. Left archivist profession completely
   9. Don't know
   10. Other: Please specify _____

5. What are the three major reasons why professional archivists stay at your organization?

   1. _____
       _____

   2. _____
       _____

   3. _____
       _____

6. On a scale of 1 to 5, how would you rate the promotional opportunities for professional archivists <u>compared to five years ago</u>?

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

7. On a scale of 1 to 5, how would you rate the <u>current</u> promotional opportunities for professional archivists?

   | 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 archivists in your organization?

		Not at All		Neutral		To a Great Extent
a.	Delayering/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 archivist 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 archivists with opportunities to experience leadership roles in your organization?

1	2	3	4	5
Poor		Neutral		Excellent

Section D2:   Recruitment Cont'd

10. Has your organization's need to hire new NON-VOLUNTARY professional archivists increased, decreased, or remained stable compared to 5 years ago?
    1. Increased
    2. Decreased
    3. Remained stable

11. Has your organizations need to hire VOLUNTARY professional archivists increased, decreased, or remained stable compared to 5 years ago?
    1. Increased
    2. Decreased
    3. Remained stable

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

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

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

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

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

1	2	3	4	5
Poor		Neutral		Excellent

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

		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.	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 archival programs	1	2	3	4	5
g.	Inadequate remuneration offered to archivists	1	2	3	4	5
h.	Competition from other sectors for archivists (excluding U.S.)	1	2	3	4	5
i.	Competition from U.S. for archivists	1	2	3	4	5
j.	Lack of a dedicated HR unit at the archives	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 archives	1	2	3	4	5
n.	Inability to provide full-time positions	1	2	3	4	5
o.	Inability to provide permanent positions	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. Other: Please specify _____

_____

1   2   3   4   5

16. In the past year, have you changed your recruitment strategies because your usual methods were <u>not</u> attracting a sufficient pool of qualified professional archivist candidates?

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

_____

_____

17. For the following list, <u>first</u> rate how important the competency is when you are making recruiting decisions about professional archivists and <u>second</u>, 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
a.	Master's level 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:	1	2	3	4	5	1	2	3	4	5

Please specify the type of specialist skills you look for when recruiting: _____

_____

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
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

18. Do you think the education provided in Master's level programs equips graduates with the competencies required to be professional archivists at your organization?

             1.   Yes   2.   No

19. How could the curriculum content of these Master's level programs be improved? (e.g. what should the content focus more on or less on?)

_____

_____

_____

_____

20. Does your organization have a hiring policy that recognizes the credentials of professional archivists 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

21. Does your organization have a policy requiring you to hire Canadian professional archivists applicants first?
   1. Yes
   2. No

22. Does your organization have a hiring policy designed to recruit professional archivists from diverse ethnic and racial backgrounds?
   1. Yes
   2. No

SECTION E: SUCCESSION PLANNING INFORMATION

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

Adequacy of *Skills and Knowledge*						*Adequacy of* *Leadership Qualities*				
1	2	3	4	5		1	2	3	4	5
Not at all adequate				Very adequate		Not at all adequate				Very adequate

2. Have you had any difficulties replacing the *skills and knowledge* OR the *leadership qualities* lost by departing <u>senior</u> professional archivists?

Difficulty Replacing *Skills and Knowledge*		*Difficulty Replacing* *Leadership Qualities*	
1. Yes	2. No	1. Yes	2. No

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 <u>senior</u> professional archivists?

		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 Master's programs	1	2	3	4	5
h.	Inadequate skills & knowledge training provided by Master's programs	1	2	3	4	5
i.	Inadequate remuneration offered to archivists	1	2	3	4	5
j.	Competition from other sectors for archivists (excluding U.S.)	1	2	3	4	5
k.	Competition from U.S. for archivists	1	2	3	4	5
l.	Lack of a dedicated HR unit at the archives	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 archives	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 archivists over a period of time and ensuring leadership continuity.

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

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 archivists?

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 archivists or paraprofessional staff? Please circle all that apply.

	Provided to Professional Archivists	Provided to 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 archive 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 <u>professional archivists</u> for attendance at archival association meetings?

1. No	2. Yes
⇩	⇩
Continue to Question 3	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		Great Amount of Training
a. All professional archivists	1	2	3	4	5
b. New professional archivist recruits	1	2	3	4	5
c. Middle level professional archivists	1	2	3	4	5
d. Upper level professional archivists	1	2	3	4	5
e. All 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 <u>professional archivists</u>?

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

6. Do you have a routine method for determining the training needs among <u>professional archivists</u>?

   1. No
   2. Yes: Please specify the method _____

   _____

7. Do you have a routine method for evaluating the outcomes of training targeted to <u>professional archivists</u>?

   1. No
   2. Yes: Please specify the method _____

   _____

8. Do you think that professional archival associations should assist in training <u>professional archivists</u>?

   1. No
   2. Yes: Please specify what role you feel professional associations should play in training

   _____

   _____

SECTION G: HUMAN RESOURCE POLICIES AND STRATEGIES

1. Please provide the current annual salary range for each category of <u>professional archivist</u> by using your own classification system that determines salaries for each archivist. First, list the classification label you use and then the salary range. For example, if you have three categories of professional archivists that include 'archivist 1', 'archivist 2', and 'archivist 3', list each of these on a line with the corresponding salary range on the same line.

<u>Category of Professional Archivist</u>	<u>Salary Range</u>
1.	From: $ _____ To: $ _____
2.	From: $ _____ To: $ _____
3.	From: $ _____ To: $ _____
4.	From: $ _____ To: $ _____
5.	From: $ _____ To: $ _____
6.	From: $ _____ To: $ _____
7.	From: $ _____ To: $ _____

2. On a scale of 1 to 5, how would you rate the competitiveness of these <u>professional archivist</u> salaries?

1	2	3	4	5
Not at all competitive				Very competitive

3. Do you have strategies other than salary to attract candidates for <u>professional archivist</u> positions?

1. No
2. Yes: Please specify _____

_____

_____

4. What proportion of your organization's total budget is allocated to <u>professional archivist</u> salaries?

1. 0%
2. 1 to 25%
3. 26% to 50%
4. 51% to 75%
5. More than 75%

5. Which of the following benefits are at least partially funded by your organization for permanent, temporary, and part-time <u>professional archivists</u>? 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 <u>professional archivists</u>? 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. Flextime	1	2
k. Compressed work weeks	1	2
l. Fixed shifts	1	2
m. Rotating shifts	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 professional archivists in most decisions that affect them directly.	1	2	3	4	5
g.	The organization involves professional archivists in most high-level organizational decisions.	1	2	3	4	5
h.	Empowering professional archivists is important to the organization.	1	2	3	4	5
i.	Female and male professional archivists are treated equally.	1	2	3	4	5
j.	Most professional archivists perform quality work.	1	2	3	4	5
k.	Most professional archivists are highly motivated.	1	2	3	4	5
l.	Most professional archivists appear to be satisfied with their jobs.	1	2	3	4	5

SECTION H: CHANGING ARCHIVIST 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 archivists 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 archivists to perform managerial functions has increased.	1	2	3	4	5
d.	The need for professional archivists to assume leadership roles has increased.	1	2	3	4	5
e.	The need for professional archivists to perform a wider variety of tasks has increased.	1	2	3	4	5
f.	The need for professional archivists to perform more specialized functions has increased.	1	2	3	4	5
g.	The need for paraprofessionals to perform tasks once done by professional archivists has increased.	1	2	3	4	5
h.	The need for other professionals to perform tasks once done by professional archivists has increased.	1	2	3	4	5

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

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

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

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. Greater reliance on staff working overtime	1	2
l. Increased use of information technologies	1	2

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

1. _____   2. _____   3. _____

<u>SECTION I: CONCLUDING QUESTIONS</u>

1. What, in your opinion, are the most pressing human resource challenges the archives 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 11, 2003

APPENDIX H

**SELECTED VERBATIM RESPONSES TO MUSEUM
OPEN-ENDED QUESTIONS**

QD5 What are the three major reasons why professionals stay at your organization?

Work Interesting/Challenging/Rewarding
Appetite for challenge; love for the subject of history
Challenges and complexities of work
Feeling of satisfaction with heritage work
Great interest for their work in their field of expertise
Interest in preservation of past history
Opportunity to work on a variety of interesting and dynamic projects
Proud of work
Work is rewarding
Professional Dedication
A desire to ensure the Museum is viable
Ability to work in an area we believe in, enjoy and feel we can contribute and make a
        difference
Commitment to the organization and it's vision; commitment to artistic practice
Culture and personal value compatibility with organization; strong belief in the
organization's mission and aims
Dedication to the organization and the art gallery mission
Sense of loyalty
Special history house – we all feel a sense of 'family' with the occupants whose home
we're interpreting
Staff committed to profession, institution and province

Good/Stable Salary
Funding stability and a reasonable level of compensation and benefits
Good wages
High salaries
Permanent employees – good wages
Rate of pay slightly above average
Reasonably competitive pay

Personal Reasons
Commitment to community/lifestyle; unable to pursue career opportunity in larger
communities due to family commitments
Community – agreeable, pleasant place to live
Locally born, love the town and its people
Love for the region
Regional amenities – close to other cultural / recreational services

Good Work Environment
Excellent work culture / ethic
Fun, supportive work environment
Good museum. It's a nice place to work
Great working environment – each person can make a contribution, make a difference,
try new ideas
Quality of the work environment

Other

A small organization such as ours allows for a great deal of personal initiative and creativity
A wide variety of tasks requiring many different skills
Advancement potential
Benefits including retirement package
Excellent labour / management relations
Flexibility with regards to hours, childcare arrangements, time off
Good working relationships; active and loyal volunteer base
Job satisfaction
Job security
Lack of alternative opportunities
Prestige of working in a heritage / cultural institution
Team spirit and respect

QD3 What are the three major factors which cause professionals to leave your organization (other than to retire)?

Inadequate Salary

Compensation – volatile and below market values
Higher paying job offers with other larger heritage employers
Low salary considering knowledge and skills
Lower wages than comparable organizations elsewhere
More lucrative employment

New/Better Job

Advance to more prestigious job
Better positions elsewhere
Change of jobs
Found other employment
Higher profile position
New career opportunities in other museums

Personal Reasons

Relation of spouse
Geographic isolation
Looking for a more urban life
Moving out of the city; family (marriage and children)
Health

Lack of Advancement Opportunities

There's almost no opportunity for promotion / advancement
Other larger heritage employers offer more opportunity for advancement
Better advancement opportunities with other organizations
Lack of career advancement opportunities
Inadequate Benefits
Lack of benefits, pension etc.
No retirement fund / benefits

There are few benefits (no pension, collective agreement, etc.)

Other
Increased work load, resulting from implications of deteriorating funds
Frustration over lack of funds; problems with getting work done on buildings
Difficulty of managing large and complex collection alone
The grant money runs out – lay off
End of contract – no new permanent positions for the last 15 years
Fed up with profession – move to another line of work
Full-time work (4 of 5 positions are part-time)
Difficulties with Board of Directors
Stagnation within our organization
Education upgrade for career advancement

QD20 How could the curriculum content of (these) Master's level programs be improved? (e.g. what should the content focus more on or less on?)

More Practical Experience
Less on theory and more on practical matters
More hands-on skills training as opposed to an emphasis on theoretical
Practical skills missing e.g. you can use a skill saw in the morning and conduct a school
program in the afternoon
Stronger hands-on vs. academic skills

More Management / Business Training
Leadership / business focus
Understanding not-for-profit governance
More focus on financial planning for not-for-profit orgs.
More on government standards; more on administrative / partnering programs; more on
fundraising
Sound business skills in marketing, volunteer management, budgeting, financial
independence, entrepreneurial skills; innovative ideas for fundraising

Emphasize Reality of Museum Resource Shortage
Practical realities of working environments at most cultural institutions in Canada –
small staff, large workload – requirements to multitask, work cooperatively within
structure of organization
An awareness that the "old days" of specialized, well-paid, full-time jobs segregated in
one's own little world are gone. Flexibility, innovation and integration are critical
Train students to have a more realistic and critical observation of the occupational area

More Soft Skills Training
Better interpersonal "people" skills; better communication skills
Dealing with the public
Working with others is equally important as many of the learned academic skills
Flexibility, creative solutions, open mindedness

More Hard Skills Training

Focus on curatorial areas
Interactive exhibits
Language learning is also a major aspect
More on digitization and electronic (and paper) records management

Other

Basic skills – generalized
As a first nation organization our goals and priorities are very different from the "mainstream" heritage community and at this time the needs are not adequately addressed in existing training programs
Include museology in library and archives training at introductory level
Over-educated for our site

QF8 Do you think that professional museum associations should assist in training professional? Yes: Please indicate what role you feel professional associations should play in training

Offer Courses

Conference formats provide opportunities for specific training
They should provide regular workshops in various phases of museum work
Provide courses relevant to specific skills
Create more relevant, topical courseware for emerging skills and knowledge affecting long and short-term sector evolution
Offer training workshops in areas that might have been missed during academic studies

Accessible Learning Opportunities

Providing accessible courses / workshops
More flexible training opportunities
They should offer training through self-study distance ed as we northerners cannot always travel the great distances
Ensuring that courses move around to all areas of Canada
By offering courses at affordable prices

Financial Assistance for Continuing Education

Provide funding to enable professionals to attend formal and informal learning opportunities
Provide grants for training
Help to pay training fees
Providing travel subsidies

Other

Updating and sharing information on new practices and success stories
Leading in cutting edge ideas and skills
Assess needs
Establishing base competencies (reference for the job)
Establishing professional practices and standards
Assisting in maintaining / assuring professional standards

Offer accreditation
Certificate programs
Advocacy
Lobby
Leadership role
Provide paid internships to museums in need
Sharing of experiences
They can be mentors / resources for information

QG3 Do you have strategies other than salary to attract candidates for professional positions? Yes: please specify

Advancement
Comprehensive benefits package, significant vacation time, benefits that prioritize
        family
Diversity of work experience
Flexible working environment
Exciting potential of our specific gallery and art collection
Experiential development opportunity at the upper management level
Opportunity to shape the direction of the society
Professional development allowance
Great location and community
Travel opportunities
Reputation of the organization

QI1: What, in your opinion, are the most pressing human resource challenges the museum (art gallery, zoo, etc.) sector will face over the next 5 years and why?

Finances/Staffing Shortages

Constraints in budgets: impacting salaries, training and professional development; operational challenges – continuing to develop and maintain programs while resources diminish
Decreased capacity to employ professionals; implications of increased dependence
        upon volunteerism
Due to need to raise operating funds each year, ability to maintain wage level commensurate with industry may be compromised
Finding resources to pay increasing salary costs in a stagnant economic situation (flat revenues)
Finding the funding to increase staff
Our most current concern is finding enough money to allow our office to remain open. Paying staff is almost out of the question
Shortage of trained staff due to lack of funds

Recruitment

The ability to attract qualified candidate to a job in a remote region
Attracting professionals to small centre
Ability to hire contract employees with adequate skills and experience
Attracting qualified volunteers in a market already overrun with choices

Finding interested people
Finding leaders
Finding well-trained, flexible, dedicated professionals
Lack of trained people from which to hire
Limited number of young people entering the profession
Shortage of professionals all over Canada

Retirement

The need for HR to replace senior staff members
The most challenging event will be the retirement of the Curator, with no replacement in training at the present time
Retiring specialists who have not trained others in their area of expertise
Limited number of mid-level managers who can readily fill pending vacancies at senior level
Retirement of managers and senior managers and not enough curators in service who can move up or outsiders who can come in to fill these roles
Our biggest concern over the next 5 years is recruiting more (new) volunteers. Hopefully when the present volunteers are ready to retire, there will be somebody to take their place!
Retirement of experienced, skilled, knowledgeable staff

Rejuvenation

The outlook for our museum is dim, as our present volunteers are suffering from burn-out
Motivating staff
Most smaller museums are seriously under-staffed and professionals have too many responsibilities to be able to do the job to high quality
Heavy workload
Burnout of long serving professionals
Exhaustion of the existing personnel

Education

Our most pressing need is training our volunteers
Training opportunities are limited for community museums
Time for proper training
Professional development
Establishing competencies, knowledge

APPENDIX I

MUSEUM SURVEY INSTRUMENT

INTRODUCTION

Study Purpose: The purpose of this research project is to examine the human resource environment in the Canadian heritage community (including museums, libraries, and archives). 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 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 11, 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 Professional Staff Roles and Organizational Restructuring
Section I: Concluding Questions

c. Staff Classification Terms

Most questions ask about professional staff (both non-management and management); however, there are a few questions that ask specifically about paraprofessionals. Clerical/office workers are not included in this survey.

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

PROFESSIONALS (MANAGEMENT AND NON-MANAGEMENT) INCLUDES:

Professional Curators: Responsible for the care and academic interpretation of objects/collections. The usual educational requirement is a Master's or Bachelor's degree in museology, art history, or in a field related to an area of specialization. Staff without these academic qualifications but who have on-the-job training and experience may also be included in this category if they perform curator work of an advanced type. Management Curators are responsible for budgets, fund-raising, personnel, over-seeing operations and instituting polices and accountability measures.

Professional Conservators: Responsible for examination, repair, and conservation of objects/collections. The usual educational requirement is a Master's or Bachelor's degree in art conservation or a college diploma in conservation technology. Staff without these academic qualifications but who have on-the-job training and experience may also be included in this category if they perform conservation work of an advanced type.

Other Professionals: Professionals who perform work requiring knowledge of an advanced type, customarily obtained by a prolonged course of specialized instruction leading to a professional qualification.

PARAPROFESSIONALS:

Paraprofessional staff members usually possess some form of technical education (e.g. conservation technologist, cataloguers) and/or relevant experience. This category does not include clerical/office workers who perform work for which a high school diploma (or equivalent) is the qualification.

THANK YOU FOR PARTICIPATING IN THIS SURVEY

SECTION A: BACKGROUND INFORMATION

3. Name, job title, and contact information of person completing survey:

    k. Name: _____

    l. Job title: _____

    m. Phone number (including area code): _____

    n. Fax number (including area code:) _____

    o. E-mail address: _____

2. Name of Institution: _____

8. As of January 1, 2003: Total number of FTE employees _____ (including permanent, temporary, contract, and part-time employees, but excluding volunteers)

9. As of January 1, 2003: Total number of volunteer hours _____ (reported in hours per year)

10. Is your institution a member of the Canadian Museums Association (CMA)?
    1. Yes
    2. No

6. Please circle the type of organization that best describes your institution:

1. National/provincial museum/interpretation centre
2. Community/regional museum/interpretation centre
3. University/college museum
4. Other educational institution museum
5. Living history/historic site, building, or park
6. Library/archive
7. Planetarium/observatory

8. Art gallery
9. Zoo/sanctuary/aquarium
10. Botanical garden/arboretum/ conservatory
11. Exhibition/cultural centre
12. Other: Please specify

_____

_____

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 CURATORS:

Non-Management: Responsible for the care and academic interpretation of objects/collections. The usual educational requirement is a Master's or Bachelor's degree in museology, art history, or in a field related to an area of specialization. Staff members without these academic qualifications but who have on-the-job training and experience may also be included in this category if they perform curator work of an advanced type.

Management: Responsible for budgets, fund-raising, personnel, over-seeing operations and instituting polices and accountability measures.

PROFESSIONAL CONSERVATORS: Responsible for examination, repair, and conservation of objects/ collections. The usual educational requirement is a Master's or Bachelor's degree in art conservation or a college diploma in conservation technology. Staff members without these academic qualifications but who have on-the-job training and experience may also be included in this category if they perform conservation work of an advanced type.

OTHER PROFESSIONALS: Professionals who perform work requiring knowledge of an advanced type, customarily obtained by a prolonged course of specialized instruction leading to a professional qualification. May include professionals responsible for organizing, co-ordinating, and delivering of programs related to the institution's collection (e.g. programmers, interpreters, education officers).

PARAPROFESSIONALS: Paraprofessional staff members usually possess some form of technical education (e.g. conservation technologist, cataloguers) and/or relevant experience. This category does <u>not</u> include clerical/office workers who perform work for which a high school diploma (or equivalent) is the qualification.

VOLUNTEER PROFESSIONALS AND PARAPROFESSIONALS: Employees who volunteer their labour and are not paid by your organization.

OTHER DEFINITIONS

Full-time Equivalent (FTE): Use FTE 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 CURATORS				PROFESSIONAL CONSERVATORS		OTHER PROFESSIONALS		PARA-PROFESSIONALS	
	Non-Management		Management							
	Non-Volunteers	Volunteers	Non-Vol.	Vol.	Non-Vol.	Vol.	Non-Vol.	Volunteers	Non-Volunteers	Vol.
Total Number										
# full-time										
# part-time										
# permanent										
# female										
# visible minority										
# aboriginal										
# disabled										
# covered by collective agreement(s)										
Highest Level of Education										
# with technical cert. /college diploma										
# with undergraduate degree										
# with graduate degree										

SECTION C: RETIREMENT AND AGE INFORMATION

REPORTED IN FTE	PROFESSIONAL CURATORS				PROFESSIONAL CONSERVATORS		OTHER PROFESSIONALS		PARA-PROFESSIONALS	
	Non-Management		Management							
	Non-Vol.	Vol.	Non-Vol.	Vol.	Non-Vol.	Vol.	Non-Vol.	Vol.	Non-Vol.	Vol.
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 professionals?
   1. Yes→ Please indicate:

      Minimum age requirement for retirement: _____
      Maximum age requirement for retirement: _____

   2. No

2. Does your organization offer professionals an early retirement package?
   1. Yes
   2. No

SECTION D: RETENTION AND RECRUITMENT INFORMATION

	PROFESSIONAL CURATORS				PROFESSIONAL CONSERVATORS		OTHER PROFESSIONALS		PARA-PROFESSIONALS	
	Non-Management		Management							
REPORTED IN FTE	Non-Vol.	Vol.	Non-Vol.	Vol.	Non-Vol.	Vol.	Non-Vol.	Volunteers	Non-Volunteers	Volunteers
Retention										
# leaving organization 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 post-secondary graduates										
Average age of new hires in past year										
# of positions currently trying to fill										
# of current positions open for longer than 4 months										

1. How long, on average, do you expect newly-hired, entry-level professionals 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 professionals?
    1. Much lower
    2. Lower
    3. About the same
    4. Higher
    5. Much higher

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

        _____

    2. _____

        _____

    3. _____

        _____

4. When professionals leave your organization (other than to retire), where are they most likely to work? (Please circle one response)

    1. Canadian national/provincial museum/interpretive centre
    2. Canadian community/regional museum/interpretive centre
    3. Canadian educational institution
    4. Canadian library/archive
    5. Other Canadian institution
    6. American institution
    7. Don't know
    8   Other: Please specify _____

5. What are the three major reasons why professionals stay at your organization?

    1. _____

        _____

    2. _____

        _____

    3. _____

        _____

6. On a scale of 1 to 5, how would you rate the promotional opportunities for professionals <u>compared to five years ago</u>?

		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 <u>current</u> promotional opportunities for professionals?

	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 professionals in your organization?

	Not at All		Neutral		To a Great Extent
a. Delayering/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 professional staff 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 professionals with opportunities to experience leadership roles in your organization?

	1	2	3	4	5
	Poor		Neutral		Excellent

Section D2:   Recruitment Cont'd

10. Has your organization's need to hire new NON-VOLUNTARY professionals increased, decreased, or remained stable <u>compared to 5 years ago</u>?
    1. Increased
    2. Decreased
    3. Remained stable

11. Has your organizations need to hire VOLUNTARY professionals increased, decreased, or remained stable <u>compared to 5 years ago</u>?
    1. Increased
    2. Decreased
    3. Remained stable

12. Has your organizations need to hire professionals on a CONTRACT basis increased, decreased, or remained stable <u>compared to 5 years ago</u>?
    1. Increased
    2. Decreased
    3. Remained stable

13.   On a scale of 1 to 5, how would you rate the general qualifications of applicants for professional positions <u>compared to 5 years ago</u>?

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

14. On a scale of 1 to 5, how would you rate your organization's ability to recruit qualified professionals <u>compared to five years ago</u>?

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

15. On a scale of 1 to 5, how would you rate your <u>current</u> ability to recruit qualified professionals?

	1	2	3	4	5
	Poor		Neutral		Excellent

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

		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.	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 professional programs	1	2	3	4	5
g.	Inadequate remuneration offered to professionals	1	2	3	4	5
h.	Competition from other sectors for professionals (excluding U.S.)	1	2	3	4	5
i.	Competition from U.S. for professionals	1	2	3	4	5
j.	Lack of a dedicated HR unit at your organization	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 organization	1	2	3	4	5
n.	Inability to provide full-time positions	1	2	3	4	5
o.	Inability to provide permanent positions	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.	Other: Please specify _____					
	_____	1	2	3	4	5

17. In the past year, have you changed your recruitment strategies because your usual methods were <u>not</u> attracting a sufficient pool of qualified professional candidates?
   1. No
   2. Yes: Please describe what new strategies you adopted _____

   _____

   _____

18. For the following list, <u>first</u> rate how important the competency is when you are making recruiting decisions about professionals and <u>second</u>, 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
a.	Museum-related education programs	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:	1	2	3	4	5	1	2	3	4	5

Please specify the type of specialist skills you look for when recruiting: _____

_____

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
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

19. Do you think the education provided in Master's level programs equips graduates with the competencies required to be professionals at your organization?

<div align="center">

1.   Yes   2.   No

</div>

20. How could the curriculum content of these Master's level programs be improved? (e.g. what should the content focus more on or less on?)

_____

_____

_____

_____

21. Does your organization have a hiring policy that recognizes the credentials of professional recruits 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

22. Does your organization have a policy requiring you to hire Canadian applicants first for professional positions?
1. Yes
2. No

23. Does your organization have a hiring policy designed to recruit professionals from diverse ethnic and racial backgrounds?
1. Yes
2. No

SECTION E: SUCCESSION PLANNING INFORMATION

1. How adequate is your <u>current pool</u> of internal suitable candidates that could replace the *skills and knowledge* OR the *leadership qualities* lost by departing <u>senior</u> professionals?

<table>
<tr><td align="center"><i>Adequacy of
<u>Skills and Knowledge</u></i></td><td align="center"><i>Adequacy of
<u>Leadership Qualities</u></i></td></tr>
<tr>
<td align="center">1   2   3   4   5
Not at all   Very
adequate   adequate</td>
<td align="center">1   2   3   4   5
Not at all   Very
adequate   adequate</td>
</tr>
</table>

2. Have you had any difficulties replacing the *skills and knowledge* OR the *leadership qualities* lost by departing <u>senior</u> professionals?

<table>
<tr><td align="center"><i>Difficulty Replacing
<u>Skills and Knowledge</u></i></td><td align="center"><i>Difficulty Replacing
<u>Leadership Qualities</u></i></td></tr>
<tr>
<td align="center">1. Yes   2. No</td>
<td align="center">1. Yes   2. No</td>
</tr>
</table>

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 <u>senior</u> professionals?

		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 educational programs	1	2	3	4	5
h.	Inadequate skills & knowledge training provided by educational programs	1	2	3	4	5
i.	Inadequate remuneration offered to professionals	1	2	3	4	5
j.	Competition from other sectors for professionals (excluding U.S.)	1	2	3	4	5
k.	Competition from U.S. for professionals	1	2	3	4	5
l.	Lack of a dedicated HR unit at your organization	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 organization	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 staff over a period of time and ensuring leadership continuity.

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

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 professionals?

| 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 or paraprofessional staff? Please circle all that apply.

	Provided to Professionals	Provided to 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 professional 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 <u>professionals</u> for attendance at professional association meetings?

       1.   No   2.   Yes

       ⇩   ⇩

Continue to Question 3   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		Great Amount of Training
a. All professional staff	1	2	3	4	5
b. New professional recruits	1	2	3	4	5
c. Middle level professionals	1	2	3	4	5
d. Upper level professionals	1	2	3	4	5
e. All 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 <u>professionals</u>?

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

6. Do you have a routine method for determining the training needs among <u>professionals</u>?
   1. No
   2. Yes: Please specify the method _____

   _____

7. Do you have a routine method for evaluating the outcomes of training targeted to <u>professionals</u>?
   1. No
   2. Yes: Please specify the method _____

   _____

8. Do you think that professional associations should assist in training <u>professionals</u>?
   1. No
   2. Yes: Please specify what role you feel professional associations should play in training

   _____

   _____

SECTION G: HUMAN RESOURCE POLICIES AND STRATEGIES

1. Please provide the current annual salary range for each category of <u>professional staff</u> by using your own classification system that determines salaries for each type of professional. First, list the classification label you use and then the salary range. For example, if you have three categories of professionals, list each of these on a line with the corresponding salary range on the same line.

Category of Professional Staff	Salary Range
1. _____	From: $_____ To: $_____
2. _____	From: $_____ To: $_____
3. _____	From: $_____ To: $_____
4. _____	From: $_____ To: $_____
5. _____	From: $_____ To: $_____
6. _____	From: $_____ To: $_____
7. _____	From: $_____ To: $_____

2. On a scale of 1 to 5, how would you rate the competitiveness of these professional staff salaries?

1	2	3	4	5
Not at all competitive				Very competitive

3. Do you have strategies other than salary to attract candidates for professional positions?
    1. No
    2. Yes: Please specify _____

    _____

    _____

4. What proportion of your organization's total budget is allocated to professional staff salaries?
    1. 0%
    2. 1 to 25%
    3. 26% to 50%
    4. 51% to 75%
    5. More than 75%

5. Which of the following benefits are at least partially funded by your organization for permanent, temporary, and part-time professionals? 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 professionals? 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. Flextime	1	2
k. Compressed work weeks	1	2
l. Fixed shifts	1	2
m. Rotating shifts	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 professionals in most decisions that affect them directly.	1	2	3	4	5
g. The organization involves professionals in most high-level organizational decisions.	1	2	3	4	5
h. Empowering professionals is important to the organization.	1	2	3	4	5
i. Female and male professionals are treated equally.	1	2	3	4	5
j. Most professionals perform quality work.	1	2	3	4	5
k. Most professionals are highly motivated.	1	2	3	4	5
l. Most professionals appear to be satisfied with their jobs.	1	2	3	4	5

SECTION H: CHANGING PROFESSIONAL STAFF ROLES AND ORGANIZATIONAL RESTRUCTURING

3. 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 professionals has increased.	1	2	3	4	5
b. The need for more paraprofessionals has increased.	1	2	3	4	5
c. The need for professionals to perform managerial functions has increased.	1	2	3	4	5
d. The need for professionals to assume leadership roles has increased.	1	2	3	4	5
e. The need for professionals to perform a wider variety of tasks has increased.	1	2	3	4	5
f. The need for professionals to perform more specialized functions has increased.	1	2	3	4	5
g. The need for paraprofessionals to perform tasks once done by professionals has increased.	1	2	3	4	5
h. The need for other professionals to perform tasks once done by professionals has increased.	1	2	3	4	5

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

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

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

In the past five 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 (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. Greater reliance on staff working overtime	1	2
l. Increased use of information technologies	1	2

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

1. _____   2. _____   3. _____

<u>**SECTION I:**</u>   <u>**CONCLUDING QUESTIONS**</u>

1. What, in your opinion, are the most pressing human resource challenges the museum (art gallery, zoo, etc.) 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 11, 2003

APPENDIX J

HERITAGE SUMMIT PARTICIPANTS

Name of participant	Organization
Ronal Bourgeois	Facilitator
Cheryl Avery	University of Saskatchewan
Dean Bauche	Canadian Museums Association Board
Matthew Blue	Human Resources Development Canada Sectoral Studies, Partnership Division
Don Butcher	Canadian Library Association
Demetra Christakos	Ontario Association of Art Galleries
Joanne Côté	Université de Montréal
William M. Curran	Concordia University
Pierre Derome	Library and Archives Canada
Gisèle DeVillers	University of Ottawa
Fred Farrell	Provincial Archives of New Brunswick
Chantal Fortier	Patrimoine Canadian Heritage
Martin Foss	Carleton University
Doug Franklin	Heritage Canada Foundation
Suzanne Girard	Séminaire Saint-Joseph
Lyn Guérin	Association des Musées canadiens
Paul J. Henry	Archives Association of Ontario
Jacqueline Lalonde	Patrimoine Canadian Heritage
Manon Lapointe	Cultural Human Resource Council
Madeleine Lefebvre	Saint Mary's University
Carrol Lunau	Library and Archives of Canada
John McAvity	Canadian Museums Association

Paul McCormick	Library and Archives Canada
Gayle McIntyre	Fleming College
Tim Mark	Canadian Association of Research Libraries
Mireille Miniggio	Library and Archives Canada
Susan Murdock	Patrimoine Canadian Heritage
Wendy Newman	Canadian Library Association
Christina Nichols	Canadian Council of Archives
Jerry O'Brien	Association of Canadian Archivists
Katherine Pattilo	Algonquin College
Dianna Thompson	Museums Consultant
Leslie Weir	University of Ottawa
Lara Wilson	University of Victoria Archives
Lois K. Yorke	Nova Scotia Archives
Catherine Zongora	IM Community Development, Treasury Board of Canada

BIBLIOGRAPHY

Acree, E. K., Epps, S. K., Gilmore, Y., & Henriques, C. "Using Professional Development as a Retention Tool for Underrepresented Academic Librarians." *Journal of Library Administration*, 33.1/2 (2001): 45-62.

Association for Library and Information Science Education. (2001). Statistical Report. Retrieved September 10, 2002, from http://ils.unc.edu/ALISE/2001/Contents.htm

Association of College and Research Libraries: Ad Hoc Task Force on Recruitment and Retention Issues. (2002). Recruitment, Retention, and Restructuring: Human Resources in Academic Libraries. Chicago: ARL.

Bergeron, P., Deschatelets, G.H. & Nauche, B. (1998). "Les employés des bibliothèques francophones au Canada et leurs habitudes et pratiques de formation continue." *Documentation et Bibliothèques,* 44, 16-28.

Canadian Museums Association. (2001). *More Than Willing Hands: A Report on Voluntarism at Museums*. Ottawa: CMA.

Canadian Museums Association. (1995). *People, Survival, Change and Success: A Human Resource Action Strategy for the Canadian Museum Community*. Ottawa: CMA.

Conseil québécois des ressources humaines en culture, par Le Groupe DBSF pour le Comité de coordination de la main-d'œuvre dans le secteur culturel (CCC). *Cadre d'analyse et diagnostic*. (1999). Retrieved from http://www.cqrhc.com/telechargement/ cadre_et_diagnostic.pdf

Craig, B.L. (2000). "A Look at a Bigger Picture: The Demographic Profile of Archivists in Canada Based on a National Survey." *Archivaria,* 49, 20-52.

Cultural Human Resource Council. (2002). *Face of the Future: A Study of Human Resource Issues in Canada's Cultural Sector*. Ottawa: CHRC.

Curran, W. M. (2003). "Succession: The Next Ones at Bat." *College and Research Libraries,* 64, 134-40.

Davis, J. (2001). *Good Intentions / Complex Realities: Perspectives on Continuing Education in Canada's Museum Sector*. Victoria: University of Victoria.

Durand, M. (2004). "Average Annual Growth Rate of 5% for culture occupations in the culture sector, 1991 to 2002." *Focus on Culture,* 14, 1-8.

Gower, D. (1997) "Measuring the age of retirement.' *Perspectives on Labour and*

Income, 11-17.

Handy, F. & Katz, E. (1998). "The Wage Differential between Nonprofit Institutions and Corporates: Getting More by Paying Less." *Journal of Comparative Economics*. 26, 246-261.

Harris, R. M. & Marshall, V. (1998). "Reorganizing Canadian libraries: A giant step back from the front." *Library Trends,* 46, 564-81.

Haycock, K. & Oh, M. (1999). "Trends and Issues in Library and Information Services in Canada, 1998." *The Bowker Annual of Library and Book Trade Almanac, 1999*. 44th ed. New York: Bowker.

Howland, Joan. "Beyond Recruitment: Retention and Promotion Strategies to Ensure Diversity and Success." Library Administration and Management. 13.1 (Winter 1999): 4-14.

Hughes, K. (2000) Women and Corporate Directorships in Canada: Trends and Issues, Canadian Policy Research Network, Discussion Paper, No. CPRN/01, Ottawa.

Human Resources Development Canada. (2002) *Knowledge Matters: Skills and Learning for Canadians*. Accessed 10 Oct. 2002 from http://www.hrdc-drhc.gc.ca/sp-ps/sl-ca/doc/knowledge.pdf

Janes, R. R. (1995). *Museums and the Paradox of Change: A Case Study in Urgent Adaptation*. Calgary: Glenbow Museum.

Kalin, S.W. (2003). "The Future is Not Just For Librarians, It's For Staff Too: Who Will They Be, and Where Will We Find Them?" Accessed 4 Jan. 2004 from http://www.ala.org/ Content/NavigationMenu/ACRL/Events_and_Conferences/kalin.pdf

Leckie, G. & Brett, J. (1997). "Job Satisfaction of Canadian University Librarians: A National Survey." *College and Research Libraries,* 58, 31-47.

Lowe, G. (2000) *The Quality of Work: A People-Centred Agenda*, Don Mills: Oxford University Press.

McMullen, K. & Schellenberg, G. (2003). *Job Quality in Non-profit Organizations*. Ottawa: Canadian Policy Research Networks.

Millard, D. (2003). "Why Do We Stay? Survey of Long-Term Academic Librarians in Canada." *Portal: Libraries & the Academy,* 3, 99-112.

Montgomery, D.L. (2002). "Happily Ever After: Plateauing as a Means for Long-Term Career Satisfaction." *Library Trends,* 50, 702-17.

Morissette, Rene and Julio Miguel Rosa. (2003). " New practices of work and rate of resignations: methodological problems and empirical data for Canada" Ottawa: Canada statistics, Division of the analysis of the companies and the labour market.

Oder, N. (2003). "New Movement for Ph.D's to Work in Academic Libraries." *Library Journal,* 128, 16-18.

Picot, G., A. Heisz, and A. Nakamura (2001). "Job Tenure, Worker Mobility, and the Youth Labour Market During the 1990s" Business and Labour Market Analysis Division, Statistics Canada.

Ramangalahy, C., Villalonga, L. & Durocher, F. (2003, November). Le Besoin de Relève: Résultats d'un Projet Pilote Mené Dans des Bibliothèques Universitaires et Publiques. Presented at the 30th Annual ASTED Conference, Gatineau, Quebec.

Rose-Ackerman, S. (1996). "Altruism, Nonprofits, and Economic Theory." *Journal of Economic Literature*. 34, 701-28.

Savard, R. & Laplante, A. (2001). "Étude sur les perspectives d'emploi à court terme en biblioéconomie: risqué de penurie de bibliothécaires au Québec." *Argus*, 30, 25-33.

Schrader, A.M. *University of Alberta School of Library and Information Studies Employment Survey, 2000*. Jan. 2002. <http://www.slis.ualberta.ca/report00.htm>

Schwartz, C. ed. (1997). Restructuring academic libraries: organizational development in the wake of technological change. Chicago: Association of Research Libraries.

Statistics Canada. (2000). *Canadian Culture in Perspective: A Statistical Overview*. Ottawa: Statistics Canada.

Steering Group for the Situational Analysis of Canada's Education Sector Human Resources. (2002). *The ABCs of Educator Demographics: Report of the Findings of a Situational Analysis of Canada's Education Sector Human Resources*. Retrieved December 10, 2003, from http://www.caeto.ca/reports/CompleteEngSitAna96.pdf

Summerfield, M. "CLA's Human Resources and Succession Planning Survey: Analysis and Recommendations." *Feliciter* 48.4 2002: 188-89.

Usherwood, B., Proctor, R., Bower, G., Stevens, T. & Coe, C. *Recruit, Retain and Lead : The Public Library Workforce Study*. Great Britain Resource: The Council for Museums, Archives and Libraries. 2001.

Wallace, D. A. (2000). "Survey of Archives and Records Management Graduate Students at Ten Universities in the United States and Canada." *American Archivist,* 63, 283-300.

Weiler, D. (2000). "Libraries Face 'Skills Gap': 48% of Librarians Could Retire by 2005." *Quill & Quire,* 66, 10-11.

Whitmell, V. (2002). "Facing the Challenges of an Aging Population: Succession Planning Strategies for Libraries and Information Management Organizations." Retrieved 10 Dec. 2003 from http://www.whitmell.com/profiles/australia_final.pdf?

Wilder, S.A. (2003). *Demographic Change in Academic Librarianship*. Washington, D.C.: Association of Research Libraries.

Yakel, E. (2000). "The Future of the Past: A Survey of Graduates of Master's-Level Archival Education Programs in the United States." *American Archivist,* 63, 301-21.

Young, P., Powell, R. R., & Young, A.P. (2002). "University Library Directors in the Association of Research Libraries: The Next Generation, Part Two." College and Research Libraries, 63, 73-90.