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TRAINING GAPS ANALYSIS LIBRARIANS AND LIBRARY TECHNICIANS

EXECUTIVE SUMMARY

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EXECUTIVE SUMMARY TABLE OF CONTENTS

A. Introduction and Background	1
B. Methods	1
C. Findings and Recommendations	2
i) Current Student / Recent Graduate Profile	2
ii) Program Accessibility	4
iii) MLIS Education Competency Fulfillment	6
iv) LIT Education Competency Fulfillment	8
v) Continuing Education, Training and Professional Development	10
vi) Opportunities and Barriers to Change	12
D. Conclusion	16
Best Practices	17
Recommendations by Groups	18
o Library and Information Studies (LIS) Educators	
o Library and Information Technology (LIT) Educators	
o Master's of Library and Information Science Educators	
o Employers	
o Practitioners	
o Associations	
o Library Community	

Appendices

Appendix 1: Acknowledgements	21
Appendix 2: Training Gaps Analysis: Table of Contents	22
Appendix 3: Training Gaps Analysis: Tables and Figures	25
Appendix 4: Training Gaps Analysis: Supplementary Tables and Figures	30

The full report: *Training Gaps Analysis for Librarians and Library Technicians*
is available online:

www.culturalhrc.ca/research/default-e.asp , click on Research

EXECUTIVE SUMMARY

This *Training Gaps Analysis for Librarians and Library Technicians* was commissioned by the **Cultural Human Resources Council** and funded by the Government of Canada's Sector Council Program.

The study gathers information on students and graduates; examines and compares the courses offered in MLIS programs and library technician courses across Canada; examines the training needs of librarians and library technicians as assessed by students, librarians and library technicians, educators and employers; analyses the training gaps; and proposes recommendations to resolve the training gaps. Research, interviews and surveys were used to obtain the information.

A. Introduction and Background

The purpose of this study is to investigate questions around library education-industry match, both for professionals (Master's-level programs, resulting in the MLIS degree) and for paraprofessionals (college library technician programs, resulting in the LIT diploma). The report examines central questions of library education, and how the necessary competencies (as stated by library employers) are being met by educational programs. In addition to profiling current students and recent graduates, the report includes an analysis of library programs, student satisfaction and career interests, and accessibility issues to library education.

B. Methods

The information presented in this report is from a wide variety of sources using a number of different research techniques, including:

1. Existing data: Online curriculum and professional development offerings and educator-provided program information
2. Phase I Employers' Survey: Conducted in June 2003 of 461 employers and an abbreviated Phase II Employers' Survey conducted in December 2005 of 58 employers.
3. In-depth telephone Interviews with Deans/Directors and program heads representing the MLIS and 16 LIT programs in Canada
4. Current Student Survey: Conducted in February 2006 of 857 MLIS/LIS students
5. Professional Librarian and Paraprofessional Staff Survey: Conducted in June/July 2004 of 4,693 professional librarians and paraprofessional staff

C. Findings and Recommendations

These recommendations are a compilation of all recommendations that are presented at the conclusion of each section of the report.

These recommendations have emerged from the data and represent our evaluation of the entire Canadian LIS system. It should be understood that the research also revealed that, in some cases, efforts are already underway to address the issues and that the recommendations are in no way intended to discount the important work currently being accomplished by many individuals and organizations throughout the nation.

(i) Current Student / Recent Graduate Profile

Findings

1. Just over 8 in 10 current MLIS students and recent graduates are women and roughly 9 in 10 current LIT students and recent graduates are female.
2. LIT students/graduates are somewhat older than students and graduates of MLIS programs: 37% of current LIT students were 40 years of age and over compared to just 15% of current MLIS students.
3. Visible minorities and Aboriginal individuals are equally represented among current MLIS students and recent MLIS graduates (10%).
4. Compared to recent LIT graduates, current LIT students are slightly more likely to be visible minorities (9% compared to 5%). None of these figures are as high as visible minority and Aboriginal representation in the larger Canadian labour market of 14% and of 3%, respectively.
5. 95% of recent MLIS graduates obtained their degree in Canada, 3% in the U.S. and 2% in Europe. 23% had earned another graduate degree but only 6% of recent MLIS graduates had earned a LIT certificate or diploma, suggesting that few librarian technicians are moving into the professional realm.
6. Current LIT students are less likely than recent LIT graduates to have a university degree (31% compared to 45%).
7. Roughly 1 in 10 current MLIS and LIT students reported having prior library-related education
8. 64% of current MLIS students and 49% of current LIT students have worked in a library.

9. Current MLIS students and recent graduates were equally likely to favour academic libraries when applying for their first post-graduate job, but the MLIS students were much more likely to apply for special library and non-traditional positions.
10. 76% of MLIS students and 74% of LIT students have applied or are planning to apply for positions in the same province as their current education institution and a much greater share of current MLIS than LIT students applied or plan to apply for positions in the United States and in other non-North American locations.
11. Current MLIS students were the most likely to choose their profession as an avenue to greater career status and further career opportunities or because of perceived job market opportunities. In contrast, recent MLIS graduates and older MLIS graduates were more likely to choose the professional librarian career because of traditional librarianship values such as the value of literacy, learning, and research, attraction to job content and because of an interest in the public service aspect of library work.
12. Current LIT students most frequently cited good working conditions/job environment (39%), values of literacy, learning and research (30%), and good fit with personality, interests and skills (29%) as reasons for pursuing their career

Recommendations For All Library and Information Studies (LIS) Educators
(Master's- and college-level programs)

- That LIS programs consider diversity programs for Canadian and international students

Recommendations for the Library Community in General

- That scholarships be increased to enhance diversity (C.6)
- That the profession be marketed on an ongoing basis, through diverse avenues, to raise its profile and communicate the opportunities for professional and paraprofessionals in libraries and other types of workplaces (C.6)

(ii) Program Accessibility

Findings

MLIS Program Accessibility

1. Interviews with MLIS Deans/Directors revealed that none of the 7 programs have a formal recruitment policy, and that marketing and proactive recruitment are in fact very minimal. At present, most schools rely primarily on their website as a marketing tool.
2. Enrollments reflect the marketing strategies employed by the 7 library schools. Most students learned of their MLIS program through the program's website (77%) or by word of mouth (60%).
3. The number of applicants to Canadian MLIS programs has increased by 67% over the past 5 years (from 907 in 2000 to 1511 in 2004).
4. Between 2000 and 2005, enrolments increased by 33%.
5. Convenient or desirable location of school is a key criteria upon which students make their school choice decisions (66% and 46%, respectively). Students were also very likely to base their school choices on the good reputation of the university (55%) or of the program itself (45%).
6. While a few programs assess applications in light of perceived "suitability" for library work, programs generally adhere to requirements from the Faculty of Graduate Studies within their parent institutions, including minimum GPA
7. MLIS Deans/Directors reported perceiving their respective programs as fairly accessible, a perception that is supported by the results from the current student survey. Eighty-five percent of current students felt that the entrance requirements to their program were appropriate given the demands of the program in terms of intellectual content, rigour, and workloads.
8. Just 1 of the 7 MLIS programs does not currently offer or intend to offer at least some courses by distance/online delivery
9. The majority (72%) of students felt that the MLIS program delivery options were adequate. Of the 28% who reported otherwise, by far the most predominant suggestion for change made by 37% of students was to improve distance education opportunities.

Findings

LIT Program Accessibility

1. LIT program heads typically do not rely as heavily on their website as a method of marketing their program: only half (52%) of LIT students learned about their program through the program website but 44% learned of the program through a program session or representative or through career counseling.
2. Applications to LIT programs increased by 19% between 2000/2001 and 2004/2004, though there is a great deal of variation across individual institutions.
3. As was the case with MLIS students, LIT students were very likely to have chosen their program because it was in a convenient (68%) or desirable (46%) geographical location.
4. Requirements for admission to Canada's LIT diploma programs are set by the institution rather than the program or, in the case of Quebec programs, the provincial government.
5. Most LIT programs have an open-access policy in which all applicants meeting the minimum admissions requirements are accepted until enrollment quotas are met
6. In the past 5 years, LIT application rates increased by 19% and enrollments increased by 17%
7. 8 in 10 students felt that the LIT program delivery options were adequate. Of the 20% who reported otherwise, by far the most predominant suggestion for change made by 38% of students was to improve distance education opportunities

Recommendations For All Library and Information Studies (LIS) Educators

(Master's- and college-level programs)

- That educators enhance distance delivery options where feasible

Recommendations For Master's of Library and Information Science (MLIS) Educators

- That programs ensure that personal aptitudes and professional potential of applicants beyond academic achievement (GPA) are given due consideration (D.4)
- That programs communicate to students and employers the purpose of entry-level education and the functions it can fulfill (D.4)

(iii) MLIS Education Competency Fulfillment

Findings

1. An analysis of core required courses for all MLIS students across Canada indicate that LIS programs as a whole do not privilege one area of skill development over another: a maximum of 20% of courses are required in any one area.
 - a. All LIS programs require students to take at least one course in management/business/leadership, and research
 - b. 6 LIS programs require coursework in IT and issues/history/foundations
 - c. 3 require coursework in public service and technical/bibliographic service
 - d. 1 requires a collections course
2. Most Deans/Directors noted recent increases in IT or management-related curriculum.
3. All 7 schools offer a practicum component, with 3 of these being mandatory for students.
 - a. Several schools offer other opportunities professional experience or networking
4. Virtually all employers felt that candidates for professional librarian positions should possess good communication and interpersonal skills and be able to learn new skills and respond flexibly to change.
5. Employers' need for their professional librarian staff to possess IT skills and management skills are indicated by a number of different findings.
6. When recruiting new professional librarians, leadership potential and managerial skills are the 2 most important and most difficult to fulfill competencies reported by the largest proportion of libraries.
7. From a student perspective, the largest gap lies with the perceived importance and provision of business skills, followed by leadership and managerial skills.
8. Just under half (46%) of students agreed that their program is providing them with a realistic depiction of what is like to work as a librarian or in a related profession
9. 68% of current students expressed satisfaction with the overall quality of their education.
10. 75% of the employers agreed with the statement that education provided in MLIS programs equips graduates with the competencies required to be professional librarians at your organization.
11. When asked for suggestions on how to improve the program, current students and recent graduates were most likely to cite the need for more practical training, while employers recommended improvements to management-related curriculum.

Recommendations For All Library and Information Studies (LIS) Educators

(Master's- and college-level programs)

- That educators market and recruit keeping in mind the personal competencies important for success in the field
- That educators consider how personal competencies are being fostered and developed through the curriculum

Recommendations For Master's of Library and Information Science (MLIS) Educators

- That programs provide a greater level of management and leadership courses or content within curriculum
- That educators maintain an appropriate balance of “traditional” skills with emerging competency needs of the labour force
- That educators enhance course work applicable to specific practice settings

Recommendations for Employers

- That employers ensure they develop recruitment criteria that incorporate necessary competencies and explore how to foster them in the workplace

(iv) LIT Education Competency Fulfillment

Findings

1. The single focus of LIT programs is to ensure graduates have applied (as opposed to theoretical) knowledge that will enhance their employability.
2. Technical & bibliographic courses and information technology courses together comprise 40% of all required courses across the country
3. Most recent curriculum changes involve the increased provision of information technology courses.
4. 70% of Phase II employers stipulated an LIT diploma as a prerequisite for their library technician positions
5. All employers consider interpersonal/people skills (100%), and the vast majority consider organizational commitment (95%) and communication skills (93%) to be important competencies of paraprofessional/library technician staff
6. The competencies considered most important and most difficult to fulfill when recruiting library technicians include the ability to respond flexibly to change, information technology skills, and public service skills.
7. Only minor gaps between important competencies and their provision in the diploma program were found.
8. 78% of current LIT students agreed that their program is providing them with a realistic depiction of what it is like to work as a library technician.
9. 83% of current LIT students expressed overall satisfaction with their program.
10. 90% of employers believe that LIT diploma programs adequately equip students for the workplace.
11. Current LIT students were most likely to suggest that the program could be improved with better course content, while employers were most likely to suggest better technology skills training and more specialized training.

Recommendations For All Library and Information Studies (LIS) Educators

(Master's- and college-level programs)

- That educators market and recruit keeping in mind the personal competencies important for success in the field
- That educators consider how personal competencies are being fostered and developed through the curriculum

Recommendations For Library and Information Technology (LIT) Educators

- That LIT program heads evaluate their own programs and assess the balance and integration of course offerings between generalist, IT, public service, and communications skills course offerings

Recommendations for Employers

- That employers ensure they develop recruitment criteria that incorporate necessary competencies and explore how to foster them in the workplace

(v) Continuing Education, Training, and Professional Development

Findings

1. 58% of professional librarians agree that their organization provides sufficient opportunities for training compared to 44% of paraprofessionals.
2. 56% of professional librarians participated in customer-service training and management training (51%), just under 3 in 10 participated in leadership training, one in 10 participated in mentorship training or worked in a job rotation program, and only 6% shared a job with their peers.
3. Paraprofessional staff are the most likely to have participated in job skills and technology skills training (74% and 83%, respectively) , followed by customer service skills training (52%). Participation in all formats of management and leadership training is very rare among paraprofessionals.
4. The majority of employers (85%) felt that professional library associations should assist in the training of professional librarians.
5. Of the 53 library associations reviewed in this study, 15 did not list professional development opportunities for members.
6. The most-frequently offered learning opportunities were in IT (offered by 70% of associations) and management, business and leadership (offered by 40% of associations).
7. Library personnel can pursue professional development through Canada's post-secondary institutions in 1 of 4 ways: courses offered through Continuing Education departments of Canadian colleges and universities, attend workshops and seminars hosted by library schools, audit core and elective courses offered by MLIS and LIT diploma programs, take certification programs in areas of specialization through some Canadian colleges and universities.

Recommendations for Employers

- That the training needs of all paraprofessionals (library technicians and others) are duly considered and enhanced as appropriate within the workplace
- That employers examine their needs for management training and enhance opportunities for staff to receive this training, either internally or through external sources
- That employers address the need for leadership professional development by considering experiential learning models such as leadership institutes or leadership

- forums, partnering with associations and/or other institutions where appropriate
- That employers be proactive in communicating with associations / organizations offering professional development on emerging competency needs in general, and for specific areas of coursework

Recommendations for Practitioners

- That staff actively pursue experiential leadership opportunities such as serving on library association boards or committees or participating in the governance of organizations

Recommendations for Associations

- That associations ensure distance education opportunities are widely available for librarians and library technicians taking into account issues of accessibility (
- That associations providing professional development establish formal communication avenues with one another, to gain a greater understanding of their respective areas of focus and to avoid overlap in course offerings
- That associations looking at existing models for the self-assessment of professional development needs, and formal frameworks for recognizing members who meet the standards of the association's scheme

(vi) Opportunities and Barriers to Change

Findings

1. *MLIS Programs : Opportunities*

- 1.1. All Deans/Directors perceive (although to varying extents) one of their responsibilities in program design as providing training to students to meet the needs of the library sector and of the profession.
- 1.2. All Deans/Directors recognize the importance of managerial skills to employers and most had recently and/or had plans in the future to bolster this component of their curriculum.
- 1.3. All Deans/Directors are aware that educator-employer communication could be improved and many had specific plans for doing so.
- 1.4. Program change is not generally a prohibitive exercise, although it can be lengthy and when limited it is primarily because of lack of resources.
- 1.5. The Canadian Council for Information Studies (CCIS) is an important source of information for Deans/Directors on the programming activities of other Canadian MLIS programs. Deans/Directors felt the CCIS provides opportunities for more collaboration.
- 1.6. Many programs have found creative ways to overcome barriers to program delivery and content change.

Findings

2. *MLIS Programs: Barriers*

- 2.1. Avenues of communication with employers are typically through practicum employers (which tend to revolve around assessment of student performance), alumni, and other practitioners but there is very little formal educator-employer communication.
- 2.2. Opportunities for educators to become knowledgeable about the needs of the employer are hindered by:
 - 2.2.1. Educators' uncertainty about how to create the appropriate venue for educator-employer dialogue.
 - 2.2.2. Educators' uncertainty about how to find out about labour market competency needs.
 - 2.2.3. Educators' concern over the reliability of available information (e.g., competency frameworks) and questions about how well this information describes a fast-changing work environment.

- 2.2.4. Particular difficulties inherent in assessing employer needs at an international level.
- 2.2.5. The need for MLIS programs between meeting needs of multiple stakeholders (e.g., employers, students, profession, university, faculty)
- 2.2.6. The tension within MLIS programs between meeting needs of employers in different library sectors.
- 2.2.7. The tension within MLIS programs between meeting needs of local versus provincial, versus national versus international employers.
- 2.2.8. The increasing need to accommodate student interests may reflect a post-secondary wide trend in which the student has, as a consumer, become more of a priority in programming development and change. Student interests may or may not reflect the needs of employers.
- 2.2.9. The perception that employers do not always have realistic expectations of what can be accomplished in a 2-year program that must appeal to multiple stakeholders, and serves as a generalist, entry-level education.
- 2.2.10. The discrepancy between educators and employers in terms of their respective training domains (e.g., on sector-specific training and management and leadership training).
- 2.2.11. Increasing distance education opportunities without sacrificing program quality.
- 2.2.12. Program curriculum must areas of strength of current faculty.
- 2.2.13. The university systems of promotion and tenure that tend to undervalue community service work by faculty (e.g., liaising with employers and attending and/or presenting at non-academic conferences).
- 2.2.14. Lack of contact with LIT programs, leading to two educational solitudes that must be reconciled in the workplace.

Recommendations For All Library and Information Studies (LIS) Educators

(Master's- and college-level programs)

- That educators enhance their formal avenues for learning about the needs of employers, such as conducting focus groups or surveys
- That MLIS and LIT programs have greater contact to discuss the foci of their programs and curricula, and how they are addressing core competencies

Recommendations For Master's of Library and Information Science (MLIS) Educators

- That educators more fully exploit the benefits of Canadian Council for Information Studies for programming decisions and collaborative opportunities
- That students be involved in educator-employer meetings so they can become more cognizant of the needs and the realities of the workplace
- That educators evaluate their management-related and information technology components of their programs on a regular basis in consultation with employers

Recommendations for Employers

- That employers be proactive in communicating with LIS programs on emerging competency needs, in general, and for specific areas of curriculum (e.g. IT, management

Recommendations for Associations

- That associations develop national-level venues to promote educator-employer interactions, to exchange information and clarify roles of each party for education and training
- That associations facilitate the gathering and dissemination of information to the library sector about skills gaps identified through research or through requests for professional development programming

Findings

1. *LIT Programs: Opportunities*

- 1.1. LIT programs are designed to meet needs of the labour market and there are no significant barriers, as is the case for MLIS programs. Still, most employers do not feel they have an influence on programming,
- 1.2. Guidelines informing the content and structure of LIT programs (from the CLA and the Quebec government) appear to be sufficiently broad as to enable curricula revisions, the applied nature of college diploma programs.
- 1.3. Some English-language programs noted that the CLA Guidelines for Library Technician Programs are outdated, and should be revised

Recommendations For All Library and Information Studies (LIS) Educators

(Master's- and college-level programs)

- That educators enhance their formal avenues for learning about the needs of employers,

such as conducting focus groups or surveys

Recommendations For Library and Information Technology (LIT) Educators

- That LIT program heads create formal national-level venues for interaction, to identify trends in library technician competency requirements regionally, provincially and nationally

Recommendations for Employers

- That employers be proactive in communicating with LIS programs on emerging competency needs, in general, and for specific areas of curriculum (e.g. IT, management

Recommendations for Associations

- That associations facilitate the gathering and dissemination of information to the library sector about skills gaps identified through research or through requests for professional development programming
- That the Canadian Library Association review and revise the Guidelines for LIT Programs on a regular basis

D. Conclusions

A consistent theme from a variety of data sources is the need to have a more diverse workforce and one that is comprised of individuals who are flexible, broad-thinking, innovative, and hard-working. There are a number of conclusions that stem from this finding:

1. It is incumbent upon educators to employ recruitment and marketing strategies designed to attract visible minorities, immigrants, undergraduates from a variety of disciplines, and individuals with either proven traits or who show potential to be able to carry out a wide variety of roles, and to manage and lead the libraries of tomorrow.
2. Associations and the library community at large can also play a role by facilitating interest in the library field by rectifying current stereotypical images of librarianship through public education about the competencies required in libraries.
3. The process of selecting candidates for LIS programs need also attend to these competencies while still adhering to Graduate Studies' GPA minimum requirements. With the large and expanding pool of applicants to LIS programs, there exists a great opportunity to select candidates based on their characteristics and not just GPA scores alone.
4. When candidates enter LIS education programs, there is an opportunity to facilitate these competencies through curriculum. Educators, therefore, are encouraged to explore ways to foster such competencies through programming insofar as they are able.
5. Employers also need to develop recruitment criteria that incorporate these needed competencies and also need to explore ways to foster them in the workplace itself.
6. Both educators and employers of professional librarians will benefit from the provision of more education/training in the areas of leadership and management.
7. Similarly, both educators and employers of library technicians will benefit from the provision of current and somewhat continuous information technology training.

That MLIS and LIT educators as well as employers and associations come together on a regular and formal basis, under the leadership of a national organization such as the Canadian Library Association, to exchange viewpoints and knowledge on the competencies needed and the education/training capacities to meet these needs.

BEST PRACTICES

While the primary purpose of this research was not to identify specific best practices with respect to library education and professional development, following are a few examples that may be useful to members of the Round Table in their action plans.

The Australian Library and Information Association's (ALIA) Continuing Professional Development provides resources for professional development self-assessment and formal frameworks for recognizing members who meet the standards of the ALIA scheme. (<http://alia.org.au/education/pd/>)

The Association of Research Libraries' SPEC Kit series gathers information from ARL member institutions on current research library practices and policies. SPEC Kits combine survey results with documentation from ARL member institutions to provide resource guides for libraries (www.arl.org/spec/index/html).

Langara College and the University College of the Fraser Valley partner to offer courses by distance delivery, sharing resources in order to provide greater access to courses.

The Northern Exposure to Leadership Institute, held once every 18-24 months, as a leadership retreat for professionals who have been working in the field for less than 7 years. This intensive retreat seeks to allow participants to "explore and experiment with such leadership concepts as vision, risk taking, creativity, communication, change, power, and styles of leadership -- all to be done within a context of self-exploration, evaluation and development." (<http://www.ls.ualberta.ca/neli/>)

RECOMMENDATIONS BY GROUPS

A. For All Library and Information Studies (LIS) Educators (Master's- and college-level programs)

That

- LIS programs consider diversity programs for Canadian and international students (C.6)
- Educators enhance distance delivery options where feasible (D.4)
- Educators market and recruit keeping in mind the personal competencies important for success in the field (E.6, F.6)
- Educators consider how personal competencies are being fostered and developed through the curriculum (E.6, F.6).
- Educators enhance their formal avenues for learning about the needs of employers, such as conducting focus groups or surveys (H.2.4 and H.3.4)
- MLIS and LIT programs have greater contact to discuss the foci of their programs and curricula, and how they are addressing core competencies (H.2.4)

B. For Library and Information Technology (LIT) Educators

That

1. LIT program heads evaluate their own programs and assess the balance and integration of course offerings between generalist, IT, public service, and communications skills course offerings (F.6)
2. LIT program heads create formal national-level venues for interaction, to identify trends in library technician competency requirements regionally, provincially and nationally (H.3.4.)

C. For Master's of Library and Information Science (MLIS) Educators

That

1. Programs ensure that personal aptitudes and professional potential of applicants beyond academic achievement (GPA) are given due consideration (D.4)
2. Programs communicate to students and employers the purpose of entry-level

- education and the functions it can fulfill (D.4)
3. Programs provide a greater level of management and leadership courses or content within curriculum (E.6)
 4. Educators maintain an appropriate balance of “traditional” skills with emerging competency needs of the labour force (E.6)
 5. Educators enhance course work applicable to specific practice settings (E.6)
 6. Educators more fully exploit the benefits of Canadian Council for Information Studies for programming decisions and collaborative opportunities (H.2.4)
 7. Students be involved in educator-employer meetings so they can become more cognizant of the needs and the realities of the workplace (H.2.4)
 8. Educators evaluate their management-related and information technology components of their programs on a regular basis in consultation with employers (H.2.4).

D. For Employers

That

1. Employers ensure they develop recruitment criteria that incorporate necessary competencies and explore how to foster them in the workplace (E.6, F.6)
2. The training needs of all paraprofessionals (library technicians and others) are duly considered and enhanced as appropriate within the workplace (G.5)
3. Employers examine their needs for management training and enhance opportunities for staff to receive this training, either internally or through external sources (G.5)
4. Employers address the need for leadership professional development by considering experiential learning models such as leadership institutes or leadership forums, partnering with associations and/or other institutions where appropriate (G.5)
5. Employers be proactive in communicating with LIS programs on emerging competency needs, in general, and for specific areas of curriculum (e.g. IT, management) (H.2.4 and H.3.4)
6. Employers be proactive in communicating with associations / organizations offering professional development on emerging competency needs in general, and for specific areas of coursework (G.5)

E. For Practitioners

That

1. Staff actively pursue experiential leadership opportunities such as serving on library association boards or committees or participating in the governance of organizations (G.5)

F. For Associations

That

1. Associations ensure distance education opportunities are widely available for librarians and library technicians taking into account issues of accessibility (G.5)
2. Associations providing professional development establish formal communication avenues with one another, to gain a greater understanding of their respective areas of focus and to avoid overlap in course offerings (G.5)
3. Associations looking at existing models for the self-assessment of professional development needs, and formal frameworks for recognizing members who meet the standards of the association's scheme (G.5)
4. Associations develop national-level venues to promote educator-employer interactions, to exchange information and clarify roles of each party for education and training (H.2.4)
5. Associations facilitate the gathering and dissemination of information to the library sector about skills gaps identified through research or through requests for professional development programming (H.2.4, H.3.4.)
6. The Canadian Library Association review and revise the Guidelines for LIT Programs on a regular basis (H.3.4.)

G. For the Library Community in General

That

1. Scholarships be increased to enhance diversity (C.6)
2. The profession be marketed on an ongoing basis, through diverse avenues, to raise its profile and communicate the opportunities for professional and paraprofessionals in libraries and other types of workplaces (C.6)

APPENDIX 1

ACKNOWLEDGEMENTS

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APPENDIX 2

TRAINING GAPS ANALYSIS – LIBRARIANS AND LIBRARY TECHNICIANS TABLE OF CONTENTS

A. Introduction and Background	1
B. Methods	8
B.1 Introduction.....	8
B.2 Existing Data	8
B.3 Phase I and II Employers’ Surveys	9
B.4 Interviews with Deans / Directors and Program Heads.....	12
B.5 Current Student Survey.....	12
B.6 Practitioners’ Survey	14
C. Current Student / Recent Graduate Profile	15
C.1 Demographic Profile.....	15
C.2 Education Profile	17
C.3 Current or Previous Work Experience.....	19
C.4 Work Aspirations	21
C.5 Reasons for Career Choice.....	25
C.6 Summary and Recommendations	28
D. Program Accessibility.....	30
D.1 Introduction.....	30
D.2 MLIS Program Accessibility.....	32
D.2.1 Program Marketing and Application Rates.....	32
D.2.2 Admission Requirements and Enrollment Rates.....	37

D.2.3	Program Delivery Flexibility	40
D.2.4	Accessibility to International Students	43
D.3	LIT Program Accessibility	44
D.3.1	Program Marketing and Application Rates	44
D.3.2	Admission Requirements and Enrollment Rates	48
D.3.3	Program Delivery Flexibility	51
D.3.4	Accessibility to International Students	52
D.4	Summary and Recommendations	53
E.	MLIS Education Competency Fulfillment	55
E.1	Introduction.....	55
E.2	MLIS Curriculum and Program Focus	59
E.3	Employers' Competency Needs for Professional Librarians	64
E.4	Competency Fulfillment.....	69
E.5	Suggestions for Program Improvement.....	76
E.6	Summary and Recommendations	78
F.	LIT Education Competency Fulfillment	82
F.1	Introduction.....	82
F.2	LIT Curriculum and Program Focus	82
F.3	Employers' Competency Needs for Library Technicians and Paraprofessionals.....	85
F.4	Competency Fulfillment.....	89
F.5	Suggestions for Program Improvement.....	96
F.6	Summary and Recommendations	98
G.	Continuing Education, Training, and Professional Development.....	103
G.1	Introduction.....	103
G.2	Training Needs and Participation	104
G.3	Association Professional Development.....	115
G.3.1	Employers' Views of Association Professional Development	
G.3.2	Association Professional Development Offerings	
G.4	Post-secondary Institutions Professional Development Offerings.....	119
G.5	Summary and Recommendations	122

H. Opportunities and Barriers to System Change.....	127
H.1 Introduction.....	127
H.2 MLIS Programs	127
H.2.1 Program Change	127
H.2.2 Program Influences	128
H.2.3 Barriers and Opportunities to Change	132
H.2.4 Recommendations for System Improvement	134
H.3 LIT Programs.....	136
H.3.1 Program Change	136
H.3.2 Program Influences	137
H.3.3 Barriers and Opportunities to Change	139
H.3.4 Recommendations for System Improvement	140
I. Conclusions	141
Works Cited	142
Appendix A: Detailed Methods.....	143
Appendix B: Phase I and Phase II Employers' Survey Instruments.....	154
Appendix C: Deans/Directors and Program Heads Interview Instrument	181
Appendix D: Current MLIS and Library Technician Student Instrument	187
Appendix E: Practitioners' Survey Instrument.....	198
Appendix F: Supplementary Tables and Figures.....	226
Appendix G: CLA President's Council Summary of MLIS Practicum Programs	233
Appendix H: Canadian Library Associations.....	237

APPENDIX 3

TRAINING GAPS ANALYSIS – LIBRARIANS AND LIBRARY TECHNICIANS LIST OF TABLES AND FIGURES

Table B.1
Employer Response Rates by Province/Territory: Phase I and Phase II Employers' Surveys

Table B.2
Employer Response Rate by Library Sector: Phase I and Phase II Employers' Surveys

Table B.3
Student Survey Respondents by Program Type

Figure B.1
Percentage of Program Completed: Current MLIS and LIT Students

Figure B.2
Average Number of Courses / Term: Current MLIS (n=353) and LIT Students

Table C.1
Demographic Profile: MLIS Recent Graduates and Current Students / LIT Recent Graduates and Current Students

Table C.2
Education Profile: Recent MLIS and LIT Graduates

Table C.3
Education Profile: Current MLIS and LIT Students

Figure C.1
Current or Previous Library Work Experience: Current MLIS Students

Figure C.2
Current or Previous Library Work Experience: Current LIT Students

Table C.4
Sector Application, Current MLIS Students: Recent MLIS Graduates and Current LIT Students

Figure C.3
Geographical Location Applied to, or Intend to Apply to: Current MLIS and LIT Students

Figure C.4
Why Applied for First Professional Library Position Outside of Canada: Recent MLIS Graduates

Figure C.5
Major Reasons for Choosing Professional Librarian Career: Current MLIS Students, Recent and Other MLIS Graduates

Figure C.6
Major Reasons for Choosing Library Technician Career: Current LIT Students

Figure D.1
How Heard About Program: Current MLIS Students

Figure D.2
Percentage Change in Number of MLIS Applicants, 2000/2001 to 2004/2005

Figure D.3
Why Chose School: Current MLIS Students

Figure D.4
Geographical Relocation to Attend School: Current MLIS Students

Figure D.5
Inappropriate Entrance Requirements and Recommended Changes: Current MLIS Students

Figure D.6
Percentage Change in MLIS Enrollments, 2000/2001 to 2005/2006

Figure D.7
Insufficient Program Delivery Options and Recommended Changes: Current MLIS Students

Figure D.8
How Heard About Program: Current LIT Students

Figure D.9
Percentage Change in Number of LIT Applicants: 2000/2001 to 2004/2005²

Figure D.10
Why Chose School: Current LIT Students

Figure D.11
Percentage Change in LIT Enrollments, 2000/2001 to 2005/2006

Figure D.12
Insufficient Program Delivery Options and Recommended Changes: Current LIT Students

Figure E.1
MLIS Program: Required Curriculum Summary

Figure E.2
Competency Important: Phase I Employers' Survey

Table E.1
Past and Future Demand Increase for Generalist and Specialist Librarians by Library Sector:
Phase I Employers' Survey

Table E.2
Indicators of Demand for Management and Leadership Skills by Library Sector: Phase I
Employers' Survey and Mid-Career and Senior Librarians from Practitioners' Survey

Figure E.3
Competency Important AND Difficult to Fulfill When Hiring Librarians: Phase I Employers'
Survey

Figure E.4
Most Important AND Most Difficult to Fulfill Competencies When Recruiting Librarians by
Library Sector: Phase I Employers' Survey

Figure E.5
Importance of Competencies by Program Year: Current MLIS Students

Figure E.6
Percent Reporting Competency as Important AND Not Provided in Program by Program
Year: Current MLIS Students

Figure E.7
Evaluations of MLIS Program: Current MLIS Students and Recent MLIS Graduates

Figure E.8
Percent of Phase I Employers Agreeing MLIS Programs Equip Graduates with Needed
Competencies by Library Sector

Figure E.9
Top Suggestions for How to Improve MLIS Programs: Current Students, Recent MLIS
Graduates, and Phase I Employers

Figure F.1
LIT Program Required Curriculum Summary

Table F.1
Paraprofessional Adoption of Professional Roles by Library Sector: Phase I Employer
Survey

Figure F.2:
LIT Diploma Important and Difficult to Fulfill When Hiring by Library Sector and Type of Library Staff: Phase II Employers' Survey

Figure F.3
Competency Important: Phase II Employers' Survey

Figure F.4
Most Important AND Most Difficult to Fulfill Competencies When Recruiting LITs and Paraprofessional Staff: Phase II Employers' Survey

Figure F.5
Importance of Competencies by Program Completion Point: Current LIT Students

Figure F.6
Percent Reporting Competency as Important AND Not Provided in Program by Program Year: Current LIT Students

Figure F.7
Evaluations of LIT Program: Current LIT Students and Recent LIT Graduates

Figure F.8
Percent of Employers Agreeing LIT Programs Equip Graduates with Needed Competencies by Library Sector: Phase II Employers' Survey

Figure F.9
Top Suggestions for How to Improve LIT Programs: Current Students, Recent Graduates, and Employers

Figure G.1
Training Formats Provided by Library to Professional Librarians and Paraprofessional Staff: Phase I Employers' Survey

Figure G.2
Organization Provides Sufficient Opportunities to Participate in Training by Library Sector: Professional Librarians and Paraprofessional Staff

Table G.1a-c
Training Experiences of Professional Librarians by Library Sector: Professional Librarian Survey

Table G.2a-c
Training Experiences of Paraprofessional Staff by Library Sector: Paraprofessional Survey

Figure G.3
Most Common Suggestions for How Professional Library Associations Should Assist in Training

Figure G.4
Library Association Professional Development Formats

Figure G.5
Types of Training Offered by Library Associations

Table H.1
Level of Input into Curriculum Content of MLIS Programs by Library Sector: Phase I
Employers' Survey

Figure H.1
Level of Input into Curriculum Content of LIT Programs by Library Sector: Phase II
Employers' Survey

APPENDIX 4

TRAINING GAPS ANALYSIS – LIBRARIANS AND LIBRARY TECHNICIANS APPENDIX LIST OF SUPPLEMENTARY TABLES AND FIGURES

Appendix Table A.1

Respondents by Sample Source: Practitioners' Survey

Appendix Table A.2

Respondents by Province/Territory: Practitioners' Survey

Appendix Table A.3

Sample Size and Confidence Intervals by Library Sector: Practitioners' Survey

Appendix Table F.1

Student Applications by Institution, 2000-2001 to 2004-2005

Appendix Table F.2

Student Enrollments by Institution, 2000-2001 to 2005-2006

Appendix Table F.3

Indicators of Demand for Information Technology Skills by Library Sector:
Phase I Employers' Survey

Appendix Table F.4

Percentage Frequently Performing Job Function by Type of Staff:
Practitioners' Survey

Appendix Table F.5

Percentage Organizations Offering Training in Past Year