8Rs Redux: 15 Years Later

CULC / CBUC Human Resources Study

For

Canadian Urban Libraries Council /
Counseil des Bibliothéques Urbaines du Canada

By

8Rs

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DEFINITIONS OF TERMS

DATA SOURCES (See Appendix A for more details on the three major data collection strategies used in the study):
Montreal Focus Groups: Conducted with 23 heads of CULC/ CBUC libraries
Institutional Survey: Completed by 25 human resource heads of CULC / CBUC libraries
Practitioner Survey: Completed by 1,340 staff members from 21 CULC / CBUC libraries

TYPES OF STAFF

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.

Recent Graduates: Includes librarians graduating from their MLIS program after 2013.

Mid-Career and Senior Librarians: Includes librarians graduating from MLIS program before 2014.

Paraprofessionals: Usually possess a technical certificate or diploma from a library technician program (e.g. IT support, library technicians), but they might also work in paraprofessional roles with an undergraduate degree and/or relevant experience (e.g. library assistants).[1]

Other Professionals: Professionals not required to have an MLIS degree and are not working as a library technician or library assistant, who perform work requiring knowledge of an advanced type, customarily obtained by a prolonged course of specialized instruction leading to a professional qualification OR professionals with an advanced degree, such as a Master's degree, who are hired for their content/subject matter expertise.

Support Staff: All other staff, for example, clerks, assistants, and pages.

LaMB: LEADERSHIP, MANAGEMENT, AND BUSINESS ROLES & FUNCTIONS

Leadership Roles: Taking initiative and making things happen through the effective action of others. Skills important for leadership typically include negotiating, networking, motivating, having a future vision, and a strong community involvement.

Managerial Functions: Planning, organizing, coordinating, and overseeing staff, services, departments or branches.

Business Functions: Generating and assessing financial statements, budgets, business cases, service evaluations, fund-raising, marketing, communications, or facilities plans.

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[1] We recognize the potential contentiousness of the term "paraprofessionals;" however, the collection of data for the Staffing Complement portion of the Institutional Survey revealed that other labels were confusing to respondents and that there was a much stronger common and collective understanding of the term "paraprofessionals." It was therefore felt that the clarity benefits of using the term outweighed the potential controversial drawbacks from its use.

SUMMARY OF KEY FINDINGS & STRATEGIC HUMAN RESOURCE PLANNING IMPLICATIONS

INTRODUCTION

As was the case for the original study, 8Rs Redux involved the collection of a very large amount of data (more than 630 variables), and given the over-time comparisons, the analysis involved almost twice as many variables. The report represents the culmination of more than a year of research, including 2 focus group sessions with 23 library heads, a survey of 25 library human resource heads (Institutional Survey), and a survey of over 637 librarians, 465 paraprofessionals, 76 other professionals, and 162 support staff (Practitioner Survey). What follows is a presentation of some of the most salient findings and their human resources planning implications.

A. 2003 TO 2020 CONTEXT OF STAFFING CHANGE

Though new technology continues to drive change in CULC / CBUC, the shift towards a more decisively inclusive service model within a social justice framework also lies behind much of the change in what librarians now do. Librarians are thus required to be very flexible in response to these deep and vast changes typifying 21st Century large urban public libraries.

The flexibility, adaptability, and resiliency needs of librarians was clearly communicated in the focus groups sessions, but the need for librarians to perform managerial and especially leadership roles and their reluctance and lack of preparedness for them to do so was the most commonly-cited human resource problem. Since this is very much in line with the 2003/04 study, we conclude that there is a long-standing trend in Canadian public libraries of an unmet demand for leadership and management (and business) competencies among librarians. The demand for leadership especially arises throughout the data.

Otherwise, the Institutional Survey findings indicated a noteworthy shift since 2003 in what is perceived as the most important human resource challenge. Whereas retirements were viewed as the most important issue requiring attention in 2003, CULC / CBUC libraries now view the broader issue of dealing with the persistent pressures of staff development as the most pressing human resource issue.

STRATEGIC HUMAN RESOURCE PLANNING IMPLICATIONS

- CULC / CBUC libraries have experienced sustained organizational change and this is most likely to continue. Barriers such as resistance to change and discomfort with role ambiguity can be addressed when organizations endeavor to work with staff on these issues. While the literature on change management is vast, CULC / CBUC membership's sharing of their experiences with change management might help to address the unique circumstances and challenges of large public libraries in the 21st Century.
- While change management models are useful, they often tend to address the symptoms of change (e.g., employee resistance). In contrast, organizational development (OD) models focus on aligning organizations within complex and rapidly changing environments. CULC / CBUC libraries might enhance their organizational capacity by utilizing OD processes of continuous diagnosis, action planning, intervention, and evaluation. The object of OD is to not only benefit the organization itself (commonly associated with strategic planning) but also the lives of those individuals within it: increasing trust, levels of satisfaction and commitment, and through ongoing collaboration and cooperation, problem solving and managing conflict effectively.

B. LIBRARIAN RECRUITMENT, RETIREMENT, TURNOVER & PROMOTION

In the past 15 years, the body of CULC / CBUC librarians has changed significantly due to recruitment, retirements, and general turnover. As a result, we are at the beginning of a cohort shift from baby boomers to millennials.

Librarian recruitment has been robust and any recruitment barriers that do exist are not necessarily because of an insufficient number of applicants but appear to be primarily due to an insufficient number of 'qualified' applicants. Many human resource heads (76%) feel that qualification deficiencies stem from Canada's librarian education system. With respect to recruiting for diversity, a numerical shortfall in the number of Indigenous applicants explains their continued under-representation.

As the main source of turnover, retirements have provided libraries with the ability to restructure roles. At the same time, we might presume that many retirements result in vacated management positions which are not strongly coveted by many librarians as a mode of upward mobility. Low turnover rates are a concern for a minority of libraries insofar as they limit the ability to provide promotional opportunities and to rejuvenate the librarian workforce.

Overall, the findings suggest that low librarian turnover and interest in upward mobility and perceived issues with the MLIS curriculum are important contributors to the human resource challenge of keeping up with constantly changing skill demands.

STRATEGIC HUMAN RESOURCE PLANNING IMPLICATIONS

- Observable gains have been made in the employment of staff who are visible minorities. However, attention cannot be diverted away from increasing the diversity of the workforce. To this end, CULC / CBUC may wish to consider establishing institutional guidelines and/or bridging education programs to facilitate the recruitment of internationally trained librarians. Libraries might also consider using services that assess foreign credentials. For example, one library reported having some success using services designed to assess library education from francophone countries.
- Indigenous representation among CULC / CBUC staff has not changed, however, remaining at around 1% since 2003. Among the many recommendations made by the Canadian Federation of Library Associations' (CFLA) recommendations on Truth and Reconciliation, their call to "Enhance opportunities for Indigenous library, archival and information professionals" (Callison, 2018; p6) places the onus on CULC / CBUC to help libraries develop policies and practices for recruiting indigenous staff.
- The librarian cohort shift from baby boomers to millennials and the results from the Montreal Focus Groups suggest that it may be worth exploring whether organizational commitment to public libraries is changing as newer generations of librarians come into the system with different values and workplace expectations. In fact, a small number of libraries pointed toward the workplace values and expectations of the millennial generation as a human resource challenge. Future human resource researchers might consider taking a closer look at differences in workplace attitudes between boomers and millennials. The 8Rs Redux study contains relevant attitudinal data that could be used to pursue this line of inquiry.

C. PROFESSIONAL AND PARAPROFESSIONAL STAFFING / ROLE CHANGE

CULC / CBUC libraries have been addressing their most pressing human resources challenges in a number of ways, including shifting librarian roles more so towards management and development. As libraries grow and become more complex, other types of professionals are required to perform and manage an increasingly complex set of organizational operations.

Though the numerical data are not as reliable as we would have hoped, several indicators suggest that the size of all three types of professional and paraprofessional staff has increased. Given the relatively high demand for non-MLIS professionals to perform organizational operation roles, proportional increases have likely been higher among these staff and indicators suggest that this trend will continue. Given that other professionals comprise just one in ten of all professionals / paraprofessionals their numerical changes, however, do not carry the same weight as the growth estimated to have occurred among the paraprofessional cadre due to their larger size (comprising six in ten professionals / paraprofessionals).

Finally, task performance data demonstrate a shift towards a community outreach model of service delivery and an ongoing need for technical support related to information technology.

STRATEGIC HUMAN RESOURCE PLANNING IMPLICATIONS

- Paraprofessionals continue to provide a valuable role in CULC / CBUC libraries and there continues to be a fair degree of role overlap with librarian colleagues. CULC / CBUC libraries should continue to assess the needs of the organization and level of job responsibility with the object of creating or re-aligning positions that are challenging for paraprofessionals and professionals alike and acknowledge their distinct but complementary skills sets.
- New librarian positions and new other professional positions exhibit a large amount of overlap. Further work should be done to understand emerging roles in CULC / CBUC libraries and the ideal educational requirements in recruitment.

D. 21ST CENTURY PUBLIC LIBRARIAN COMPETENCY DEMAND / SUPPLY NEXUS

The results suggest that the organizational and roles changes brought on by technology, the library's increased social justice role, and a dedication to serving a diverse population using a community-centred approach require librarians to be, more than anything else, flexible. This is not strictly a competency per se and is not typically within the scope of training and professional development. It thus raises the question of how CULC / CBUC libraries can meet the challenge of finding librarians with the ability to continually and flexibly adapt to change. The data suggest that flexibility is more than just about learning how to do new and a wider scope of tasks, but is perhaps more a matter of having an attitude toward change that includes a willingness to adapt, an interest in providing innovative solutions, and a level of personal resiliency that allows individuals to embrace rather than resist change.

Some participants in the Montreal Focus Groups felt that a low resiliency threshold was especially prevalent among librarians with outdated expectations of librarianship that include performing discrete reference and collections tasks as oppose to working with and understanding people with complex and sometimes messy needs. These findings have implications for recruitment to the profession, but also for how the organization supports its staff.

STRATEGIC HUMAN RESOURCE PLANNING IMPLICATIONS

- The findings suggest that CULC / CBUC libraries find ways to work together to address the need for librarians to be flexible and resilient in the face of change and as they work with and program for disadvantaged and diverse populations.
- Opportunities may also exist for CULC / CBUC to develop a current set of competencies for public libraries and to provide a more realistic and up-to-date archetype of librarianship in terms of recruitment to the profession. The profession needs to attract more individuals who are prepared to work with disadvantaged and diverse populations.
- Libraries should also consider recruiting for personal characteristics such as flexibility, resiliency, and emotional intelligence and, as suggested by a recent EPL study about the provision of services for socially vulnerable populations to "assess applicants' ability and judgement in responding to situations typical of an urban library setting" (Marshal and Surrette, 2017).

E. LIBRARIANS AS LEADERS AND MANAGERS WITH BUSINESS (LaMB) COMPETENCIES

The results demonstrate that leadership competencies are a higher unmet demand than are management and business competencies. The high demand for librarians to assume leadership roles is a long-term trend with the ability to facilitate change and to envision the library's future as the two most important and difficult to find leadership competencies. At the same time, all leadership competencies are viewed by Institutional respondents as important and in increased demand. Also required are leaders that think broadly, strategically, and in the long-term. There appear to be a wide range of reasons why these leadership competencies are difficult to find though inadequate MLIS leadership curriculum is viewed as a barrier by the largest proportion of libraries.

Though down slightly from 2003, management competencies are still in high demand. Supervisory skills are in high demand, but human resources skills are the most difficult to find among librarians and they comprise the most commonly-cited training viewed as necessary by librarians for them to move into a (more senior) management position.

A notable gap was found between the perceptions of administration as expressed in the Institutional Survey and the perceptions of librarians as indicated by their responses to the Practitioner Survey. More than nine in ten library administrators indicated that a lack of librarian interest in managing or leading explained why they are unable to find librarians who can perform these roles, but more than half of librarians expressed an interest in moving into a (more senior) management position. Furthermore, librarian interest in participating in LaMB-related training and in performing LaMB functions exceeds the amount of training they have received and the extent to which they are performing these functions. In fact, certain leadership competencies are found to be important for non-management librarians as well, including the ability to develop relationships with the larger community and to seek out new project opportunities. Together, the findings suggest that the demand for leadership may be partly met with the provision of more training and experiential opportunities for librarians at all management levels.

The Montreal Focus Group and Institutional Survey findings also reinforce the idea that marketing of the realities of the profession could be improved. The original 8Rs found that librarians typically come into librarianship because of their love of books and their interest in serving the public good, but not a single Practitioner respondent said they wanted to manage or lead. Whether these original reasons for entering the

profession hold to the same extent as they did 15 years ago is debatable suggesting that further efforts are directed towards exploring this aspect of librarianship.

STRATEGIC HUMAN RESOURCE PLANNING IMPLICATIONS

- Given the leadership competencies required for a community-centred model of service delivery, leadership training should not only be provided to those in management roles, but to librarians engaged in the process of developing programs with and for the larger community.
- Librarian interest in leading and managing surpasses the perceived interest among administration suggesting that there is room for the provision of more training and experiential opportunities, perhaps especially for competencies related to human resources management and to change management.
- Once again opportunities exist to update the archetype of librarianship by recruiting to the profession individuals who are interested in leading and managing.

F. EDUCATION AND TRAINING

The findings suggest that the curriculum offered in MLIS programs has not changed alongside changes in the librarian competency needs of the large public library. While the disjoint between MLIS curriculum and the needs of the public library has been noted in the past, the results indicate a widening of this disconnect. The lack of interaction between public library leaders and library educators is a notable barrier to communicating these needs.

The Institutional Survey findings suggest a desire for MLIS programs to provide more and / or better programming devoted to LaMB, especially those courses implicated by the big picture requirements of leadership, including providing students with a greater understanding of the role / relevancy of the public library in the larger society and providing education in strategic goal and community relationship development. Given that it is essential for managers to possess people skills and given that such skills are required to interact with a more diverse community, calls were also made for MLIS curriculum to address 'soft' skills. Indeed, the extent to which needed competencies are grounded in personal characteristics implies that it also reasonable to question whether master's level programming is appropriate in meeting these needs.

Evaluations of MLIS programs by librarian practitioners are perhaps even lower. Roughly half of recent graduates expressed satisfaction with their programs, agreed that it provided them with a realistic depiction of public librarianship, or agreed that they are able to apply what they learned in their programs to their current job and less than one-third agreed that it provided them with the necessary LaMB skills required to effectively perform their job. Uppermost among these newly-minted librarians was an interest in improving MLIS programs by making the content more applied (e.g. less theory and more practical information and assignments relative to the environment of the public library) and by providing practical opportunities such as co-ops, practicums, mentoring, or job shadowing.

At the same time, the breadth and depth of needed competencies also has important implications for on-the-job training and professional development. A large majority of Institutional Survey respondents indicated that they were prevented from finding librarians with needed competencies because of inadequate post-MLIS LaMB training. Related training opportunities are also viewed as insufficient by a large minority and are more often provided for other competencies such as technology, general customer-service training, and training designed to help participants become more understanding of and aware of the needs of the homeless. Given the

relatively high levels of interest among all staff in participating in training, prospects for increased training exist. While survey participants were not asked about why training opportunities might be limited, the results on stress levels in the next section suggest that insufficient time could be an important limiting factor.

STRATEGIC HUMAN RESOURCE PLANNING IMPLICATIONS

Perceived inadequacies with Canada's MLIS programs is an escalating issue that warrants collaborative attention by the education and public library systems alike.

- While MLIS programs have other stakeholders and requirements, and cannot tailor their entire curricula to the needs of particular sector employers, programs such as public library internships or practicum placements, co-op programs, linked assignments to public library practice, may be useful. The extent to which MLIS programs focus their curriculum on librarianship within the public library sector should also be examined.

- CULC / CBUC libraries are well-advised to consider marketing more rigorously to MLIS students and perhaps to library educators about the benefits of working in the public sector (by, for example, drawing upon the list of what librarians like most about their jobs; Figure G.4) or by providing them with a more realistic depiction of what it's like to work in an urban public library.

- But, perhaps most important is the role that CULC / CBUC could play. In fact, the most commonly provided suggestion for what role CULC / CBUC could play in helping membership libraries meet their human resource challenges was for it to provide greater advocacy to library educators with respect to the MLIS program curriculum.

- As already mentioned in previous sections, but its relevance merits repeating, is the recommendation to provide up-to-date depiction of 21st century public librarian profession to career counsellors and other gatekeepers of MLIS programs.

- Before doing any of the above, consider conducting a more current evaluation of MLIS programs and curriculum content than the 8Rs *2006 Training Gaps Analysis.* To what extent, for example, are experiential programs such as internships, practicum placements, or co-op programs offered? Are there other education models that might be considered as a supplement to MLIS programs? A one-off, but interesting suggestion made by an institutional Survey respondent was to offer "A 1-2 year supplementary program (diploma style) that can be taken after a few years in the field focused on library specific management, budgeting, project management, policy making, municipal relations, etc."

- Given the findings of the primacy among CULC / CBUC libraries of the human resource challenge to continuously developing staff and the gap found between staff interest in training and their relatively lower rates of participation in training, CULC / CBUC libraries should develop mechanisms to assess the on-going training and development needs of their staff.

G. QUALITY OF WORK AND JOB SATISFACTION

Levels of job satisfaction among CULC / CBUC staff are fairly high and have remained so since 2004. Among librarians, satisfaction levels are the lowest among non-management librarians who are also the least likely to find their jobs interesting and rewarding with over-time reductions in these positive job aspects among non-managing librarians the most noticeable. Paraprofessionals have comparatively lower levels of satisfaction with their intrinsic rewards, are the least empowered to make decisions, are the least likely to feel they are treated with the same respect as librarians, are the least likely to find their jobs interesting and rewarding and to feel that their accomplishments are recognized. Yet, they report having similar levels of overall job satisfaction as other staff as well as good and respectful relationships with their superiors and peers.

Stress levels are the highest among librarians, especially those working in middle management positions. High stress levels could be linked to heavy workloads and a lack of work-life balance for middle managers and to feeling unsafe and not supported when dealing with patron aggression for non-management librarians.

STRATEGIC HUMAN RESOURCE PLANNING IMPLICATIONS

- The findings on what librarians like the most about their jobs could be used to market to career counsellors, MLIS students, and LIS program heads about the benefits of working in the public sector.
- The challenge for CULC / CBUC institutions will be to manage the many changes they have and will continue to experience in ways that allow staff to maintain their high rates of job satisfaction and also to ameliorate the aspects of organizational life that lead to stress.
- Continuous attention should be paid to the level of respect paid to paraprofessionals, to their levels of decision making, and to ensuring that their accomplishments are duly recognized by management. The level of respect paid to visible minority (and Indigenous) staff also warrants further attention.

INTRODUCTION

8RS STUDY BACKGROUND

The original 8Rs Canadian Library Human Resources Study conducted in 2003/2004 arose in response to growing concerns in the community that libraries were not prepared for impending mass librarian retirements. In contemplating the breadth of retirements and in conducting preliminary conversations with the Canadian library community, it quickly became evident that many other important human resources-related questions had also never been studied in Canada. Thus began the development of an ambitious research agenda on the 8 core elements seen as fundamental to understanding human resources in Canadian libraries: retirement, recruitment, retention, remuneration, repatriation, rejuvenation, reaccreditation, and restructuring—the 8Rs. Since this was the first time that human resources issues were so thoroughly and widely examined across Canada, these data were always intended to be used as a baseline from which future research would be compared.

The original 8Rs study culminated in a 275-page report including more than 70 implications for human resource planning. Among the most salient findings from the 2003/2004 study was that CULC / CBUC libraries were in a period of increased demand for librarians, in part due to retirement replacements, but also to recoup positions lost in the 1990s downsizing. As predicted, concern about the loss of human capital from retirements was widespread, especially the loss of management and leadership capacity precisely at a time when demand for librarians to perform these competencies was rising. With the added need to adapt to new technologies, many library administrators were coming to the realization that the 21st Century librarian would not be able to do everything and that some tasks / roles might be better suited to other professionals and paraprofessionals.

CULC / CBUC BACKGROUND

CULC / CBUC is one of three major bilingual library associations of importance to urban public libraries in Canada. The membership is open to libraries serving populations of 100,000 or more. Its members collectively serve more than 16 million active users and employ about 7,000 individuals. CULC / CBUC's mission is to "facilitate advocacy, collaboration, and research that strengthens and promotes the value of Canada's urban libraries as integral to a vibrant democracy, a strong economy, and thriving communities." http://www.culc.ca/

In supporting the 8Rs legacy of developing evidence-based human resource strategies, CULC / CBUC leadership commissioned this Redux study. In the 15 years since the original 8Rs, much has happened in the large public library sector that has had an impact on human resources. Along with accelerating technological development and in fulfilling its mandate to equalize information access, has been an increasing repertoire of in-person and digital services. A U.S. 2014 Digital Inclusion Survey found, for example, that while 95% of public libraries still provide summer reading programs for children, 97% help people complete online government forms, 90% offer basic internet skills, and 84% offer software training and advanced learning labs (Bertot et al, 2014).

At the same time, the Canadian public library has taken on a larger social justice role to better serve marginalized populations as it moves towards a more community-centred service model that identifies needs by coordinating and partnering with government, community organizations, and the private sector (Williment, 2009; The Working Together Project, 2008). Wachsmuth's (2019) research further demonstrates population disparities in the areas surrounding Canada's large urban libraries such as higher housing need and unemployment, lower income, and higher proportions of visible minorities and immigrants, suggesting that the

surrounding walk-sheds of CULC / CBUC libraries have higher social need. As a result, Canadian public libraries report increasing numbers of library users with complex needs and multiple barriers, along with the subsequent increasing demand for their connection to social services (Schweizer, 2018). The shift towards a larger social justice role is perhaps also driven by libraries' commitment to the Truth and Reconciliation Commissions Call to Action (Callison, 2018).

While it is true that libraries have always served disenfranchised populations, because a community-oriented service model is now being more systematically implemented and because these populations have grown, greater resources are now devoted to this objective. But not all of the shift in public libraries has been in the name of equalizing access and supporting the disenfranchised. Recreational, creation, learning and personal development services and programs are often designed for the wider population, for high culture, and increasingly for business. Architecturally, 21st Century libraries are designed to be community hubs that provide multifunctional spaces for all (Communications MDR, 2016). A recent review of public libraries in MacLeans magazine concluded that,

> *Canada's librarians have, with remarkable adroitness, turned their institutions into a key bridge over what they call the "digital divide" and an essential community hub in modern urban settings*. (Bethune, January, 2018; https://www.macleans.ca/society/how-public-libraries-are-reinventing-themselves-for-the-21st-century/)

While the central function of the library continues to be about bringing information seekers and information sources together, the continuously evolving public library landscape has important implications for CULC / CBUC's staffing complement and their roles.

RESEARCH METHODS

To garner a broad understanding of human resources issues in large public libraries of the 21st Century and to gather material to inform possible new directions for the study, the research began with the participation of 23 CULC / CBUC library heads in focus groups sessions in the spring of 2019 in Montreal. Otherwise, the research methods used in the current Redux study are largely a replication of those utilized in the original 8Rs study.[2] The central components of both studies are surveys of CULC / CBUC libraries (referred to throughout the report as the Institutional Survey) and of their staff (referred to as the Practitioner Survey). Survey participants included 25 CULC / CBUC libraries (out of a total 47) and 1,340 practitioners (28% response rate), 48% of whom were librarians (46% response rate), 35% paraprofessionals, 6% other professionals, and 12% support staff. (Please see Appendix A for a more detailed presentation of the research methods used in the study).

ANALYSIS AND REPORTING

The current collection of 8Rs Redux[3] longitudinal data has enabled a mapping (within a 15-year timeframe) of the many ways that large urban libraries and their staffing requirements have changed, as well as how they have responded to changes in their operating environments. Examining recruitment, retirement, education, and training, all have important implications for how well the CULC / CBUC workforce is meeting the competency demands of the 21st-Century public library. The wealth of information allows individual libraries to more effectively plan and structure their own human resources as they are now able to better understand their own

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[2] As was the case for the original 8Rs study, the 8Rs Redux Study received ethics approval from the University of Alberta.
[3] 8Rs Redux was also conducted for the Canadian Association of Research Libraries (CARL) in 2015; see http://www.carl-abrc.ca/strengthening-capacity/human-resource-management/canadian-library-human-resources-study/

libraries within the context of the entire nation.

The report paints a broad picture of the human resources in CULC / CBUC libraries, but always with an eye to examining how it has changed. The essential questions addressed are what are the staffing requirements of CULC / CBUC libraries, what roles and functions are they required to perform, how well are they prepared to perform these roles and to what extent and how have these elements changed in the past 15 years? The report concludes by examining how changing roles and functions have affected job satisfaction levels of staff.

What follows represents the culmination of more than a year of research and reflects an examination and presentation of virtually all the data in as meaningful way as possible within practical limitations. Much else could be done with the data and we are hopeful that others take up the opportunity to further analyze this extensive and rich set of variables.

As was the case in the original 8Rs, a large portion of the findings pertain to librarians and results about paraprofessionals continue to be part of the analysis. Additionally, we conduct a more fulsome examination of other, non-MLIS professionals than was done in the original 8Rs study. Findings on support staff are also provided in a few sections. The requirement for librarians to perform Leadership, Management, and Business roles (referred to as LaMB for the remainder of the report) is a long-term trend that warranted special focus in the 8Rs Redux study and we have devoted an entire section to their examination (see Section E).

Most of the results are presented in the main body of the report in a series of tables and figures. Supplementary findings are presented in Appendix D and are referred to in the report when applicable. Each section concludes with a summary of the key findings and implied human resources planning strategies.

We begin by examining the broad context of change that has occurred within CULC / CBUC libraries along with what library heads view as their most pressing human resource concerns.

A. 2003 TO 2020 CONTEXT OF STAFFING CHANGE

This chapter presents findings about the organizational context of change that have implications for human resources in the library. The aim is to provide an understanding of change broadly and at the institutional level by analyzing drivers of, and barriers to, organizational change. Findings on the most pressing human resource challenges facing CULC / CBUC libraries are presented at the conclusion.

SOURCES OF CHANGE

An examination of the sources of librarian role change captures the major influences on human resources in CULC libraries in the past 5 years. Figure A.1 presents a measure of the relative importance of primary and secondary sources of librarian role change from the perspective of human resource administrators responding to the Institutional Survey. Primary contributors to change can be distinguished from secondary contributors in that the former cause the latter.

Beginning with the primary order sources of change in Figure A.1, the introduction of new technology is clearly viewed as a main source of librarian role change across the spectrum of 25 libraries responding to the 2019 Institutional Survey: 88% reported it as a source of change to a large or great extent. Though not entirely surprising, it's still noteworthy that new technologies continue to be the most central driver of librarian role change within the large urban public library, given the many other new sources of change.[4]

At 84%, the library's increased social justice role also explains librarian role change at least to some extent for the majority of library respondents as does an increasing immigrant population (71%). Half (50%) indicated that librarian retirements had at least some effect on change and just 21% felt that budget cuts underlie role change.

Any of these primary sources of change can lead to the introduction of new services, the eliminations of others, or to organizational restructuring, as shown on the bottom half of Figure A.1. For example, new technologies such as 3D printing and digital software have driven the trend for an entire suite of creative spaces (e.g., makerspace and digital media rooms) and the social justice role alongside a more diverse population has resulted in more outreach services for newcomers to Canada. It is thus not surprising that 100% of CULC / CBUC libraries have introduced new services in the past 5 years that have had an effect on librarian roles at least to some extent. With fewer (54%) human resource heads indicating that they had eliminated services in the past 5 years resulting in librarian role change, the findings provide further evidence for role expansion.

Organizational restructuring (which could include the introduction or reduction of departments, reengineering, downsizing, organizational flattening, centralization or decentralization) was also perceived as a contributor to librarian role change to some, large, or a great extent by the majority (87%) of Institutional respondents. These results suggest that most libraries aren't just tinkering with their services and programs, but they are undergoing broad organizational restructuring to meet the demands of primary order drivers of change. For example, to make the library more responsive to the community, some libraries might be following recommendations for organizational flattening (Stenstrom, 2017).

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[4] A direct and meaningful comparison with 2003 results is not possible given that the question for the original survey asked respondents to select the top 3 contributors to change out of a list of possibilities that departs considerably from the 9 contributors to change asked about in 2019. Still, in 2003, the increased use of IT was the most commonly cited contributor to change (78%).

Figure A.1: Primary & Secondary Contributors to Librarian Role Change
(n=25 libraries)
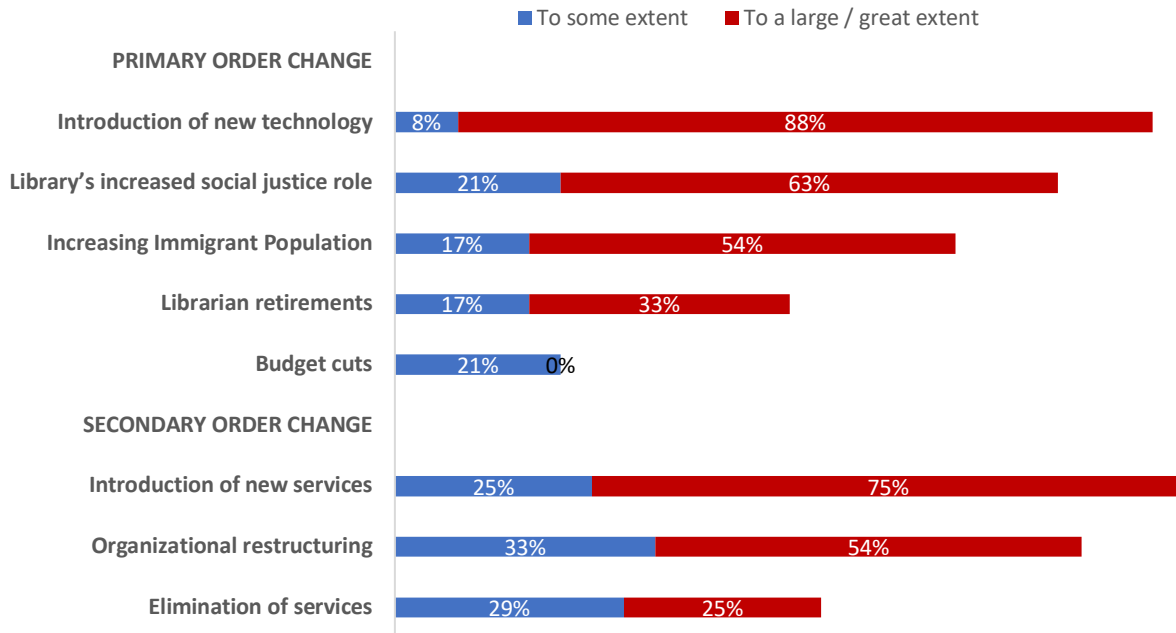
Source: 8Rs 2019 Institutional Survey
[1] Based on responses of 3, 4, and 5 on a 5-point scale with '1' meaning "To no extent" and '5' meaning "To a great extent" to the question: "To what extent do the following explain why librarian roles have changed in the past 5 years?"

While the figure demonstrates the major sources of librarian role change, it also suggests that CULC libraries are faced with addressing a wide range of substantial factors that impact librarians' roles and beyond. Qualitative responses provide further insight into the nature of these sources of role change.

Fourteen of the 25 libraries responded when asked to provide "other important reasons why librarian roles have changed in the past 5 years." The vast majority of these were more specific examples of the list of possible sources of change already presented in Figure A.1 above. For example, several libraries mentioned the library's social justice role by referring to increased marginalized patrons stemming from the opioid crisis, unemployment, and homelessness.[5] Others captured the library's social justice role by emphasizing the shift towards a more community-driven model of program / service development in which the library works collaboratively with excluded or marginalized communities to develop programs and services that meet their service needs (Pateman & Williment, 2016).

BROAD LIBRARIAN ROLE CHANGE
A full understanding of the context for librarian role change should include the fact that not only did the library purposively shift towards inclusivity, but the population it serves under this model also expanded. The requirement to keep up with change from the shift to a more community-grounded, social-inclusion model was accelerated since it occurred at the same time that the community became more diverse; the homelessness

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[5] A study of EPL users found, for example, found that while the homeless make up less than 1% of Edmonton's population, they represent about one in ten library patrons (Marshall & Surrette, 2017).

population increased and the size of the immigrant populations in Canada's larger urban centres grew, the demand on the library's social justice values similarly increased.

Not only does this model require librarians to better understand how their library fits into the community and society writ large, but it also explains the high demand for librarians to proactively partner with external organizations and to serve on boards and committees representing non-profit, government, and business interests and to develop community outreach programs and services. It is thus not surprising that one in five emerging specialized functions included community development / engagement / collaboration / outreach (Figure A.3).

As shown in Figure A.2, these broad changes have resulted in an increased need for librarians to flexibly respond to change (96%) and to interact with a more diverse community (92%) to a large / great extent. Somewhat fewer human resource heads responded similarly about the need for librarians to perform a leadership role (68%) and a wider variety of tasks (64%) and even fewer with respect to more specialized functions (28%). According to human resource heads, these trends are predicted to continue at a similar rate over the next 5 years.

Figure A.2: Past[1] and Future[2] Increased Librarian Role Needs

(n=25 libraries)
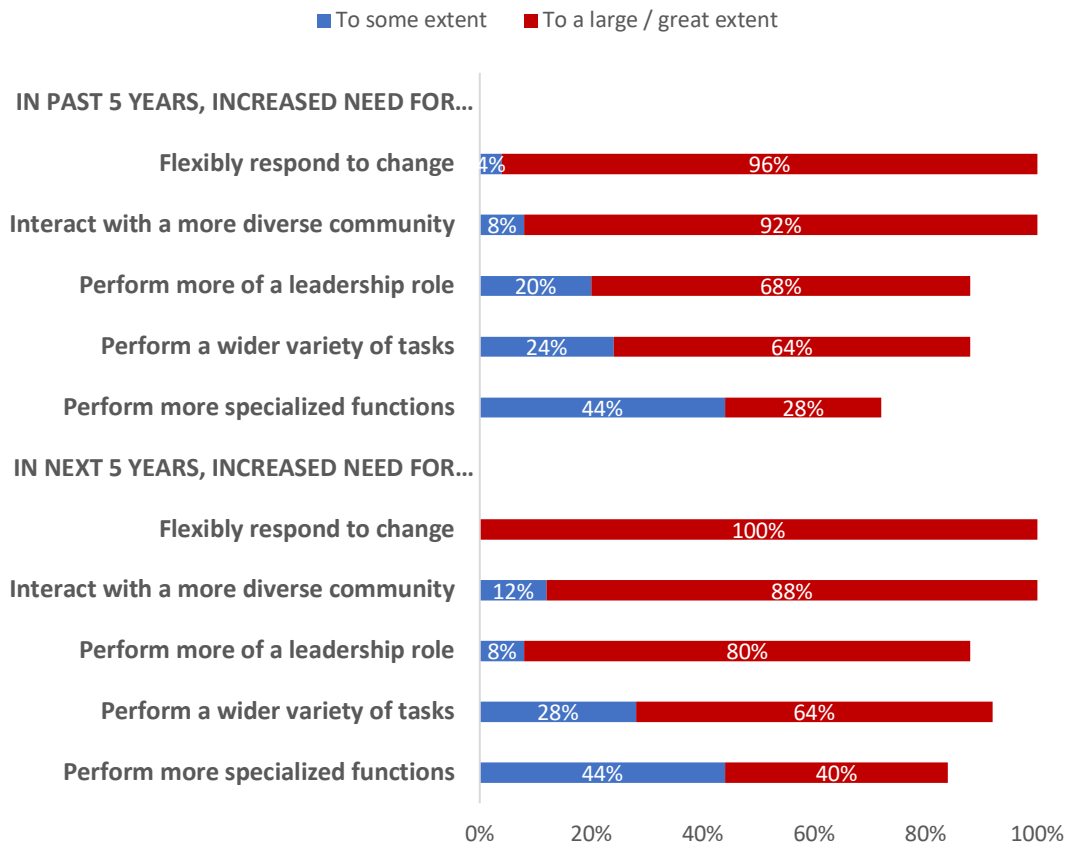
Source: 8Rs 2019 Institutional Survey
[1] Based on responses of 3, 4, and 5 on a 5-point scale with '1' meaning "To no extent" and '5' meaning "To a great extent" to the question: "To what extent have the following changes in staffing needs of your library occurred in the past 5 years?"
[2] Based on responses of 3, 4, and 5 on a 5-point scale with '1' meaning "To no extent" and '5' meaning "To a great extent" to the question: "To what extent will the following changes in staffing needs occur at your library over the next 5 years?"

Comparative 2003 data exist only for the measure on the need for librarians to perform a wider variety of tasks for which 88% of human resource heads indicated an increased need to a large / great extent both in the past 5 and next 5 years. Thus, though the majority of 2019 respondents indicated needing librarians to perform a wider variety of tasks, this need has waned somewhat.

Seven in ten Institutional Survey respondents reported that their librarians were required to perform more specialized functions than 5 years ago at least to some extent and more than eight in ten indicated that this trend would continue over the next 5 years. When asked to provide the three most common new specialized functions of librarians in the past 5 years, the responses shown in Figure A.3 can be traced back to the main sources of librarian role change presented in Figure A.1. The most-often cited responses were those related to technology (23%). This included skills for specific technologies such as makerspace, developing programs using new technology, or simply keeping abreast of technological advances. A notable portion of responses also dealt with various types of development, but primarily community development, engagement, or partnership building (19%). At the broad organizational level were specialized functions that require librarians to perform a leadership role and that tie into the secondary order sources of change such as organizational or strategic planning, change management, or decision-making around service / program growth or elimination (11%). These data provide further detail and evidence about the central changes in librarian roles that are a result of a community engaged model and new technology.

Figure A.3: Emerging Specialized Functions of Librarians
(57 functions from 22 libraries)

Function	Percentage
Technologically-related	23%
Community development / engagement / partnership building	19%
Strategic planning / organizational change / policy development	11%
General program development	11%
Training / instruction	9%
Marketing / social media	7%
Social justice-related	5%
Assessment/data/business analysis	5%
Youth programming	4%
Human resources	4%
Project management	4%
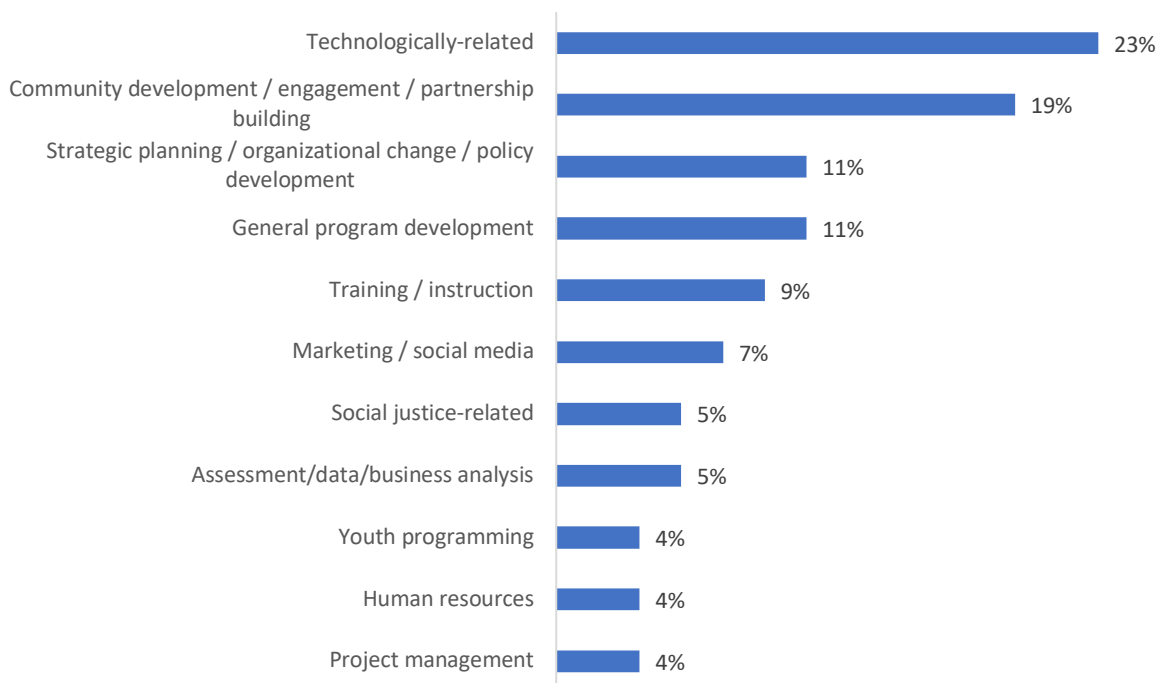
Source: 8Rs 2019 Institutional Survey
[1] Based on categories responses asking human resource heads to provide the "most common specialized functions that librarians are now required to perform more often compared to 5 years ago, to a maximum of 3."

MOST PRESSING HUMAN RESOURCE CHALLENGES

The sources of change discussed above are inextricably linked to library administrators' views on their most pressing human resource concerns. In fact, all of the most serious human resource challenges can be traced to changes in the library system. Even though long-term trends are evident (such as the continued need for managers and leaders), so too is the structural change behind the issues (Figure A.1).

As mentioned, the results of the focus group sessions on the most pressing human concerns were used to inform the content modifications to the survey instruments and most directly so to develop a set of close-ended questions asking Institutional Survey human resource respondents about current challenges in their libraries. The 8 items listed in Figure A.4 provide a quantification of the challenges raised by focus group participants as the most pressing human resource challenges facing the sector.

Figure A.4: Most Pressing Human Resource Challenges
(n=25 libraries)
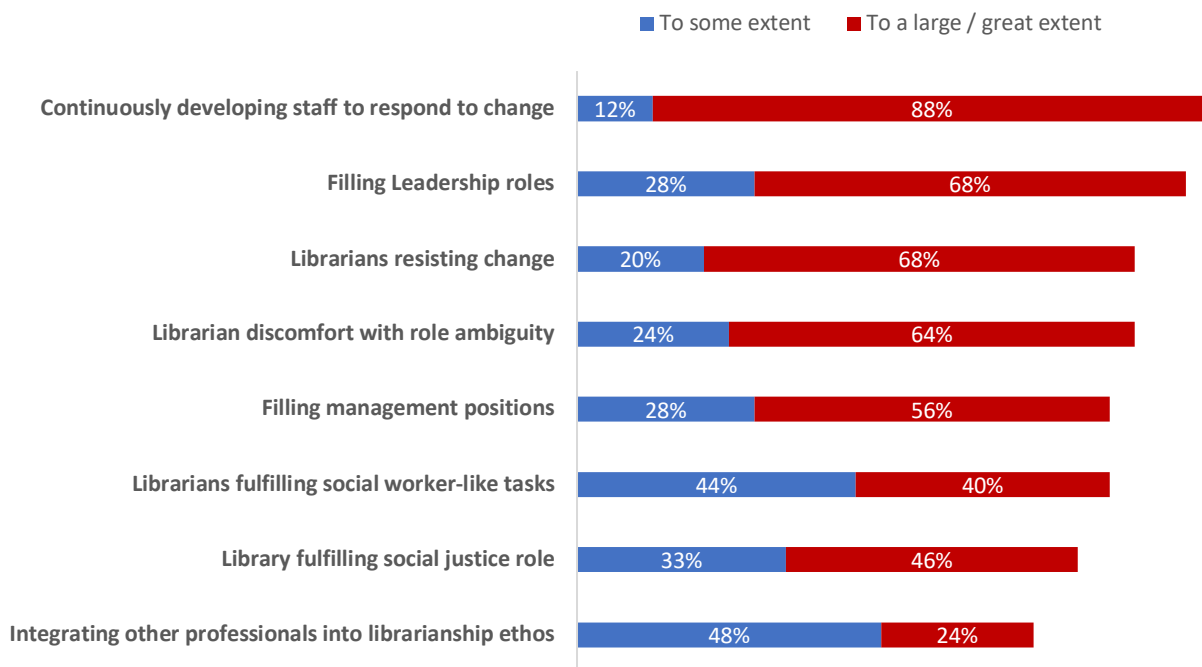
Source: 8Rs 2019 Institutional Survey
[1] Based on responses of 3, 4, and 5 on a 5-point scale with '1' meaning "To no extent" and '5' meaning "To a great extent" to the question: "To what extent do the following currently present a challenge for your library?"

The need to continuously develop staff who can respond to the changing role of the library clearly stands out as being the greatest challenge from the perspective of CULC / CBUC human resource administrators (100% viewed this as a challenge at least to some extent). All other items in the figure can be viewed as more specific elements of this overarching challenge. Moving the large ship of staff towards a greater social justice role (79%) is a continuous challenge that requires leadership to steer the ship (96%), managers to coordinate it (84%), and librarian staff to embrace as opposed to resist their new role (88%), to feel comfortable with role ambiguity (88%) and to perform social worker-like tasks (84%). Finally, as shown in Section C, there has been a notable growth in non-MLIS professional staff and, as a result, 72% of human resource administrators are at least

somewhat concerned about having to integrate some of these staff members into the librarianship ethos. With just 25% expressing concern to a large or great extent, however, the concern that other professionals are not socialized into the profession in the same way as MLIS graduates suggests that 'feral' professionals are not perceived to pose 'a threat' to libraries in the same way as argued elsewhere (Neal, 2006).

These results clearly demonstrate that CULC / CBUC Libraries are struggling to keep the skills of their workforces relevant in an ever-evolving climate. Qualitative responses from the focus groups of library heads and from an open-ended question asked of human resource heads about their most pressing human resource issues provide further insight into these challenges.

Library administrators in the Montreal focus groups generally agree that 21st Century librarians not only need to be adaptable to a more complex and diverse social environment, to constantly changing technology, and to a resulting ever-widening task scope (i.e., from proactively developing needed programs and using hi-tech computer skills on the upper skill end, to showing people how to photocopy and directing them to the washroom on the low end, and to de-escalating difficult patrons and helping immigrants with little English language skills on the social work end), but they need to be personally resilient to the stress associated with performing any combination of these tasks, though perhaps especially dealing with those related to people. The need for librarians to be resilient in the face of ambiguity was also noted by many focus groups participants. Without this resiliency it was argued that mental health can be compromised as can productivity. This pattern is most evident among medium to large urban libraries but was also mentioned by a few smaller libraries.

There also seems to be consensus among CULC / CBUC library leaders that mental health issues are most prevalent among librarians with outdated expectations that librarianship is still grounded in performing discrete technical tasks as oppose to working with and understanding people with complex and sometimes messy needs. This view is fully captured in the following slightly paraphrased sentiments made by two focus group participants;

> *Librarians are still entering librarianship because of their love of books, but the current daily reality is that they need much more knowledge / experience with marginalized individuals and communities at risk.*

> *Librarians need to be comfortable with ambiguity since ambiguity is all around us now as we don't have all the answers. Change is very rapid; issues are more complex and people coming into the library space are more complex. This is more than just flexibility, but is a need to be agile and resilient in a space where we are constantly learning.*

SUMMARY OF MAJOR FINDINGS AND CONCLUSIONS

Though new technology continues to drive change in CULC / CBUC, the shift towards a more decisively inclusive service model within a social justice framework also lies behind much of the change in what librarians now do. Librarians are thus required to be very flexible in response to these deep and vast changes typifying 21st Century large urban public libraries.

The flexibility, adaptability, and resiliency needs of librarians was clearly communicated in the focus groups sessions, but the need for librarians to perform managerial and especially leadership roles and their reluctance and lack of preparedness for them to do so was the most commonly-cited human resource problem. Since this

is very much in line with the 2003/04 study, we conclude that there is a long-standing trend in Canadian public libraries of an unmet demand for leadership and management (and business) competencies among librarians. The demand for leadership especially arises throughout the data and is, along with management and business competencies, the focus of Section E which provides a deeper analysis of this long-term trend.

Otherwise, the Institutional Survey findings indicated a noteworthy shift since 2003 in what is perceived as the most important human resource challenge. Whereas retirements were viewed as the most important issue requiring attention in 2003, CULC / CBUC libraries now view the broader issue of dealing with the persistent pressures of staff development as the most pressing human resource issue. In fact, retirements were not voluntarily raised at all in the Montreal Focus Groups and only one library mentioned it in the Institutional Survey.

In dealing with an-ever expanding array of technology and a broadening platform of digital services and in facing greater demands on its social justice role within a more diverse community, public libraries and their librarian staff need to be adaptable and flexible. The competencies required in such a landscape are examined in Section D.

STRATEGIC HUMAN RESOURCE PLANNING IMPLICATIONS

- CULC / CBUC libraries have experienced sustained organizational change and this is most likely to continue. Barriers such as resistance to change and discomfort with role ambiguity can be addressed when organizations endeavor to work with staff on these issues. While the literature on change management is vast, CULC / CBUC membership's sharing of their experiences with change management might help to address the unique circumstances and challenges of large public libraries in the 21st Century.
- While change management models are useful, they often tend to address the symptoms of change (e.g., employee resistance). In contrast, organizational development (OD) models focus on aligning organizations within complex and rapidly changing environments. CULC / CBUC libraries might enhance their organizational capacity by utilizing OD processes of continuous diagnosis, action planning, intervention, and evaluation. The object of OD is to not only benefit the organization itself (commonly associated with strategic planning) but also the lives of those individuals within it: increasing trust, levels of satisfaction and commitment, and through ongoing collaboration and cooperation, problem solving and managing conflict effectively.

B. LIBRARIAN RECRUITMENT, RETIREMENT, TURNOVER & PROMOTION

The original 8Rs revealed that, for the vast majority of CULC / CBUC libraries, recruitment of librarians was not an area of much concern, a finding that held despite having, along with the CARL libraries (the largest academic and research libraries in Canada), the greatest amount of recruitment activity of all library sectors. These results suggest that CULC / CBUC libraries were previously able to meet part of their ever-evolving skill and knowledge demands with new staff.

As skill demands continue to expand with the creation of new services spurred largely by new technology and an increased social justice role (Figure 1), the question arises as to whether CULC / CBUC libraries are still able to fill vacant positions with relative ease. This question not only implicates recruitment, but also retirement and turnover rates insofar as they are indicators of vacancies. Promotional opportunities are also examined in this section since they are strongly predicated upon the availability of vacant librarian positions.

RECRUITING QUALIFIED LIBRARIANS

Recruitment activity is a barometer of organizational health, not just in terms of volume, but also in terms of skills fit and diversity. A "good" ability to recruit qualified librarians, moreover, is one indication of the ability to meet the "most pressing" human resources issue of developing a workforce with needed skills. The findings presented in Table B.1 demonstrate that, not only are the vast majority of libraries able to recruit new librarian staff (88%), but they are more able to do so than in 2003 (78%).

Table B.1: Librarian Recruitment Ability by Survey Year

	Percent Libraries	
Ability to Recruit Qualified Librarians	**2019** (n=25 libraries)	**2003** (n=24 libraries)
Good/excellent current ability to recruit[1]	88	78
Easier/same ability to recruit now compared to 5 years ago[2]	72	71
Same/more qualified applicants compared to 5 years ago[3]	88	83

Sources: 8Rs 2019 and 2003 Institutional Surveys
[1] Based on responses of 4 and 5 on a 5-point scale with '1' meaning "Poor" and '5' meaning "Excellent" to the question: "How would you rate your current ability to recruit qualified librarians?"
[2] Based on responses of 1, 2, and 3 on a 5-point scale with '1' meaning "Much easier" and '5' meaning "Much more difficult" to the question: How would you rate your organization's ability to recruit qualified librarians compared to 5 years ago.
[3] Based on responses of 3,4, and 5 on 5-point scale with '1' meaning "Much less qualified" and '5' meaning "Much more qualified" to the question: "How would you rate the general qualifications of applicants for librarian positions compared to 5 years ago?"

Keeping in mind that a large majority of libraries indicated that they have a good or excellent ability to recruit qualified librarians, Figure B.1 shows that finding 'qualified' librarians is the most common barrier to recruitment at least to some extent, whether candidates are external or internal to the library (80%). Just under one-third of libraries indicated that inadequate MLIS education prevents them from hiring qualified librarians to a large or great extent and 44% to some extent (totalling 76% to any extent). This compares to just 46% of 2003 libraries reporting inadequate MLIS education as a barrier to any extent.[6] An over-time increase from 46% to

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[6] Changes in the question from the 2003 survey preclude making further comparisons. That said, in 2003 67% of libraries reported that an inadequate pool of qualified candidates (either internal or external) prevented them from hiring qualified librarians.

76% in the proportion of libraries viewing MLIS education as a barrier to hiring qualified librarians is a noteworthy finding that is further explored in Section F and contributes to the conclusion of an increasing disparity between librarian education and the competency needs of public libraries.

Figure B.1: Barriers to Recruiting Qualified Librarians

(n=25 libraries)
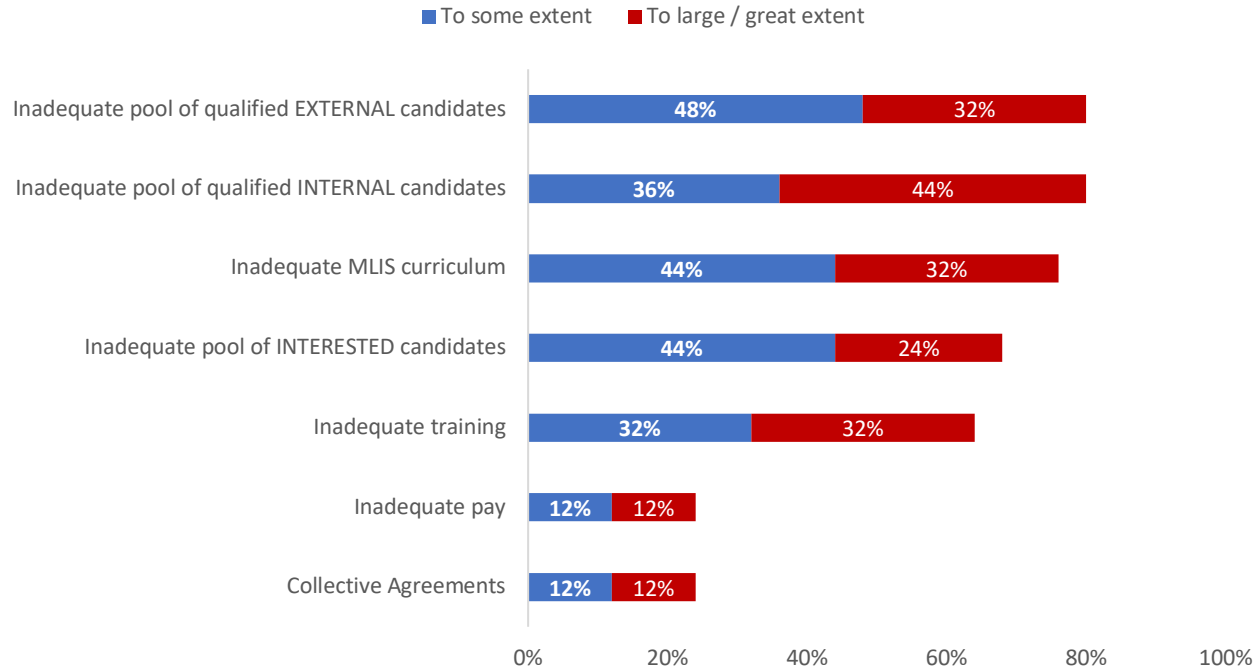
Source: 8Rs 2019 Institutional Survey
[1] Based on responses of 3, 4, and 5 on a 5-point scale with '1' meaning "To no extent" and '5' meaning "To a great extent" to the question: "To what extent do the following explain why librarian roles have changed in the past 5 years?"

SUPPLY SIDE RECRUITMENT

An examination of the first librarian positions among recent MLIS graduates (defined as those who graduated less than 6 years ago, after 2013) provides insight into the supply side of the public librarian labour market. These individuals represent 33% of all librarians who responded to the 2020 Practitioner Survey, but just 13% of 2004 respondents.

Figure B.2 suggests a slightly more difficult market for recent MLIS graduates than 15 years ago. Whereas 32% of 2004 recent graduates already had a job lined up before graduating, 25% of 2020 graduates experienced the same level of ease into the job market. Overall, however, with about three-quarters (74%) of 2020 recent graduates working within 6 months of graduating (compared to 82% of 2004 recent graduates), the findings reflect a relatively smooth transition into the labour market and demonstrate that CULC / CBUC libraries are able to accommodate the influx of recent graduates in a somewhat timely fashion.

**Figure B.2: When Recent Graduates[1] Started First Librarian Position
by Survey Year**
(2020 n=211; 2004 n=79)

■ 2020 ■ 2004

	Before Graduating	Within 6 months of graduating	More than 6 months after graduating
2020	25%	49%	26%
2004	32%	50%	18%
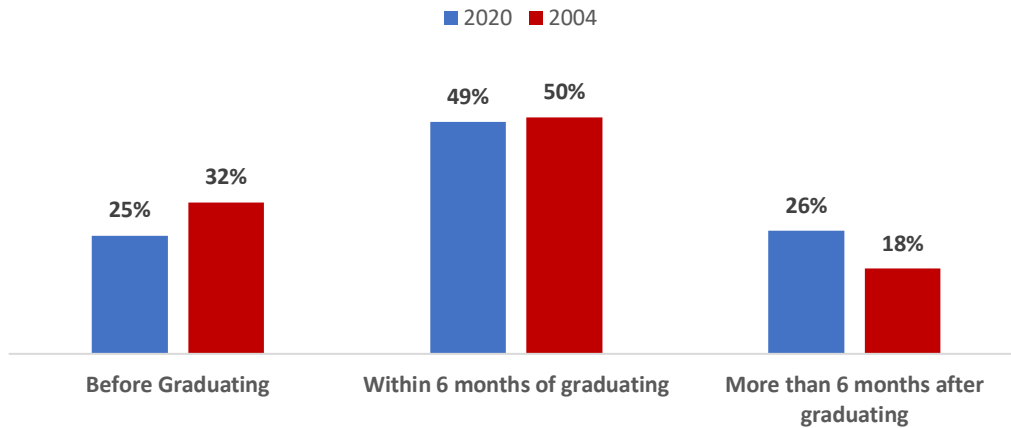
Sources: 8Rs 2020 and 2004 Practitioner Surveys
[1] Defined as those who graduated from their MLIS program after 2013.

RECRUITING FOR DIVERSITY

Canadian immigrants are increasingly coming from a wider variety of source countries than in the past and with the large recent influx of refugee immigrants (nearly 150,000 refugees came to Canada between 2015 and 2019; Immigration, Refugees and Citizenship Canada, 2019), settlement supports are needed now more than ever. Focus group sessions with library heads further revealed that at least three libraries serve communities comprised of over 50% non-Caucasians. At the same time, Canada's indigenous population is younger and growing at a faster rate than its non-indigenous population (representing 5% of the total population in 2016). The largest Indigenous populations are found in Winnipeg, (92,810), Edmonton (76,205), Vancouver (61,460) and Toronto (46,315), all large urban centers represented in the Institutional Survey (Statistics Canada, 2017).

The patrons served by public libraries are thus steadily becoming more diverse and given that the public library pledges to serve a variety of communities and interests, it is important to develop a workforce that accurately reflects a diversity of backgrounds. Indeed, several focus group participants highlighted the lack of staff diversity as an issue because

> *[I]f they walk into library and don't see themselves reflected in staff, it doesn't matter how great your customer service is, the library won't feel like a democratic space that welcomes everyone.*

Figure B.3 shows that the CULC / C UC workforce continues to be dominated by women and that librarians are the least likely to be visible minorities.

Figure B.3: Designated Groups[1] by Staff Type
(n=1,201)
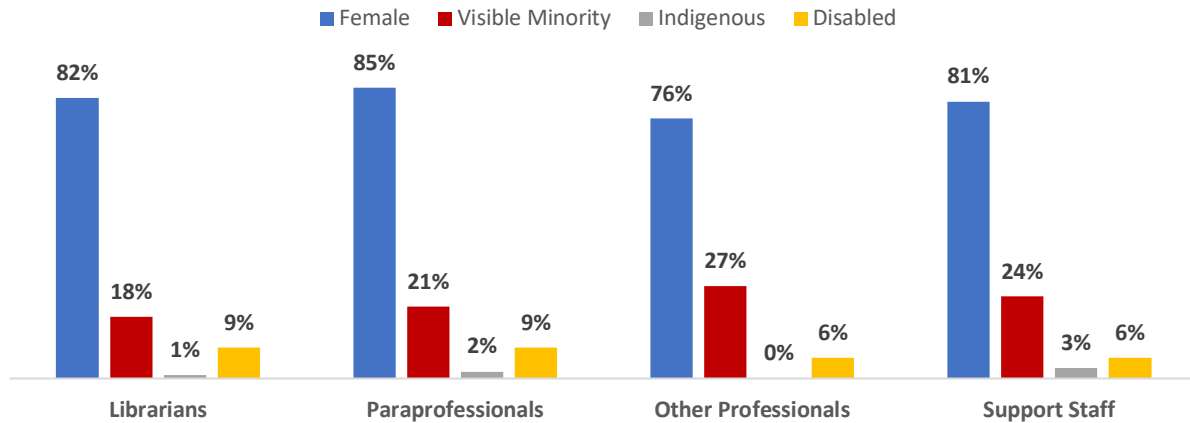
Source: 8Rs 2020 Practitioner Survey
[1] Disabled is based on "yes" responses to the question "Do you have a disability that may disadvantage you in employment?"

Figure B.4 further indicates that while librarian Indigenous representation has not changed between 2003 and 2020 (stagnating at around 1%); librarians are now more than twice as likely to be visible minorities than in 2003; increasing from 8% in 2003 to 18% in 2020, a proportion approaching the 22% of visible minorities in Canada's labour force (Martel, 2019).

Figure B.4: Designated Groups[1] Among Librarians by Survey Year
(2020 n=556; 2004 n=521)
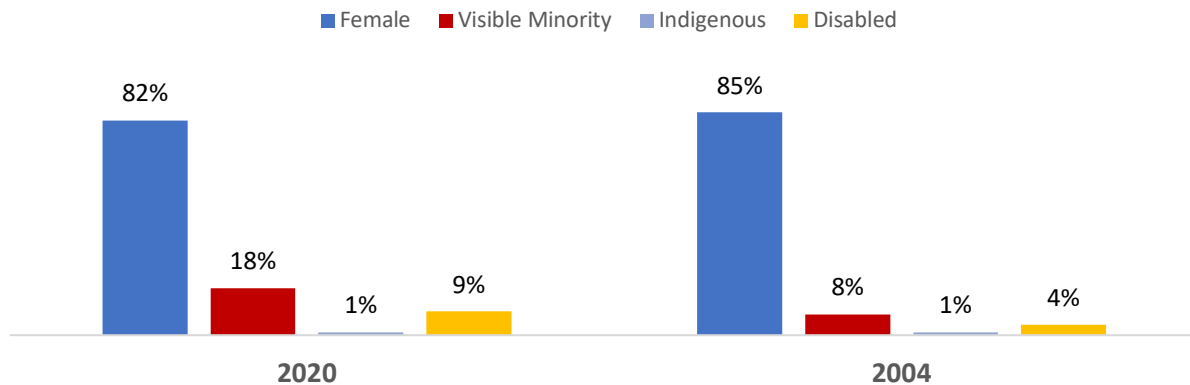
Source: 8Rs 2020 Practitioner Survey
[1] Disabled is based on "yes" responses to the question "Do you have a disability that may disadvantage you in employment?"

The increased visible minority representation may be partly due to the fact that four in ten libraries have a policy designed to encourage recruitment of librarians from diverse ethnic and racial backgrounds or, as indicated by another four in ten libraries, it might simply be because of an increase in their pool of qualified visible minority applicants. Though a similar proportion of libraries (35%) have a policy designed to recognize foreign credentials, research shows that assessing internationally trained librarians is challenging given that there is very little information available about MLIS education in non-western countries (Dali & Dilevko, 2009). A

small number of Montreal focus group participants also mentioned having difficulties with recognizing non-ALA degrees.

While a concern among library heads, the stagnation of Indigenous librarian representation is not being dealt with, at least at the policy level. When human resource heads were asked what they have done to increase the number of Indigenous librarians, nearly three-quarters said "nothing." Among the remaining handful of libraries, there was little evidence of an overall strategy, but rather single actions such as using more inclusive language in jobs postings in one library or providing additional education funding for an Indigenous staff member in another library.

RETIREMENTS

The 8Rs research agenda initially began because of growing concerns in the community of mass retirements in the coming decades. It is now a familiar fact to many that librarians were, on average, older than the rest of the working population. This was mainly due to the large number of librarians hired in the 1960s combined with the fact that, for many, librarianship is a delayed or second career. In 2003, nearly 20% of CULC / CBUC librarians were over the age of 55, which at the time was almost double the Canadian figure of 11%. By 2020, 20% of CULC / CBUC librarians were at least 55 years old, the exact same percentage of Canadian workers.

Between 1997 and 2002, CULC libraries as a whole lost 7% of their professional librarian workforce due to retirements. Of the 21 CULC libraries reporting data, 652 librarians retired between 2003 and 2019. When drawing upon the current 2019 and comparable 2003 data for which just 16 libraries provided information, Table B.2 shows that 527 retirements represent a retirement rate of 52% in the past 15 years. There was an average of 33 retirements per library; however, retirements varied considerably across libraries with as few as 4 and as many as 269 librarians retiring in a library in the past 15 years. This variation is realistic given the wide range in the number of librarians across libraries (from a low of 7 to a high of 430) and highlights the intra-variability of CULC / CBUC.

Table B.2: Librarian Retirements in Past 15 Years (2003 to 2019)
(Continuously Responding Libraries: n=16)

Librarian Retirements (FTE)	527
Retirement rate (based on 1,020 librarians in 2003)	52%
Average # retirements per library	33
Range of retirements per library	4 to 269

Source: 8Rs 2019 Institutional Survey

Keeping in mind that these data represent just over one-third of CULC libraries (34%: 16 out of the total 47) and therefore should be taken with caution, a loss of half of the librarian workforce between 2003 and 2019 is significant and falls in line with dire predictions of mass retirements made in the early 21st Century. In partial support of these data, one-third of Institutional Survey respondents indicated that retirements explain librarian role change to a large or great extent (Figure A.1).

Otherwise, the disruption to libraries caused from these mass retirements has not been borne out to the extent that was originally estimated. For the vast majority of library heads, retirements are no longer on the radar as a pressing human resource issue (Figure A.4) and just 17% of Institutional Survey respondents expressed concern about the loss of experience, knowledge, and skills from future retirements.

Part of the explanation for the lack of concern over the retirement of half of the library workforce might be because retirements occurred at a gradual pace over the 15-year period and / or because most retirements had already been dealt with (at least one library indicated that retirements had not been an issue for 5 years). Retirement delays, largely as a result of the 2008+ recession, may have resulted in a sufficiently gradual disbursement of retirements across time to enable libraries to refill senior positions at a more manageable pace.

The findings also raise the spectre that retirements may not always be experienced in a negative way: if librarians are required to change as much as other indicators suggest (Sections D and E), then retirements might in some cases be a method of clearing the way to recruit librarians with high-demand skills. Indeed, fully four in five libraries reported that retirements have provided an opportunity for organizational renewal at least to some extent and three in five felt this way to a large or great extent. This opportunity may be waning, however, as librarian retirement rates slow down: The majority of libraries predicted their librarian retirements to decrease or stay the same over the next 5 years.

Figure B.5 provides evidence of a significant deceleration in the aging of CULC / CBUC librarians. Looking first at the 2004 (red) curve, we can easily observe that the largest cohort of librarians falls within the 50-to-54-year-old age group. This peaked shape has defined the age profile of librarians since 1986 at sequentially older intervals (Wilder, 2007). By 2020, however, the retirement of more than half of the 2003 librarians combined with the hiring of hundreds of new librarian recruits (375 new librarians in just the last 5 years; Appendix Table 2), has resulted in a significant flattening of the age distribution such that librarians under 40 years of age now comprise the largest cohort.

Figure B.5: Age Distribution of Librarians by Survey Year
(2020 n=556; 2004 n=521)
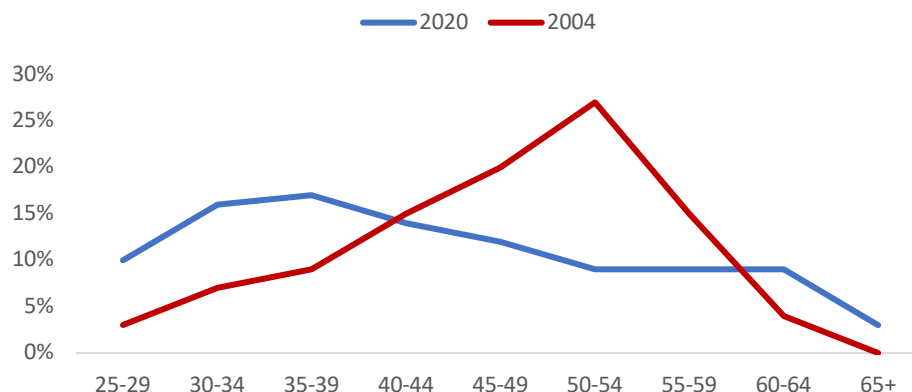
Sources: 8Rs 2020 and 2004 Practitioner Surveys

TURNOVER RATES AND PROMOTIONAL OPPORTUNITIES

Figure B.6 shows that non-retirement turnover rates are now higher among 32% of libraries than they were 5 years ago (lower among 16% libraries and the same for 52% of libraries). These rates are not viewed as a concern for most human resource administrators in terms of loss of staff. Just two libraries expressed concern about the loss of skills that occur after having put so much time and effort into training librarians to meet their needs.

Other results (not shown in table or figure) show that the effect of low turnover rates on promotional opportunities is, however, a concern for more libraries. 60% indicated that limited library turnover contributes to a lack of promotional opportunities for libraries. The dominant barrier to promotional opportunities appears to be linked to librarian disinterest in taking on management roles: more than three-quarters (76%) of human resource heads indicated that upward mobility is limited for non-management positions, suggesting that greater upward mobility is available to librarians who are interested in taking on management positions, an issue further explored in Section E.

Low turnover is also a concern for a minority of libraries in terms of staff rejuvenation. Among the 35% reporting that turnover rates are a concern, the dominant reason was that the rates were too low such that "there is not enough opportunity to bring in new people."

**Figure B.6: Higher Turnover Rates and
Better / Very Good / Excellent Promotional Opportunities by Survey Year**

(2019 = 25 libraries; 2003 = 25 libraries)
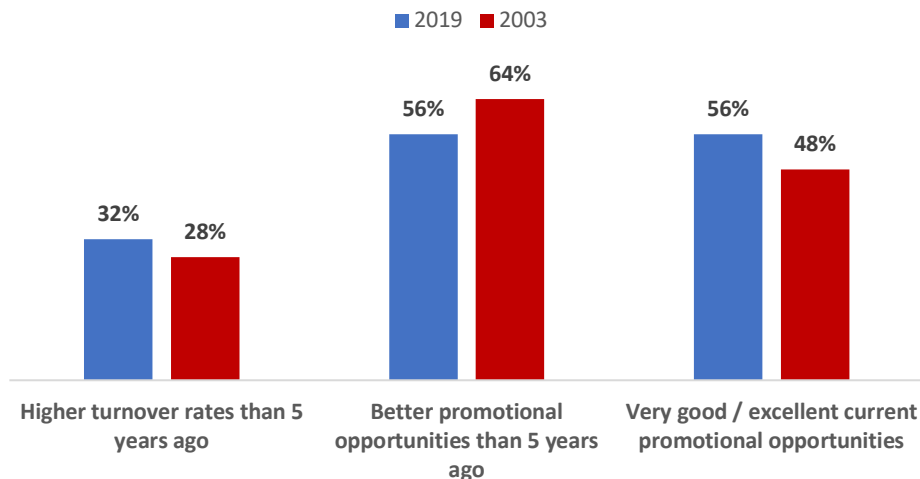
Sources: 8Rs 2019 and 2003 Institutional Surveys

At the same time, Figure B.6 shows that current promotional opportunities are better than they were 5 years ago among 56% of libraries (opportunities are the same for 40%) and they are currently viewed as good / excellent by another 56% of respondents. These findings do not depart significantly from those uncovered 15 years ago, though a few more libraries felt that their current promotional opportunities were very good or excellent (56% in 2019 compared to 48% in 2003).

Finally, it is worth examining turnover and promotion from the perspective of librarians themselves. In support of librarian workplace loyalty, Practitioner Survey librarian respondents have been working in their library for an average of 12 years, with 20% working for at least 20 years in the same library. Two-thirds also indicated that they would be happy to spend the rest of their career at the same library (Figure B.7).

Excluding senior administrators, eight in ten librarians report being qualified to move into a higher position, but one-third would be happy to spend the rest of their career in their current position. Parsing out possible causal relationships revealed that though disinterest in another position is not related to perceptions of being qualified for a higher position, it is connected to the type of management position, with supervisory librarians being the least likely (18%) to say that they would be happy to spend the rest of their career in their current position. This finding is supported with the data presented in Section E showing that supervisors are the most likely of all librarians to be interested in moving into a (more senior) management position (Figure E.4).

Figure B.7: Librarian Library Loyalty and Promotional Qualifications / Interests[1]
(n=555)
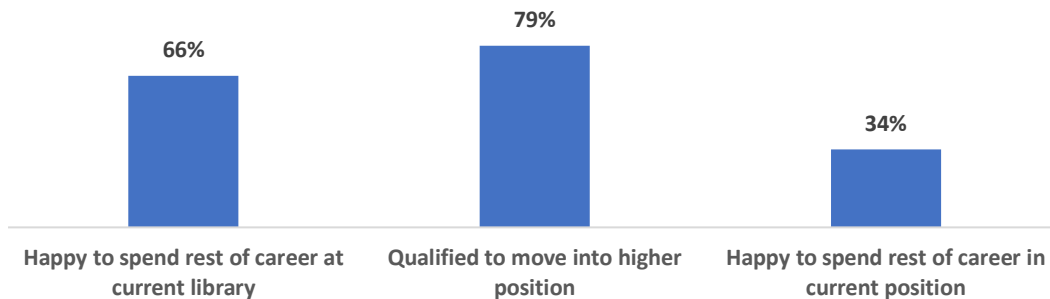
Source: 8Rs 2020 Practitioner Survey
[1]Based on responses of 4 and 5 on a 5-point scale with 1 meaning "strongly disagree" and 5 meaning "strongly agree" to the question: "To what extent do you agree / disagree with the following statements about your training and career development."

SUMMARY OF MAJOR FINDINGS AND CONCLUSIONS

In the past 15 years, the body of CULC / CBUC librarians has changed significantly due to recruitment, retirements, and general turnover. As a result, we are at the beginning of a cohort shift from baby boomers to millennials.

Librarian recruitment has been robust and any recruitment barriers that do exist are not necessarily because of an insufficient number of applicants but appear to be primarily due to an insufficient number of 'qualified' applicants. Many human resource heads (76%) feel that qualification deficiencies stem from Canada's librarian education system. With respect to recruiting for diversity, a numerical shortfall in the number of Indigenous applicants explains their continued under-representation.

As the main source of turnover, retirements have provided libraries with the ability to restructure roles. At the same time, we might presume that many retirements result in vacated management positions which are not strongly coveted by many librarians as a mode of upward mobility. Low turnover rates are a concern for a

minority of libraries insofar as they limit the ability to provide promotional opportunities and to rejuvenate the librarian workforce.

Overall, the findings suggest that low librarian turnover and interest in upward mobility and perceived issues with the MLIS curriculum are important contributors to the human resource challenge of keeping up with constantly changing skill demands.

STRATEGIC HUMAN RESOURCE PLANNING IMPLICATIONS

- Observable gains have been made in the employment of staff who are visible minorities. However, attention cannot be diverted away from increasing the diversity of the workforce. To this end, CULC / CBUC may wish to consider establishing institutional guidelines and/or bridging education programs to facilitate the recruitment of internationally trained librarians. Libraries might also consider using services that assess foreign credentials. For example, one library reported having some success using services designed to assess library education from francophone countries.
- Indigenous representation among CULC / CBUC staff has not changed, however, remaining at around 1% since 2003. Among the many recommendations made by the Canadian Federation of Library Associations' (CFLA) recommendations on Truth and Reconciliation, their call to "Enhance opportunities for Indigenous library, archival and information professionals" (Callison, 2018; p6) places the onus on CULC / CBUC to help libraries develop policies and practices for recruiting Indigenous staff.
- The librarian cohort shift from baby boomers to millennials and the results from the Montreal Focus Groups suggest that it may be worth exploring whether organizational commitment to public libraries is changing as newer generations of librarians come into the system with different values and workplace expectations. In fact, a small number of libraries pointed toward the workplace values and expectations of the millennial generation as a human resource challenge. Future human resource researchers might consider taking a closer look at differences in workplace attitudes between boomers and millennials. The 8Rs Redux study contains relevant attitudinal data that could be used to pursue this line of inquiry.

C. PROFESSIONAL AND PARAPROFESSIONAL STAFFING / ROLE CHANGE

Organizational restructuring and the introduction of new services is widespread in CULC / CBUC libraries primarily due to new technologies and the library's enlarged role as an institution of social justice. As a result, the human resource challenges facing Canada's large public libraries have probably never been greater given the need to continuously rethink the organizational structure by addressing such questions as whether demands can be met by restructuring roles and training existing staff or whether new skill sets should be brought into the library.

With respect to the latter, significant growth in non-MLIS professionals has been found in academic American libraries (Wilder 2007), but our 8Rs Redux CARL research did not reveal this pattern to the same extent. Rather, the expansion of non-MLIS professionals was found to be a small trend, albeit one that will likely continue. As expected, most new non-MLIS professionals in Canadian academic libraries were IT experts and most were hired into new positions rather than restructured librarian positions, suggesting that other professionals were not supplanting librarians as much as they were filling new needs of the academic library. Our examination of this trend for CULC / CBUC libraries includes a breakdown of the type of new librarian and other professional positions.

Another way of addressing the most pressing human resource concern of having to continuously develop staff to meet changing library roles and needs, is to shift certain librarian tasks to paraprofessionals. As librarians are increasingly required to perform such roles as leading, managing, and connecting communities, some of their traditional tasks may be transferred in whole or in part to paraprofessionals. The original 8Rs showed strong overlap between about one- third of librarian and paraprofessional job functions, primarily around public service tasks. Using snapshot data, James et al (2015) found that the lines of responsibility are blurring between librarians and library technicians. In examining changes in the task mix between librarians and paraprofessionals from the 2004 and 2020 Paraprofessional Surveys, we have attempted to ascertain whether there is evidence of a long-term trend.

Otherwise, data on changing staff composition in public libraries is more difficult to find[7] though existing information suggests that the MLIS librarian population is somewhat stable. Annual surveys of American and Canadian public library staff reveals that between 2012 and 2016, the average librarian composition of all staff increased marginally from 25% to 26% of the total workforce (Reid, 2017).

The analysis begins by examining the population growth in librarians between 2003 and 2019 and the relative growth in the demand for librarians, paraprofessionals, and other professionals and then explores the data with respect to role overlap and role change.

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[7] Studies on public library staffing appear to be even more scarce than they were in 2003. Other research was conducted around the same time as the original 8Rs 2003 study but there hasn't been much since. For example, there are no staffing studies listed on the ALA site since 2005.

CURRENT STAFFING DISTRIBUTION

Before examining over-time change in staffing, it is helpful to understand the current staffing distribution. Figure C.1 shows that nearly 6 in 10 staff are paraprofessionals, 3 in 10 are librarians, and just 1 in 10 are other professionals (see Definition of Terms on piii for how staff are defined).

Figure C.1: Percent Distribution of Professional and Paraprofessional Staff

(n= 25 libraries)

- Librarians
- Paraprofessionals
- Other Professionals

11%

30%

59%
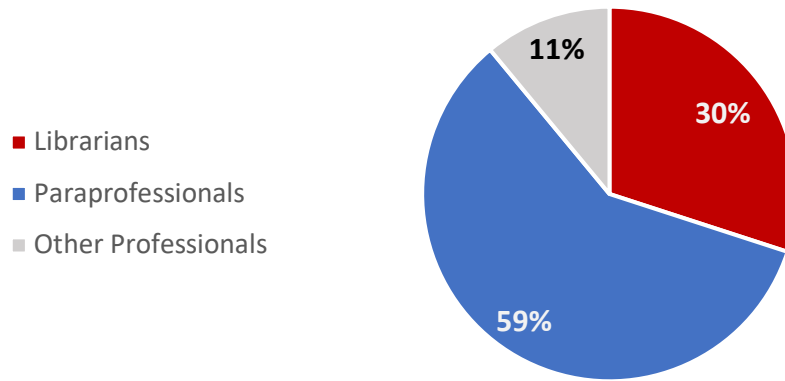
Source: 8Rs 2019 Institutional Survey

PROFESSIONAL AND PARAPROFESSIONAL POPULATION CHANGE

With only 58% of the CULC / CBUC membership participating in the Staffing Complement portion of the Institutional Survey, only 13 libraries responding to both the 2003 and 2019 surveys about paraprofessional and other professional staff, and with at least 5 of the comparable libraries not using the same definitions of paraprofessionals and other professionals, an across time presentation in numerical changes cannot be made for all staff categories. That said, the data suggest that proportional increases in paraprofessionals and other professionals has likely been higher than that of librarians.

We are confident in the total staff (including all permanent, temporary, contract, and full-time and part-time employees, but excluding volunteers) and in the librarian numbers for both survey years and these are presented in Figure C.2.

When comparing data for the continuously responding libraries only, the total number of staff in CULC / CBUC libraries increased by 14% (from 6,654 in 2003 to 7,568 in 2019) and the librarian population increased by 7% (from 1,318 in 2003 to 1,409 in 2019).

Figure C.2: Total Staff and Librarian Populations in 2003 and 2018

(Continuously responding libraries only; n =24)
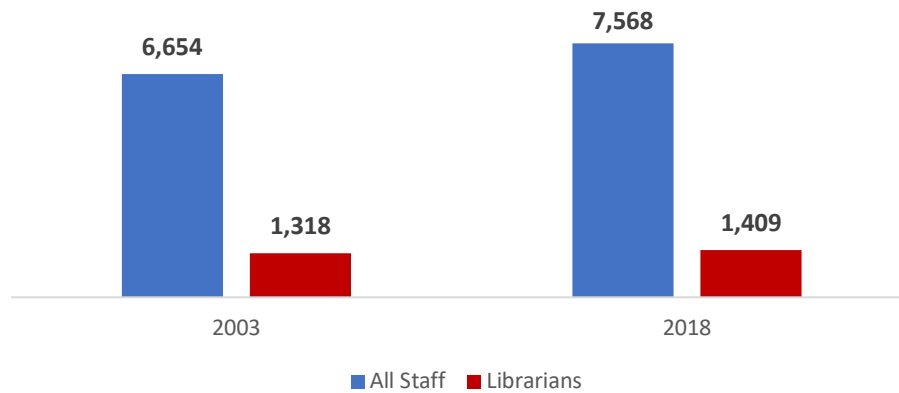
To garner an assessment of professional and paraprofessional staff changes, we rely on 2003 and 2019 Institutional Survey responses about how library human resource heads view their need for the respective library staff categories. Looking first at assessments of the increased demand for more staff in the past 5 years, Figure C.3 indicates a much higher increased demand for other professionals than for librarians and paraprofessionals (88% compared to 64% and 68% of libraries reporting an increased demand for other professionals, librarians, and paraprofessionals, respectively). Increased demand for librarians and paraprofessionals has also waned somewhat since 2003. Predicted future increased demand follows a similar pattern for librarians (dropping from 88% in 2003 to 60% in 2019), while the demand for other professionals continues to outpace that of librarians; 92% of library heads indicated an increased demand for more other professionals over the next 5 years at least to some extent compared to just 60% for librarians. At 88%, future demand for more paraprofessionals is also more widespread across CULC / CBUC libraries than is the demand for more librarians. The data therefore suggest a longer-term trend in the shifting composition of professional and paraprofessional staff in most libraries from librarians to other professionals and paraprofessionals.

**Figure C.3: Past[1] and Future[2] Increased Demand for
Professional and Paraprofessional Staff by Survey Year**
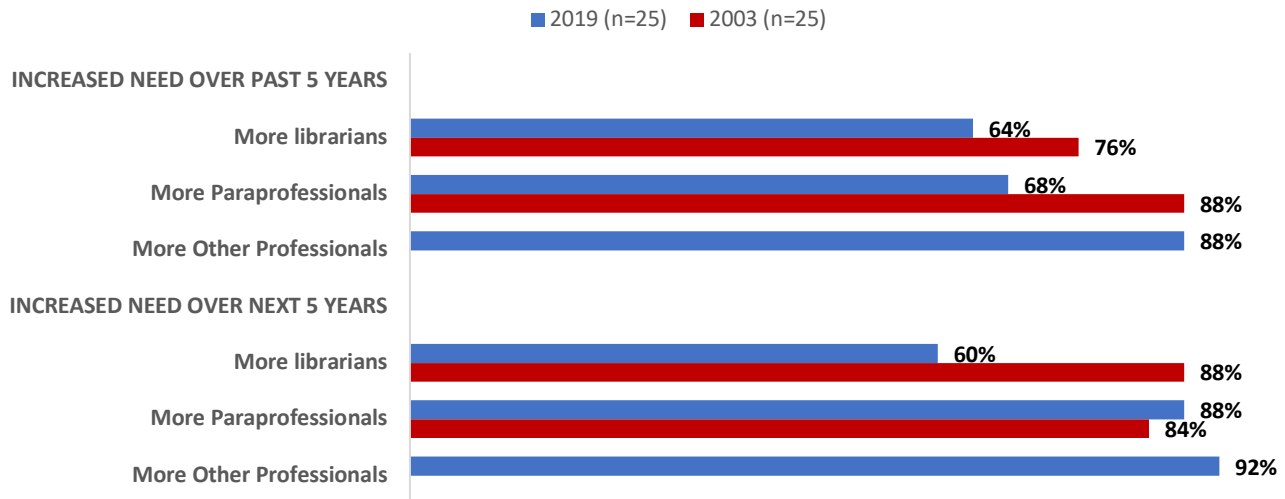
■ 2019 (n=25) ■ 2003 (n=25)

INCREASED NEED OVER PAST 5 YEARS

More librarians — 64% / 76%
More Paraprofessionals — 68% / 88%
More Other Professionals — 88%

INCREASED NEED OVER NEXT 5 YEARS

More librarians — 60% / 88%
More Paraprofessionals — 88% / 84%
More Other Professionals — 92%

Sources: 8Rs 2019 and 2003 Institutional Surveys
[1] Based on responses of 3, 4, and 5 on a 5-point scale with '1' meaning "To no extent" and '5' meaning "To a great extent" to the question: "To what extent have the following changes in staffing needs of your library occurred in the past 5 years?"
[2] Based on responses of 3, 4, and 5 on a 5-point scale with '1' meaning "To no extent" and '5' meaning "To a great extent" to the question: "To what extent will the following changes in staffing needs occur at your library over the next 5 years?"

Once again, however, it must be remembered that non-MLIS professionals comprise only one in every ten staff members while librarians continue to represent nearly one-third of this staff (Figure C.1). Paraprofessionals merit attention since they are the largest group of staff (62%) and are expected to continue growing at a faster rate than librarians.

LIBRARIAN AND OTHER PROFESSIONAL ROLE OVERLAP AND CHANGE

In looking beyond the population shift in CULC / CBUC library staff, the question arises as to what functions and roles are being played by each type of professional staff and to what extent they are discrete or overlapping. Is the growth in other professional staff at the expense of the professional librarian cadre or are librarian roles also changing to address emergent needs of the library?

Results from the Institutional Survey suggest that the change in staff numbers is partly due to other professionals taking on librarian tasks. As shown in the table below, half of libraries agreed that their need for other professionals to take on librarian tasks has increased in the past 5 years and just a few more (60%) felt the same way about the future.

Table C.1: Librarian and Other Professional Role Shift by Survey Year

	Percent	
	2019/2020	**2003/2004**
In the past 5 years, the need for Other Professionals to perform tasks once done by librarians has increased[1]	50	42
Over the next 5 years, the need for Other Professionals to perform tasks once done by librarians will increase[2]	60	39
Percent Senior and Mid-career Librarians Agreeing that . . . "[3]		
Compared to 5 years ago, I am currently required to perform more tasks once done by Other Professionals	35	n/a

Sources: 8Rs 2019 and 2003 Institutional Surveys; 2020 and 2004 Practitioner Surveys

[1]Based on responses of 3, 4, or 5 on a 5-point scale with 1 meaning "to no extent" and 5 meaning "to a great extent" to the question, "To what extent have the following changes in staffing needs of your library occurred in the past 5 years?"

[2]Based on responses of 3, 4, or 5 on a 5-point scale with 1 meaning "to no extent" and 5 meaning "to a great extent" to the question, "To what extent will the following changes in staffing needs of your library occurred over the next 5 years?"

[3]Based on responses of 4 or 5 on a 5-point scale with 1 meaning "strongly disagree" and 5 meaning "strongly agree" to the question, "To what extent do you agree with the following statements about how your job has changed in the past 5 years?"

Perhaps most telling about librarian and other professional role change and overlap are the data collected about newly created positions. Institutional Survey respondents were asked to provide the job titles of new librarian and other professional positions established in the past 5 years, up to a maximum of three each. These data are also a good indicator of emerging trends in the demand for various kinds of professional expertise and for growth areas within CULC / CBUC libraries. Categorized responses by type of position and functional area are presented in Table C.2 (see Appendix D for a full list of these new jobs titles).

Roughly the same number of libraries indicated that they had created new positions in the past 5 years for the two professional occupations (23 for librarians and 22 for other professionals), but more new position titles were provided for other professionals than for librarians (98 compared to 71). Given that many librarians and other professionals are currently working in management positions (30% and 37%, respectively) and given the high demand for management as noted in Section E, it is not surprising that the largest category of new positions for both staff is in management: 39% of the total 87 new positions provided were in management, including 41% of librarian and 37% of other professional positions.

As we would expect, nearly half (46%) of the new librarian positions had "librarian" in the title and most new titles were within Public Services (37%). New other professional positions were primarily involved in organizational operations such as those dealing with finance, marketing, communications, and human resource management. Open-ended responses from human resource heads about why the need for other professionals had increased in the past 5 years revealed that organizational growth and increasing complexity has created the need for more human resource, marketing, and finance / business professionals.

Still, a surprisingly large number of new other professional positions were specifically dedicated to marketing or communications (9 new other professionals). An explanation for the increased need for marketing expertise is not readily available, at least with respect to the 8Rs Redux data; however, it might be related to the need for

libraries to inform the public about their many new programs, services, and information resources (Dallaire, 2019).

Table C.2: Type and Functional Area of New Librarian and Other Professional Positions in the Past 5 Years[1]

	Total	Librarians	Other Professionals
# Libraries reporting on new positions		23	22
# New Positions	169	71	98
Type of Position			
Total	100%	100%	100%
Management	39%	41%	37%
Librarians	22%	46%	0%
Specialists	17%	7%	26%
Officers & Coordinators	22%	5%	37%
Functional Area			
Total	100%	100%	100%
Organizational Operations	33%	17%	48%
Public Services	26%	37%	17%
General Development & Programming	15%	15%	15%
Community-Based Development & Programming	13%	17%	9%
IT & Technology	8%	7%	9%
Collections	5%	7%	2%

Source: 8Rs 2019 Institutional Survey
[1] Based on categorized responses asking human resource heads to "provide new Librarian and Other Professional position titles (to a maximum of 3) established in your library in the past 5 years."

Many new positions also dealt with development, either general (15%) or community development specifically (13%), the latter especially for librarians (17%). These included such job titles as Community Services Librarian, Community-Led Librarian, Community Engagement Director, and Community & Programming Librarian.

Interestingly, despite that one-third of other professionals are currently working in IT positions, new IT and technology positions are not as prevalent as we might expect, possibly because CULC / CBUC libraries have caught up with their increased demand for IT expertise or perhaps because librarian skill sets now sufficiently include IT. Just a handful of respondents to the open-ended question asking why the need for other professionals had increased in the past 5 years indicated that the growth was driven primarily by information technology needs and complexities.

In fact, MLIS and non-MLIS professional positions were somewhat equally likely to be working in new positions that are technologically related (7% and 9% of new positions, respectively). Many of these among the new librarian positions dealt with digital services and support (e.g. Digital Services Librarian, Digital Literacies

Librarian, Digital Discovery Librarian) and at least two new digital-related position titles were exactly the same for librarians and other professionals as shown in the box of examples below. Other similar titles in the samples further demonstrate the role overlap between librarians and other professionals.

Sample of Same / Similar New Librarian and Other Professional Positions

New Librarian Positions	New Other Professional Positions
Community Engagement Director	Community Engagement Manager
Library Program Supervisor	Library Program Coordinator
Assistant Branch Head	Branch Manager
Customer Experiences Director	Customer Experience Manager
Digital Services & Emerging Technologies Director	Digital Library Services Manager
Digital Marketing & Event Specialist	Digital Marketing Specialist

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In summary, the newly-created data demonstrate that most new positions are in management or in development, suggesting that an important segment of the professional CULC / CBUC workforce is seeing these roles as a priority for their organizations. Librarian and other professional overlap in these newly-created positions is notable, though the two types of professional staff clearly have their respective areas of expertise. While it's true that IT underlies some of the growth in other professionals, these results support the conclusion that other professionals are increasing in demand more so because of their expertise in organizational operations such as managing, finance, and human resources.

LIBRARIAN AND PARAPROFESSIONAL ROLE OVERLAP AND CHANGE

About half of the 25 libraries participating in the study indicated that paraprofessionals are increasingly taking on tasks once performed by librarians (Table C.3). As we know, librarians are also taking on more administrative roles leaving paraprofessionals to assume some of the higher-level tasks that were previously managed by librarians. James et al's (2015) study of Canadian library technicians concluded that the public library also appears to be a venue for increased technological workloads and that "library technicians perceive themselves as becoming the predominant front-line staff for public service and technological assistance" (p12).

Table C.3 shows that similar proportions of libraries and librarians indicated role shifts between librarians and paraprofessionals as those presented in Table C.1 about other professionals.

Table C.3: Librarian and Paraprofessional Role Shift by Survey Year

	Percent	
	2019/2020	**2003/2004**
In the past 5 years, the need for Paraprofessionals to perform tasks once done by Professional Librarians has increased[1]	52	42
Over the next 5 years, the need for more Paraprofessionals to perform tasks once done by Professional Librarians will increase[2]	60	52
Percent Senior and Mid-career Librarians Agreeing that . . . "[3]		
Compared to 5 years ago, I am currently required to perform more tasks once done by Paraprofessionals	35	22

Sources: 8Rs 2019 and 2003 Institutional Surveys; 2020 and 2004 Practitioner Surveys

[1]Based on responses of 3, 4, or 5 on a 5-point scale with 1 meaning "to no extent" and 5 meaning "to a great extent" to the question, "To what extent have the following changes in staffing needs of your library occurred in the past 5 years?"

[2]Based on responses of 3, 4, or 5 on a 5-point scale with 1 meaning "to no extent" and 5 meaning "to a great extent" to the question, "To what extent will the following changes in staffing needs of your library occurred over the next 5 years?"

[3]Based on responses of 4 or 5 on a 5-point scale with 1 meaning "strongly disagree" and 5 meaning "strongly agree" to the question, "To what extent do you agree with the following statements about how your job has changed in the past 5 years?"

The extensive data presented in Table C.4 are based on librarian and paraprofessional responses to both the 2020 and 2004 Practitioner Surveys asking how often each task is performed (see Appendix Tables 3 and 4 for these results among other professional respondents). The table presents the percentage of respondents indicating that they are performing the task "sometimes" or "frequently." Job tasks associated with managing and administration are presented separately in Section E. Among the many data points presented in the table, just a few individual findings are especially noteworthy (in bold).

The table demonstrates that outreach programming and services has increased the most from 36% in 2004 to 64% by 2020 for librarians and from 32% to 52% for paraprofessionals. Both types of staff are also more likely to be performing tasks related to library systems, hardware & software support (from about one-fifth in 2004 to about one-third in 2020). These findings reflect the shift towards a community outreach model of service delivery in the first instance and the ongoing need for technical support related to information technology in the second instance. We have no readily available explanation for the relatively large over-time increase in the circulation and discharge of materials, except that the measurement tool used to gauge task performance is perhaps not sufficiently refined to pick up differences in task level.

Overall, the table shows the very wide range of tasks that are being performed by both librarians and paraprofessionals, which in itself indicates a degree of role overlap. The data also illustrate a fair amount of stability between 2004 and 2020. Of the 43 individual tasks for both professionals and paraprofessionals and excluding the three aforementioned changes, we observe no tasks changing by more than 10 percentage points in the past 15 years. More importantly, we do not observe any changes that would indicate paraprofessionals taking on librarian tasks (i.e. tasks that have increased among paraprofessionals but decreased among librarians).

Table C.4: 2004 to 2020 Change in Task Performance among Librarians and Paraprofessionals

Task	Percent Performing at least Sometimes[1]			
	Librarians		Paraprofessionals	
	2020	2004	2020	2004
	(625)	(583)	(455)	(382)
Public Service & Outreach				
Reference, information service, & research support	77	75	83	81
Instruction in library use, resources, & research	72	73	83	80
Instruction in Makerspace	32	n/a	34	n/a
Programming & services to general public	70	73	70	75
Programming & services to marginalized pops.	57	n/a	48	n/a
Outreach programming & services	**64**	**36**	**52**	**32**
Liaison activities (e.g. w/community, agencies)	68	63	39	35
Collections				
Collection development, evaluation & mgmt.	66	76	37	37
Curation of collections	35	n/a	16	n/a
Preservation of collections	12	n/a	14	n/a
Digitization of collections	8	6	4	3
Information Technology				
Web development & applications	12	18	9	8
Systems, hardware & software support	**35**	**20**	**31**	**17**
Database creation & maintenance	8	11	7	7
Network management and technical support	15	7	15	5
Digitization or digital preservation	9	n/a	3	n/a
Technical and Bibliographic Services				
Cataloguing, database mgmt. & org. of info.	14	17	12	23
Circulation & discharge of library materials	**47**	**23**	**76**	**59**
Creation & maintenance of bibliographic records	9	8	9	20
Acquisition, receipt, & payment of library materials	17	11	22	19
Sorting, shelving & filing of library materials	22	12	60	50
Processing interlibrary loan requests – borrowing & lending	21	16	40	32
Repair & conservation of library materials	14	4	36	26

Sources: 8Rs 2020 and 2004 Practitioner Surveys

[1] Based on responses of 3, 4, and 5 on a 5-point scale with 1 meaning "never" and 5 meaning "frequently" to the question, "How often do you perform each of the following job functions?"

SUMMARY OF MAJOR FINDINGS AND CONCLUSIONS

CULC / CBUC libraries have been addressing their most pressing human resources challenges in a number of ways, including shifting librarian roles more so towards management and development. As libraries grow and become more complex, other types of professionals are required to perform and manage an increasingly complex set of organizational operations.

Though the numerical data are not as reliable as we would have hoped, several indicators suggest that the size of all three types of professional and paraprofessional staff has increased. Given the relatively high demand for non-MLIS professionals to perform organizational operation roles, proportional increases have likely been higher among these staff and indicators suggest that this trend will continue.

Given that other professionals comprise just one in ten of all professionals / paraprofessionals their numerical changes, however, do not carry the same weight as the growth estimated to have occurred among the paraprofessional cadre due to their larger size (comprising six in ten professionals / paraprofessionals).

Finally, task performance data demonstrate a shift towards a community outreach model of service delivery and an ongoing need for technical support related to information technology.

STRATEGIC HUMAN RESOURCE PLANNING IMPLICATIONS

- Paraprofessionals continue to provide a valuable role in CULC / CBUC libraries and there continues to be a fair degree of role overlap with librarian colleagues. CULC / CBUC libraries should continue to assess the needs of the organization and level of job responsibility with the object of creating or re-aligning positions that are challenging for paraprofessionals and professionals alike and acknowledge their distinct but complementary skills sets.
- New librarian positions and new other professional positions exhibit a large amount of overlap. Further work should be done to understand emerging roles in CULC / CBUC libraries and the ideal educational background in recruitment.

D. 21ST CENTURY PUBLIC LIBRARIAN COMPETENCY DEMAND / SUPPLY NEXUS

The original 8Rs study revealed that defined roles of librarians had already undergone significant change as the library had shifted from a closed organization with discrete functions to one that is rooted in the larger community and that is driven by increasingly sophisticated technologies. Librarians had been asked to fulfill a wider range of roles, many of which required information-technology skills. It was concluded that the professional librarian of the 21st Century must be willing to adapt to these new role requirements by learning new skills and by learning new ways of working, both throughout the various domains and functions of the library as well as across time.

The original 8Rs study also categorically revealed an ever-increasing need for librarians to perform management and leadership roles and discussions in the Montreal Focus Group sessions re-emphasized this demand as a pressing challenge. As a result, in an attempt to further our understanding of a long-term trend in unfulfilled demand for these important skills and abilities, the 8Rs Redux survey instruments included several additional questions on leadership, management, and business skills. These competencies are examined in detailed in the following section while the current chapter presents results for all other competencies including a special section on the competency needs generated from a community-service model that is embedded in a social justice framework.

INSTITUTIONAL COMPETENCY DEMAND / SUPPLY

We begin the examination of librarian competencies with an assessment of demand change by comparing a series of results from both the 2003 and 2019 Institutional Surveys designed to measure competency demand against the ability to recruit for those competencies. Figure D.1 presents 2019 human resource heads' responses about the importance of competencies and the extent to which they are difficult to find in librarians and Figure D.2 combines the importance and difficulty measures and compares them to the 2003 Institutional Survey results.

Overall, the findings demonstrate a wide range of high demand competencies expected of librarians; however, the ability to respond flexibly to change clearly stands out as the most important and difficult to find competency (Figure D.1) that has increased the most in the past 15 years (Figure D.2). These results are supported with the findings presented in Figure A.2 showing virtually all libraries reporting a recent and future increased need for librarians to flexibly respond to change.

Resiliency is also an important but difficult to find characteristic and one that was mentioned in the Montreal Focus Groups as necessary to handle the stress associated with responding flexibly to change but also with handling patrons with increasingly complex and difficult needs. Without this resiliency, it was felt that the mental health of staff was subject to compromise, an outcome examined more closely in Section G. Figure D.2 also demonstrates an over-time increase in both importance and difficult to find of more than 10 percentage points for half of the competencies listed.

Figure D.1: Competency Important[1] and Difficult to Find[2] in Librarians
(n=25 libraries)
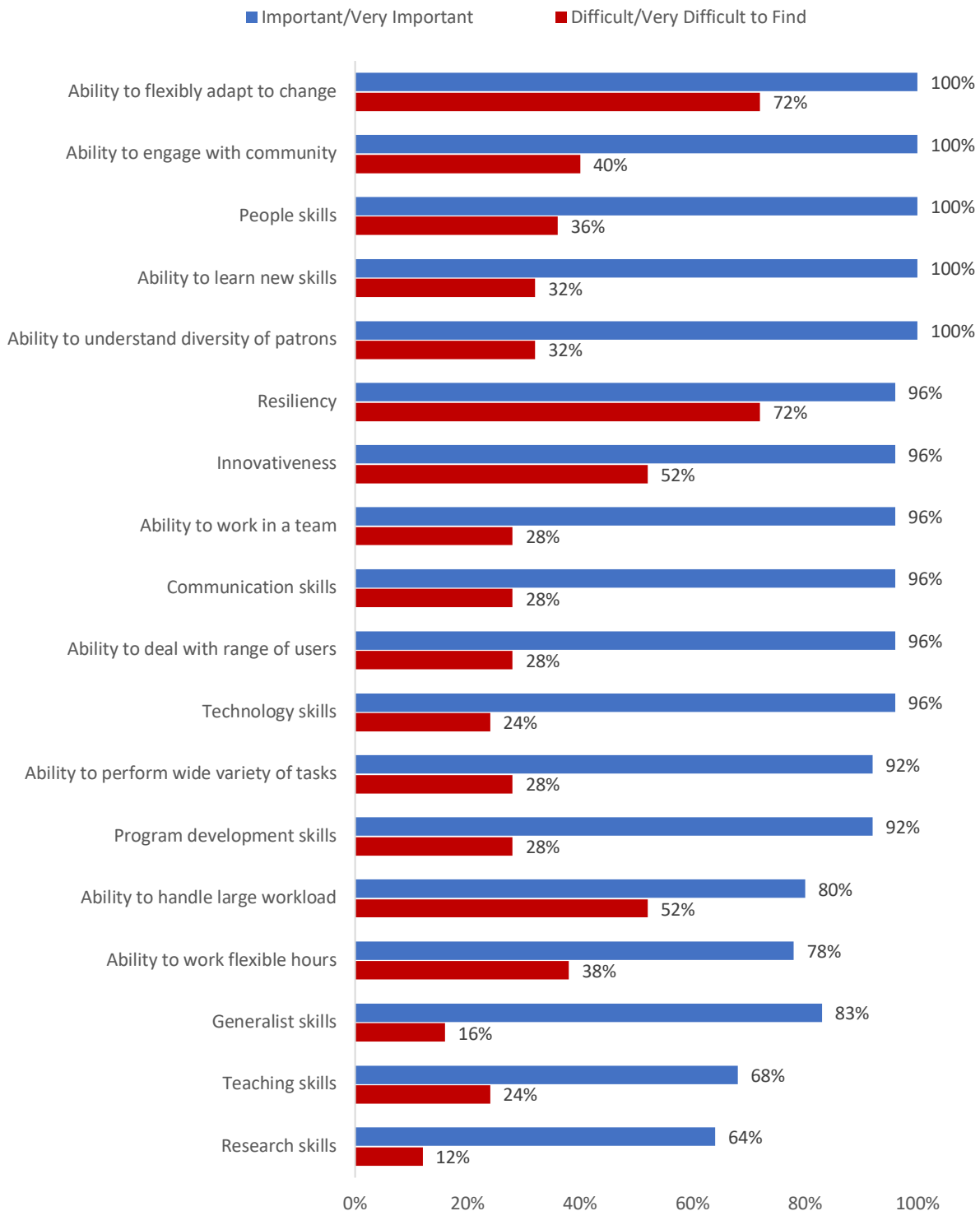
■ Important/Very Important   ■ Difficult/Very Difficult to Find

Competency	Important/Very Important	Difficult/Very Difficult to Find
Ability to flexibly adapt to change	100%	72%
Ability to engage with community	100%	40%
People skills	100%	36%
Ability to learn new skills	100%	32%
Ability to understand diversity of patrons	100%	32%
Resiliency	96%	72%
Innovativeness	96%	52%
Ability to work in a team	96%	28%
Communication skills	96%	28%
Ability to deal with range of users	96%	28%
Technology skills	96%	24%
Ability to perform wide variety of tasks	92%	28%
Program development skills	92%	28%
Ability to handle large workload	80%	52%
Ability to work flexible hours	78%	38%
Generalist skills	83%	16%
Teaching skills	68%	24%
Research skills	64%	12%

Source: 8Rs 2019 Institutional Survey
[1] Based on responses of '4' and '5' on a 5-point scale with '1' meaning "not at all important" and '5' meaning "Very important" to the question: "Rate how important the competency is when you are making recruiting decisions about librarians."
[2] Based on responses of '4' and '5' on a 5-point scale with '1' meaning "Very easy to fulfill" and '5' meaning "Very difficult to fulfill" to the question: "Rate the level of ease or difficulty you have experienced in trying to fulfill these competencies."

Figure D.2: Competency Important AND Difficult to Find[1] in Librarians by Survey Year

■ 2019 (n=25 libraries)   ■ 2003 (n=25 libraries)

Competency	2019	2003
Ability to flexibly adapt to change	72%	36%
Innovativeness	48%	36%
Ability to handle large workload	40%	28%
People skills	36%	24%
Entrepreneurial skills	32%	36%
Ability to learn new skills	32%	20%
Technology skills	24%	28%
Ability to deal with range of users	24%	16%
Communication skills	20%	20%
Generalist skills	12%	8%
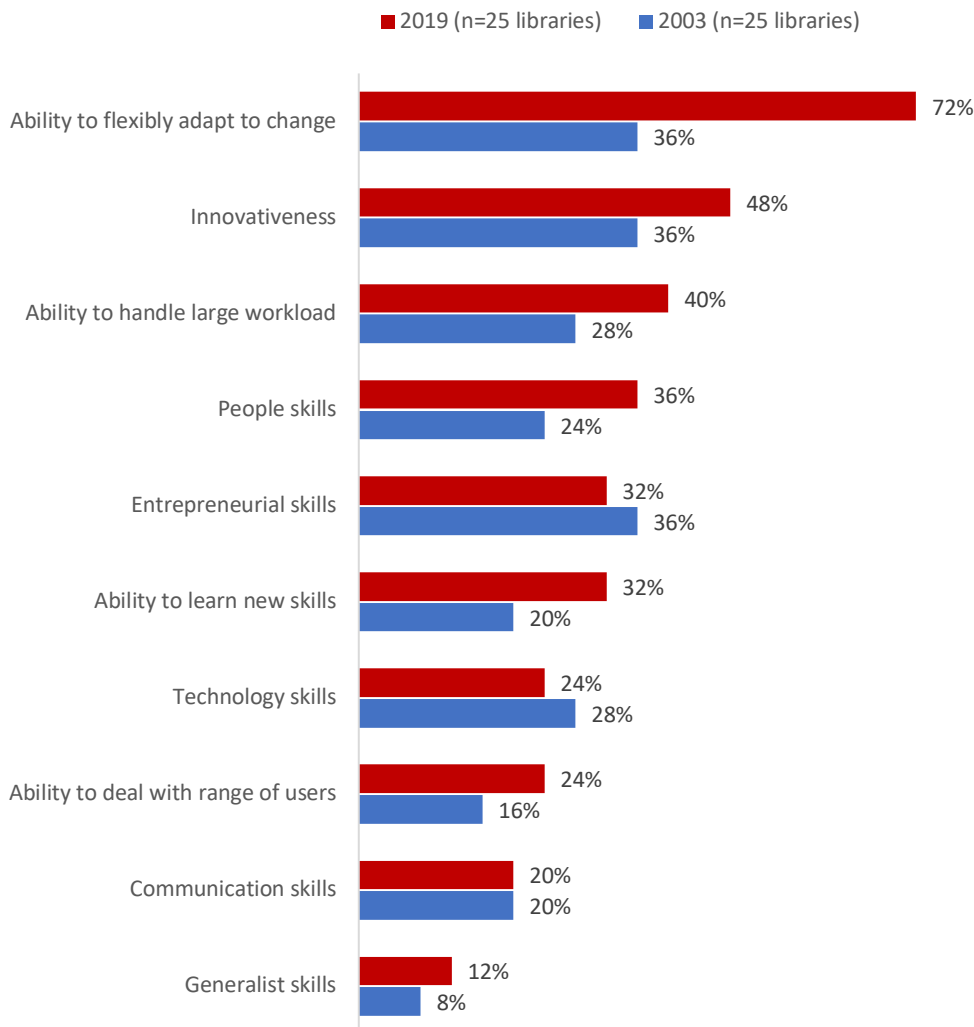
Source: 8Rs 2019 Institutional Survey
[1] Based on combined responses of '4' and '5' on a 5-point scale with '1' meaning "Not at all important" and '5' meaning "Very important" to the question: "Rate how important the competency is when you are making recruiting decisions about librarians" with responses of '4' and '5' on a 5-point scale with '1' meaning "Very easy to fulfill" and '5' meaning "Very difficult to fulfill" to the question: "Rate the level of ease or difficulty you have experienced in trying to fulfill these competencies."

LIBRARIAN COMPETENCY SUPPLY

Table D.1 shows that the majority of mid-career and senior librarians are in a sustained period of having to perform a wider variety of tasks, learn new tasks, perform more difficult and high-tech tasks, and to work harder. The requirement to learn new and more difficult tasks while at the same time performing fewer routine tasks, not only suggests a continual up-skilling of librarians but also a need for continual on-the-job training. The observation that very similar proportions of 2020 and 2004 respondents agreed with the most of these statements illustrates a level of consistency that defies the fact that 15 years has elapsed between survey responses. The findings also have implications for job satisfaction, the subject of Section G.

Table D.1: Task Changes Among Mid-Career and Senior Librarians
by Survey Year
(2020 n = 419; 2004 n=451)

Compared to 5 years ago, I am currently required to . . .	Percent Agreeing[1]	
	2020	2004
Perform a wider variety of tasks	71	69
Learn more new tasks	61	57
Perform more difficult tasks	54	58
Perform more high tech tasks	58	57
Perform more routine tasks	38	26
Work harder	54	60

Sources: 8Rs 2020 and 2004 Practitioner Surveys
[1] Based on responses of 4 and 5 on a 5-point scale with 1 meaning "strongly disagree" and 5 meaning "strongly agree" to the question: "To what extent do you agree / disagree with the following statements about how your job has changed in the past 5 years."

COMMUNITY SERVICE MODEL AND SOCIAL JUSTICE ROLE

A number of indicators have already demonstrated a shift in the large Canadian public library towards a more community-oriented service model within a social justice framework, including the following:

- The need for librarians to perform social worker-like tasks and for the library to fill its social justice role were cited as pressing human resource issues by about eight in ten Institutional respondents (Figure A.4).
- The social justice role of the library is viewed as a primary contributor to librarian role change among 63% of institutional respondents (Figure A.1).
- A very large proportion (92%) of institutional respondents noted an increased need for librarians to interact with a more diverse community in the past 5 years and 88% felt this increased trend would continue over the next 5 years (Figure A.2).
- Community development, engagement, and partnership building is the second most common emerging specialized function of librarians (Figure A.3).
- Just over one in ten new librarian positions were in community-based development and programming (Table C.2).
- About six in ten librarians are developing outreach programs and services and providing programming for marginalized communities such as the homeless or new immigrants (Table C.4).
- All institutional respondents indicated that the ability to engage with the community and to understand a diversity of patrons as important competencies (Figure D.1)

In addition, Table D.2 shows that, compared to 5 years ago, the majority of mid-career and senior librarians are now working with a more diverse (56%) and difficult patron body (63%). Just over 40% are now working with a more marginalized community and 32% felt that their job is currently more grounded within a social justice environment.

Thus, the community service model and the social justice role are well-entrenched in CULC / CBUC libraries and are impacting the work of librarians and those they engage with.

Table D.2: Social Justice-related Task Changes
Among Mid-Career and Senior Librarians
(n=414)

	Percent Agreeing[1]
Compared to 5 years ago, I am currently required to . . .	
Deal with more difficult patron behaviour	63
Work with a more diverse community	56
Work with a more marginalized community	41
Compared to 5 years ago, my job is currently . . .	
More grounded in a social justice role	32

Source: 8Rs 2020 Practitioner Survey
[1] Based on responses of 4 and 5 on a 5-point scale with 1 meaning "strongly disagree" and 5 meaning "strongly agree" to the question: "To what extent do you agree / disagree with the following statements about how your job has changed in the past 5 years."

SUMMARY OF MAJOR FINDINGS AND CONCLUSIONS

The results in this section suggest that the organizational and roles changes brought on by technology, the library's increased justice role and a dedication to serving a diverse population using a community-centred approach require librarians to be, more than anything else, flexible. This is not strictly a competency per se and is not typically within the scope of training and professional development and thus raises the question of how CULC / CBUC libraries can meet the challenge of finding librarians with the ability to continually and flexibly adapt to change? The data suggest that flexibility is more than just about learning how to do new and a wider scope of tasks, but is perhaps more a matter of having an attitude toward change that includes a willingness to adapt, an interest in providing innovative solutions, and a level of personal resiliency that allows individuals to embrace rather than resist change.[8]

Some participants in the Montreal Focus Groups felt that a low resiliency threshold was especially prevalent among librarians with outdated expectations of librarianship that include performing discrete reference and collections tasks as oppose to working with and understanding people with complex and sometimes messy needs. These findings have implications for recruitment to the profession, but also for how the organization supports its staff. The results presented in Section G about work-related stress provide some insights into how libraries might help librarians better fortify themselves by addressing workloads and workplace security and safety.

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[8] Research on resiliency in the workplace draws upon the broader concept of psychological capital (PsyCap) which not only includes an employee's capacity to be resilient, but also to be hopeful, confident and optimistic. According to Lowe (2019), leaders can cultivate Psycap among employees.

STRATEGIC HUMAN RESOURCE IMPLICATIONS

- The findings suggest that CULC / CBUC libraries find ways to work together to address the need for librarians to be flexible and resilient in the face of change and as they work with and program for disadvantaged and diverse populations.
- Opportunities may also exist for CULC / CBUC to develop a current set of competencies for public libraries[9] and to provide a more realistic and up-to-date archetype of librarianship in terms of recruitment to the profession. The profession needs to attract more individuals who are prepared to work with disadvantaged populations.
- Libraries should also consider recruiting for personal characteristics such as flexibility, resiliency, and emotional intelligence and, as suggested by a recent EPL study about the provision of services for socially vulnerable populations to "assess applicants' ability and judgement in responding to situations typical of an urban library setting" (Marshal and Surrette, 2017).

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[9] For background on competency development in Canadian public libraries see Chan (2011).

E. LIBRARIANS AS LEADERS AND MANAGERS WITH BUSINESS (LaMB) COMPETENCIES[10]

In 2003, leadership potential and managerial skills were the two most important and most difficult to fulfill competencies reported by the largest proportion of libraries. 8Rs Redux participants in the Montreal Focus Groups also expressed a high level of concern about the demand for librarians to perform leadership and management roles. For this reason, whole sections of questioning were added to both the Institutional and Practitioner Surveys that attempt to further our understanding of why the unmet demand has persisted for the past 15 years.

We have already noted that 88% of Institutional Survey participants reported an increased need for their librarians to perform leadership roles, both in the past 5 years and over the next 5 years (Figure A.2) and that filling leadership roles was the second most pressing human resource issue (Figure A.4). With 41% of new librarian positions in management, Table C.2 further demonstrated a trend of increasing management roles for librarians.

Other research has also found an overarching trend of less public interaction among librarians in favour of more administrative duties (James et al., 2015). Garmer (2014) adds that though librarians may have previously worked as leaders, their experience has tended to be about fielding problems as they walk in the door rather than going out into communities trying to identify or solve community needs.

CURRENT MANAGERIAL STAFF AND LIBRARIAN PERFORMANCE OF LaMB FUNCTIONS

According to both the Institutional and Practitioner Survey results, just under one-third of librarians are working in middle management or senior administrator positions (30% from the Institutional Survey and 32% from the Practitioner Survey). A further 7% of librarians from the Practitioner Survey are working as supervisors such that the total management staff is estimated to be about 40%. By comparison, just under one in five (18%) of 2003 librarians represented in the original 8Rs Institutional Survey were working as managers.

As shown in Figure E.1, other professionals are the most likely of all staff to be working in a managerial capacity, some of which are senior administrators such as branch managers (13%), but most of which are in middle management (37%), especially organizational functioning roles such as human resource, assessment / evaluation, or marketing managers.

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[10] See Definitions of Terms on page iii for how LaMB roles and functions are defined in the study.

Figure E.1: Management Level by Type of Staff
(n=1,344)
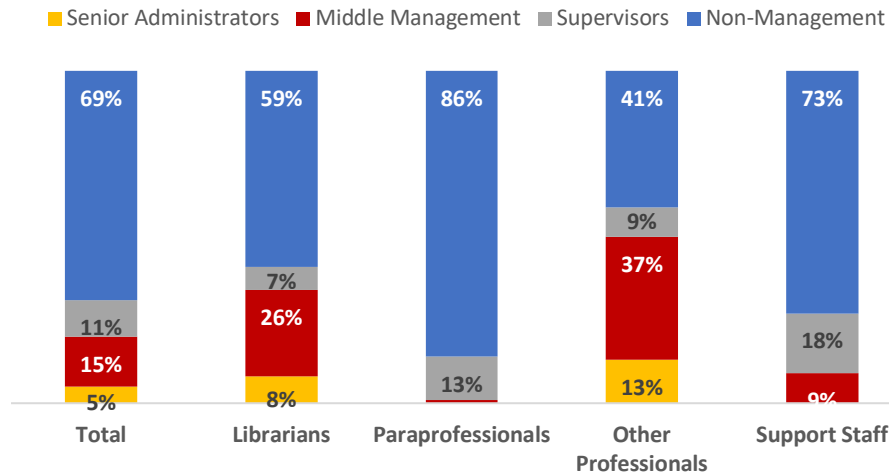
Source: 8Rs 2020 Practitioner Survey

INSTITUTIONAL LaMB COMPETENCY DEMAND / SUPPLY

The very high (88%) past and future increased demand for librarians to perform leadership roles was already noted in Figure A.2 and is supplemented in Table E.1 with the finding that 61% of senior and mid-level librarians reported an increased leadership role performance in the past 5 years. All three leadership demand measures are comparable to what they were in 2003/2004; however, management competency demand indicators are slightly down from the original 8Rs study.

Table E.1: Increased Past and Future Demand for LaMB Competencies by Survey Year

	Percent	
	2019/2020	2003/2004
	(n=25 libraries)	(n=25 libraries)
Leadership Competency Indicators		
Library increased demand in past 5 years[1]	88	92
Library increased demand over next 5 years[2]	88	96
Librarian increased performance in past 5 years[3]	61	61
Management Competency Indicators		
Library increased demand in past 5 years[1]	60	88
Library increased demand over next 5 years[2]	72	96
Librarian increased performance in past 5 years[3]	51	58
Business Competency Indicators		
Library increased demand in past 5 years[1]	68	n/a
Library increased demand over next 5 years[2]	60	n/a
Librarian increased performance in past 5 years[3]	39	n/a

Sources: 8Rs 2019 and 2003 Institutional Surveys; 8Rs 2020 and 2004 Practitioner Surveys

[1] Based on responses of 3, 4, and 5 on a 5-point scale with 1 meaning "to no extent" and 5 "to a great extent" to the question: "To what extent have the following changes in the staffing needs of your library occurred in the past 5 years?"

[2] Based on responses of 3, 4, and 5 on a 5-point scale with 1 meaning "to no extent" and 5 "to a great extent" to the question: "To what extent do you think the following changes in the staffing at your library needs will occur at your library over the next 5 years?"

[3] Based on responses from mid-career and senior librarians of 4 and 5 on a 5-point scale with 1 meaning "strongly disagree" and 5 meaning "strongly agree" to the question: "To what extent do you agree / disagree with the following statements about how your job has changed in the past 5 years."

Figure E.2 presents institutional responses about the importance of LaMB competencies and the extent to which they are difficult to find in librarians. Leadership potential (92%) and its associated skills are clearly the most important and difficult to find with community relationship development (100%), the ability to envision the library's future (96%), to influence others (92%), and to facilitate change (92%) viewed as important, and with the latter the most difficult to find (80%). Supervisory and assessment & evaluation skills stand out as being the most important management and business competencies, respectively. While not as important as other LaMB competencies, human resources management skills are notable for being among the most difficult to fulfill competencies (80%).

Once again, the data on the importance and difficulty fulfilling leadership and management competencies echoes the findings of original 8Rs study. One-to-one comparisons are not appropriate given question wording changes; however, in 2003 leadership potential and management skills were viewed as the top two most important and difficult to fulfill competencies when recruiting librarians. Specifically, in 2003:
- 88% of libraries reported leadership potential as important / very important when making recruiting decisions and 42% as difficult / very difficult to find, and
- 71% of libraries reported management skills as important / very important and 54% difficult / very difficult to find.

The quantitative results on the continuing unmet need for librarians to perform leadership roles are thus undeniable and strong. Qualitative findings provide further detail. In addition to the primacy of leadership competencies highlighted in the focus group meetings, participants remarked on the need for librarians to elevate their thinking so that it's strategic, global, and long-term. Mention was also made of the need for librarian managers to think quickly and not expect perfection which, as librarians, they tend to do. Yet another focus group participant emphasized the active process of decision-making;

> *Leadership involves good decision-making skills; not just answering questions but getting into the community leading, listening, drawing conclusions and applying conclusions.*

Figure E.2: LaMB Competency Important[1] and Difficult to Find[2] in Librarians
(n=25 libraries)
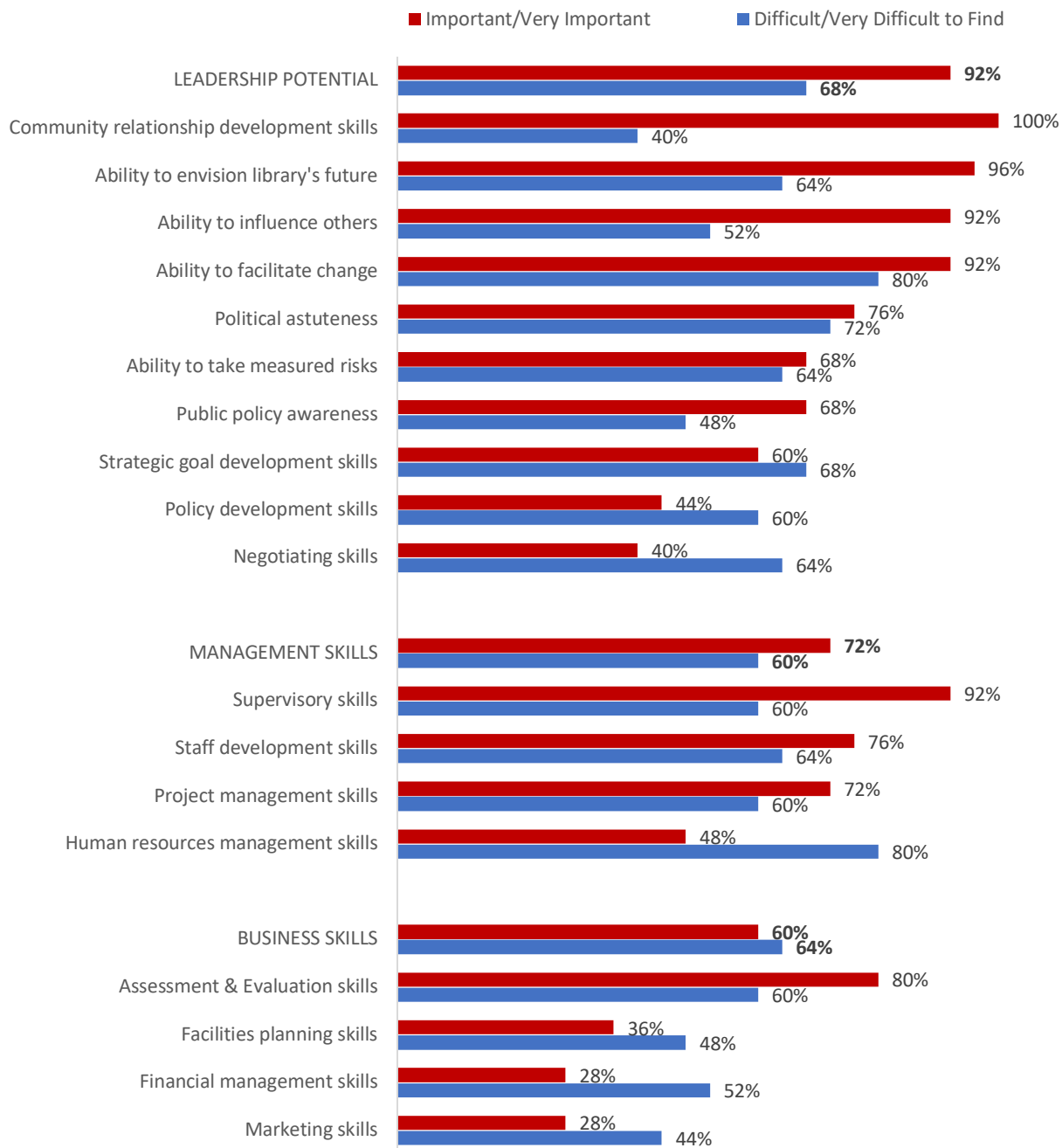
■ Important/Very Important   ■ Difficult/Very Difficult to Find

	Important/Very Important	Difficult/Very Difficult to Find
LEADERSHIP POTENTIAL	92%	68%
Community relationship development skills	100%	40%
Ability to envision library's future	96%	64%
Ability to influence others	92%	52%
Ability to facilitate change	92%	80%
Political astuteness	76%	72%
Ability to take measured risks	68%	64%
Public policy awareness	68%	48%
Strategic goal development skills	60%	68%
Policy development skills	44%	60%
Negotiating skills	40%	64%
MANAGEMENT SKILLS	72%	60%
Supervisory skills	92%	60%
Staff development skills	76%	64%
Project management skills	72%	60%
Human resources management skills	48%	80%
BUSINESS SKILLS	60%	64%
Assessment & Evaluation skills	80%	60%
Facilities planning skills	36%	48%
Financial management skills	28%	52%
Marketing skills	28%	44%

Source: 8Rs 2019 Institutional Survey
[1] Based on responses of '4' and '5' on a 5-point scale with '1' meaning "Not at all important" and '5' meaning "Very important" to the question: "Rate how important the competency is when you are making recruiting decisions about librarians."
[2] Based on responses of '4' and '5' on a 5-point scale with '1' meaning "Very easy to fulfill" and '5' meaning "Very difficult to fulfill" to the question: "Rate the level of ease or difficulty you have experienced in trying to fulfill these competencies."

When asked for other important but difficult to find LaMB competencies, 17 libraries provided a response. Most of these referenced thinking frameworks typical of leadership such as the ability to see the big picture, strategic thinking, critical thinking, the ability to connect the library's priorities to broader social issues, or the ability to identify and then meet the library's needs. Communication skills (e.g., public speaking, persuasive speaking, presentations skills) were also deemed as important but difficult to find competencies among several libraries. A

few libraries also highlighted the need for librarians to have a better understanding of their community, whether this meant greater cultural awareness or more empathy toward marginalized populations.

Institutional responses on the extent to which a list of possible items prevent finding LaMB competencies among librarians, demonstrates a wide range of barriers (Figure E.3). Most respondents, however, highlighted MLIS curriculum deficiencies (96% reporting as a barrier at least to some extent and 88% to a large / great extent). Inadequacies with Canada's MLIS programs were also highlighted in the focus groups and, as shown in greater detail in the next section on education, is an ongoing issue that warrants collaborative attention by the education and public library systems alike.

A large majority also indicated that on-the-job training and opportunities to experience these roles limited the pool of qualified librarians for these roles (91% for inadequate post-MLIS management skills training and 75% for inadequate post-MLIS leadership development opportunities). Though most libraries offer some type of leadership training to librarians, a small number of library respondents specifically mentioned offering some type of change management training. The results above suggest that this might be the most effective type of training that could help bridge the gap between the need for, and ability to, facilitate change.

Having examined the demand / supply shortages for LaMB from the perspective of library administration, in the following section we turn to the supply measures of these important competencies by librarian practitioners themselves.

Figure E.3: Barriers to Finding LaMB Competencies[1]
(n= 25 libraries)

■ To some extent ■ To large / great extent

LEADERSHIP COMPETENCY BARRIERS

Barrier	To some extent	To large / great extent
Inadequate MLIS leadership curriculum	12%	84%
Librarian lack of confidence in performing leadership roles	28%	64%
Librarian disinterest in performing leadership roles	22%	68%
Lib community lack of focus on leading as core competency	16%	60%
Inadequate post-MLIS leadership development opport.	28%	44%

MANAGEMENT COMPETENCY BARRIERS

Barrier	To some extent	To large / great extent
Inadequate MLIS mgt. curriculum	17%	79%
Librarian disinterest in mgt.	28%	64%
Librarian disinterest in supervising	28%	60%
Librarian lack of confidence in mgt.	20%	68%
Librarian lack of confidence in supervising	28%	64%
Inadequate post-MLIS mgt. skills training	17%	71%
Lib community lack of focus on mgt. as core competency	20%	60%

BUSINESS COMPETENCY BARRIERS

Barrier	To some extent	To large / great extent
Inadequate MLIS business curriculum	20%	72%
Inadequate post-MLIS business skills training	33%	50%
Collective agreements	24%	44%

Source: 8Rs 2019 Institutional Survey
[1] Based on responses of '3', '4' and '5' on a 5-point scale with '1' meaning "Not at all" and '5' meaning "To a great extent" to the question, "To what extent do the following items prevent you from finding librarians with management, business, or leadership competencies?"

LIBRARIAN LaMB SUPPLY INDICATORS

The gap between the institutional need for librarians to perform leadership and management roles and their disinterest in doing so was one of the most widely disseminated findings from the original 8Rs research. The

results in Table E.2 continue to support this gap. Just under half of librarian Practitioner Survey respondents indicated that they were not interested in moving into a (more senior) management position, irrespective of whether they are currently working in a managerial capacity. The stress (89%) and extra responsibility (80%) associated with managing were the most commonly-cited reasons for this disinterest.

**Table E.2: Librarian Disinterest in (More Senior) Management Position[1]
by Management Level**

	Percent		
	Total (581)	**Non-Management / Supervisors** (417)	**Middle Management** (164)
Not Interested in Moving into (More Senior) Management Position	47 (240)	47 (173)	46 (60)
Why Not Interested[2]			
Too much <u>stress</u>	89	90	78
Disinterest in assuming <u>extra responsibility</u>	80	86	66
Disinterest in working <u>long hours</u>	74	76	69
<u>Not why I became a librarian</u>	73	80	52
Disinterest in <u>supervising</u> others	68	79	34
Insufficient <u>pay</u> raise	60	62	55
Lack of <u>experience</u>	36	40	25
Lack of <u>confidence</u>	36	38	31
Lack of <u>skills</u>	29	31	25
<u>Retiring / leaving</u> library soon	27	21	42

Source: 8Rs 2020 Practitioner Survey
[1] Based on responses of '3', '4' and '5' on a 5-point scale with '1' meaning "Not at all" and '5' meaning "To a great extent" to the question, "To what extent do the following explain why you are not interested in moving into a (more senior) management position.

Interestingly, 80% of non-management / supervisors are not interested in moving into management positions because it does not fit with their original attraction to the profession. Responses to the open-ended question asking if there were any other reasons further clarify this finding with many librarians indicating enjoyment of their current non-management position and even more specifically that they would lose contact with the public, one of the most cherished aspects of their work (Figure G.4).

Unlike the institutional respondents (Figure E.3), however, a minority of librarians indicated their disinterest was because they lacked experience (36%), confidence (36%), or skills (29%). As we would expect, non-management / supervisory librarians were slightly more likely than middle managers to report these as reasons.

Perhaps even more important are the findings that 53% of non-senior administrators expressed an interest in moving into a (more senior) management position with supervisors the most likely (71%) to indicate an interest (Figure E.4). Thus, there is a noteworthy disconnect between administration's views on librarian interest in managing and leading (Figure E.3) and the interest of librarians themselves.

Figure E.4 Librarian Interest in (more senior) Management Position by Current Level of Management

(n=581)
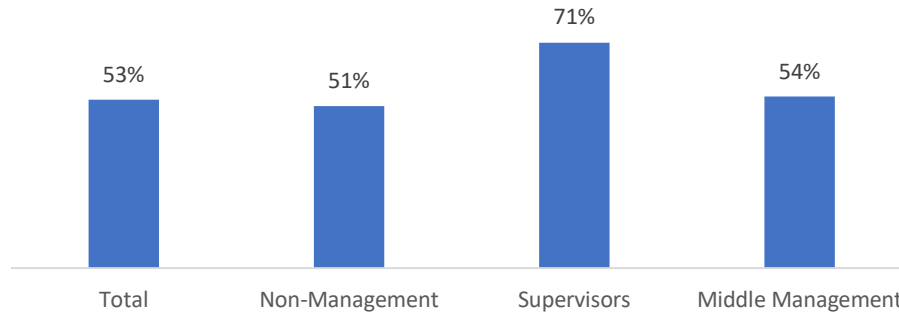
Source: 8Rs 2020 Practitioner Survey
[1] Based on "yes" responses to the question "Are you interested in moving into a (more senior) management position?"

Among the 53% of non-senior administrators interested in a (more senior) management position, 22% indicated that they did not need any further training to achieve this interest. Among the remaining 78%, 212 provided 391 responses about the type of training that would provide them with the most important skills required to move into a (more senior) management position. These responses are categorized and presented in Figure E.5. The most commonly-cited training needed was for skills that are related to managing people, including human resources / people management (13%), conflict resolution (8%), and supervising (8%). The latter finding is echoed and reinforced by the results in Table E.2 showing that existing supervisors are the most interested in participating in supervisory training (84%) and the former finding is congruent with Institutional respondents' expressed difficulty in finding librarians with these needed competencies (Figure E.2).

Figure E.5: Librarian Most Important LaMB-Related Training Required to Manage[1]

(n=391 responses from 212 respondents)

Category	Percent
MANAGEMENT TOTAL	49%
HR / People Management	13%
Project Management	9%
Conflict Resolution	8%
Supervising	8%
Labour Relations	2%
LEADERSHIP TOTAL	26%
Working w/ Board / City / Community	5%
Public Policy / Administration / Governance	4%
High level / strategic decision-making	3%
BUSINESS TOTAL	14%
Budgeting / Financial Management	9%
EXPERIENTIAL LEARNING TOTAL	12%
Mentorship / job shadowing / coaching	8%
More experience over training	3%

Source: 8Rs 2020 Practitioner Survey
[1] Based on categorized responses to the open-ended question "What kind of training do you feel would provide you with the most important skills required for you to move into a (more senior) management position?"

A gap between librarian participation in training and their interest in doing so is evident for all types of LaMB-related training (Table E.2), as is a gap between their participation in LaMB-related tasks and their interest in doing so (Table E.3). Interest in training tends to increase as level of management increases, though once again, interest in supervisory training is especially high among supervisors themselves; 62% participated in supervisory training, but 84% are interested in such training. At the same time, less than half (46%) of current supervisors feel that it is important for them to supervise (Table E.3). Together, these results suggest that disinterest in supervising among supervisors might be due to a shortage of related skills that are necessary to adequately supervise others or, as demonstrated in Figure E.3, that they are interested in moving into management positions that require less direct supervisory duties.

Table E.2 also demonstrates that less than three in ten librarians have participated in any type of leadership development but nearly six in ten are interested in doing so. Again, the participation / interest gap is highest among supervisors (24% participation rate compared to 67% interest rate) though it is also noteworthy among non-management librarians (12% participation rate compared to 49% interest rate).

Table E.2: Librarian Participation and Interest in LaMB Training[1]
by Management Level

			Percent		
	Total	Non-Mgmt.	Supvr.	Middle Mgmt.	Senior Admin.
	(637)	(375)	(44)	(164)	(54)
Leadership Development					
Participated in any leadership training	27	12	24	51	67
Interested in any leadership training	57	49	67	68	66
Participated in PLLeaders[2]	7	2	3	11	34
Interested in PLLeaders[2]	40	35	49	46	46
Participated in NELI[3]	5	3	11	7	9
Interested in NELI[3]	30	31	33	29	26
Participated in other leadership	23	11	16	40	57
Interested in other leadership	51	45	65	60	57
Management Skills					
Participated in mgmt. training	41	23	55	68	79
Interested in mgmt. training	67	60	75	78	77
Participated in supvr. training	38	24	**62**	60	47
Interested in supvr. training	60	56	**84**	70	41
Business Skills					
Participated in business training	22	15	13	32	61
Interested in business training	54	49	62	57	72

Source: 8Rs 2020 Practitioner Survey
[1] Based on responses to a two-part question asking 1) if participated in training in the past 5 years and 2) the extent to which interested in participating in training on a 5-point scale. Responses of 4 and 5 are combined and presented in the table.
[2] Northern Exposure to Leadership Institute. Unclear if this program still offered.
[3] Public Library Leaders Program is an 18-month program put on by a partnership between the iSchool at the University of Toronto and CULC / CBUC.

The level of importance attached to leadership roles overall and to specific leadership competencies is fairly strong among librarians of all management levels, but perhaps even more noteworthy is the relatively large proportions of librarians of all levels indicating that their job allows them to perform these competencies (Table E.3). For example, 46% of non-managers agreed that their job includes a leadership role. These findings highlight the notion that leadership is not just a necessary part of what managers do but can also be a component of all types of librarian work, whether its motivating others, seeking out new project opportunities, forging partnerships outside the library, or advocating on behalf of the library. This conclusion is supported by data in Appendix Table 5 showing that more than half of non-managers are engaged in developing and leading new initiatives (54%) and in developing community relationships (57%). The data also highlight the need for and practice of leadership competencies among all librarians participating in the community-centred model.

Table E.3: Librarian Interest and Participation in LaMB Roles by Management Level

Percent Librarians Agreeing[1]

	Total (637)	Non-Mgmt. (375)	Sup. (44)	Middle Mgmt. (164)	Senior Admin. (54)
Leadership					
Important to perform leadership role	72	62	77	88	87
Job allows leadership role	62	46	75	84	93
Important to motivate others	71	63	66	85	82
Job allows motivate others	65	50	80	86	90
Important to seek out new project opportunities	82	78	84	86	91
Job allows seek out new project opportunities	59	50	64	69	89
Important to forge partnerships outside of my library	64	62	61	65	74
Job allows forge partnerships outside of my library	57	51	55	63	77
Important to advocate on behalf of library	71	67	66	79	83
Job allows advocation of library	60	53	55	70	85
Management					
Important to manage	52	38	61	74	80
Job allows manage	46	21	61	83	91
Important to supervise	**34**	**20**	**46**	**52**	**63**
Job allows supervisory role	**48**	**22**	**80**	**86**	**81**
Business					
Important to use business skills	33	24	27	45	64
Job allows use of business skills	32	18	34	48	77

Source: 8Rs 2020 Practitioner Survey

[1] Based on responses of 4 and 5 on a 5-point scale with 1 meaning "strongly disagree" and 5 meaning "strongly agree" to the question: "To what extent do you agree / disagree with the following statements about what is important to you in a job AND whether that element is part of your library job how your job.

SUMMARY AND CONCLUSIONS

The results demonstrate that leadership competencies are a higher unmet demand than are management and business competencies. The high demand for librarians to assume leadership roles is a long-term trend with the ability to facilitate change and to envision the library's future as the two most important and difficult to find leadership competencies. At the same time, all leadership competencies are viewed by Institutional respondents as important and in increased demand. Also required are leaders that think broadly, strategically, and in the long-term. There appear to be a wide range of reasons why these leadership competencies are difficult to find though inadequate MLIS leadership curriculum is viewed as a barrier by the largest proportion of libraries.

Though down slightly from 2003, management competencies are still in high demand. Supervisory skills are in high demand, but human resources skills are the most difficult to find among librarians and they comprise the most commonly-cited training viewed as necessary by librarians for them to move into a (more senior) management position.

Several gaps were uncovered in this section, but perhaps the most notable one is between the perceptions of administration as expressed in the Institutional Survey and the perceptions of librarians as indicated by their responses to the Practitioner Survey. More than nine in ten library administrators indicated that a lack of librarian interest in managing or leading explained why they are unable to find librarians who can perform these roles, but more than half of librarians expressed an interest in moving into a (more senior) management position. Furthermore, librarian interest in participating in LaMB-related training and in performing LaMB functions exceeds the amount of training they have received and the extent to which they are performing these functions. In fact, certain leadership competencies are found to be important for non-management librarians as well, including the ability to develop relationships with the larger community and to seek out new project opportunities. Together, the findings suggest that the demand for leadership may be partly met with the provision of more training and experiential opportunities for librarians at all management levels.

The Montreal Focus Group and Institutional Survey findings also reinforce the idea that marketing of the realities of the profession could be improved. The original 8Rs found that librarians typically come into librarianship because of their love of books and their interest in serving the public good, but not a single Practitioner respondent said they wanted to manage or lead. Whether these original reasons for entering the profession hold to the same extent as they did 15 years ago is debatable suggesting that further efforts are directed towards exploring this aspect of librarianship.

STRATEGIC HUMAN RESOURCE IMPLICATIONS

- Given the leadership competencies required for a community-centred model of service delivery, leadership training should not be just provided to those in management roles, but also to librarians engaged in the process of developing programs with and for the larger community.
- Librarian interest in leading and managing surpasses the perceived interest among administration suggesting that there is room for the provision of more training and experiential opportunities, perhaps especially for competencies related to human resources management and to change management.
- Once again opportunities exist to update the archetype of librarianship by recruiting to the profession individuals who are interested in leading and managing.

F. Education and Training

When contemplating the magnitude of role change that CULC / CBUC library staff have undergone in recent decades, it is not hard to imagine the scope of what has been required to facilitate this shift, not only by staff members themselves but also by employers invested in their success. It is also easy to see how many elements need to work together, beginning with an MLIS curriculum that is current and relevant to the needs of public libraries through to on-the-job training and professional development opportunities, all while librarians are motivated to learn and to be able to flexibly adapt to change. It is thus not surprising that human resource heads view the ongoing need to develop staff as their most pressing human resource challenge.

In 2006, the 8Rs research team conducted an in-depth investigation into the education and training provided to librarians and paraprofessionals across all library sectors. The study provided an evaluation of education from a broad spectrum of vested stakeholders including current students, recent graduates, LIS and LIT program heads, and employers and also encompassed a content evaluation of curriculum. In telephone interviews with LIS Deans/Directors, virtually all respondents described having somewhat of a generalist approach to programming that would enable students to work in all types of library settings upon graduation, and all described their programs as enabling students to specialize in particular areas of librarianship. As of 2006, all 7 LIS programs required students to take one course in management, business, or leadership and all together management courses comprised 20% of compulsory curriculum (8Rs Research Team, 2006). Given the continuing unmet need for LaMB competencies and given that nearly 15 years has elapsed since this research was conducted, these findings clearly warrant updating.

The analysis of librarian competencies in the previous two sections noted the high need for librarians to learn new skills (Figure D.1) and the continued need for ongoing training and experiential opportunities in leadership, management, and to some extent, business skills (Figures E.3 and E.5, Table E.2). We continue this line of inquiry in the current section by examining results on how CULC / CBUC libraries and recent MLIS graduates feel that MLIS programs could change to better support them, while also opening up the investigation to the training of paraprofessionals and non-MLIS professionals. We begin with a presentation of the educational background of librarians.

Educational Background

Table F.1 provides responses from librarian practitioners about their other non-MLIS education and shows that they are increasingly likely to have a second Master's degree (18% compared to 11%. in 2004). This small trend may be in response to the increased demand for librarians to perform roles that require additional high levels of specialized education such as those offered by masters' programs in business, education, or public policy. (See Appendix Table 7 for education levels among non-MLIS staff.)

Table F.1: Non-MLIS Education Among Librarians by Survey Year

	Percent	
Non-MLIS Education	**2020** (n=637)	**2004** (n=527)
Library tech. cert./ dip.	4	3
Other Master's degree	18	11
Ph.D.	1	1

Sources: 2020 and 2004 8Rs Practitioner Surveys

MLIS PROGRAM EVALUATION

The evidence for improving the MLIS curriculum to meet the needs of CULC / CBUC is strong and has been noted in previous studies (Stevenson, 2020; Fischer, 2018). We have already presented two important findings showing that CULC / CBUC libraries would benefit from changes to Canada's MLIS curricula, including;

- An increase from 46% in 2003 to 76% in 2019 of the proportion of libraries viewing MLIS education as a barrier to hiring qualified librarians (Figure B.1).
- Inadequate curriculum was perceived as a barrier to finding librarians with needed leadership (96%), management (96%), and business (92%) competencies (Figure E.3).

In addition, several library leaders participating in the Montreal Focus Groups maintained that library school curriculum is often too focussed on technical skills (such as data management and cataloguing) and not sufficiently on people skills needed to work in a public library. In highlighting that recruitment into MLIS programs is the point of entry into librarianship, a few participants also mentioned that career counsellors are still behind the times and do not provide prospective LIS students with a realistic depiction of 21st Century public librarianship. It was also felt that librarians are still entering MLIS programs because of their interest in books, but as supported by the current findings, they should be coming into the program because they love working with people or are interested in leading and managing the library. One library director aptly captured these sentiments in the following quote;

> *Librarians still come out of school not understanding the realities of librarianship in an urban context which may be because career counsellors are steering them in that direction. As a result, they lack the capacity for messy—humans are messy and books are tidy. Libraries are a democratic space where different people of different backgrounds come together, and Library school curriculum is often about the information (data management and cataloguing).*

When asked about the extent to which MLIS programs equip graduates with the competencies required to work as librarians, just over two-thirds (68%) of Institutional participants responded to some or a moderate extent. Due to changes in the question wording, comparable 2003 data do not exist; however, we can say that the finding is somewhat lower than was reported by CARL libraries in 2013, 81% of whom indicated that education provided in MLIS programs equips graduates to a moderate or great extent with the competencies required to work as librarians in their sector.

Figure F.1 presents Institutional respondent's suggestions for how MLIS programs could be improved. The figure clearly demonstrates that the vast majority of suggestions dealt with LaMB competencies, especially those related to the big picture requirement of leadership, including providing students with a greater understanding of the role / relevancy of the public library in the larger society and providing skills education in strategic goal

and community relationship development. Also notable were suggestions to recruit to the profession based on soft or interpersonal skills, personal characteristics such as approachability, confidence, and an outgoing personality, as well as a capacity for, and interest in, playing a leadership role.

Figure F.1: Library's Suggested Improvements to MLIS Curriculum
(38 responses from 18 libraries)

Category	%
TOTAL LEADERSHIP COMPETENCIES	47%
Role / Relevance of library in larger society	18%
Community Relationship Development / Partnering Skills	5%
Strategic Goal Development Skills	5%
TOTAL MANAGEMENT COMPETENCIES	34%
Supervisory Skills	8%
Project Management Skills	8%
Human Resources Management Skills	8%
TOTAL BUSINESS COMPETENCIES	18%
Assessment & Evaluation Skills	5%
Financial Management Skills	5%
Marketing Skills	3%
Business Development Skills	3%
OTHER	26%
Program recruitment for soft skills / leadership interest	11%
More Practical / Practicum / Mentoring / Co-op	8%
Communication / Presentation Skills	8%

Source: 8Rs 2019 Institutional Survey
[1] Based on categorized responses to the question "How could the curriculum content of MLIS programs be improved, if at all?"

The vast majority (98%) of institutional respondents further indicated that they have little or no input into the curriculum content of Canada's MLIS programs (compared to 88% in 2003). Less than a handful of libraries have any contact with library schools and even fewer are in contact on a regular yearly basis.

Turning to recent graduates' evaluations of their MLIS program, Table F.2 demonstrates a minority agreeing that their program provided them with essential librarian skills required to effectively perform their jobs with ratings of the provision of LaMB competencies the lowest. The table also shows lower ratings among 2020 recent graduates than 2004 graduates for most indicators. As a result, 2020 librarians were less likely (56% compared to 68%) to indicate that they were "satisfied" or "very satisfied" with the quality of education overall.

Table F.2: Recent Graduate[1] Evaluations of MLIS Program by Survey Year

	Percent	
Program provided me with . . . [2]	**2020**	**2004**
	(210)	(77)
Understanding of library's social justice role	56	n/a
Generalist skills	54	67
IT skills	42	51
Leadership skills	**27**	**25**
Management skills	**24**	**30**
Business skills	**16**	**16**
People skills	34	n/a
Realistic depiction of public librarian	22	30
I can apply what I learned to my job	50	60
% Satisfied with overall quality of education[3]	**56**	**68**

Sources: 8Rs 2020 and 2004 Practitioner Surveys
[1] Recent graduates are defined as those who completed their MLIS program after 2013.
[2] Based on responses of 4 and 5 on a 5-point scale with 1 meaning "strongly disagree" and 5 meaning "strongly agree" to the question: "To what extent do you agree/disagree with the following statements the education you received in your Master of Library and Information Studies program?"
[3] Based on responses of 4 and 5 on a 5-point scale with 1 meaning "very dissatisfied" and 5 meaning "very satisfied" to the question: "Overall, how satisfied are you with the quality of education you received in your MLIS program?"

When asked what could be done to improve the quality of education offered in MLIS programs, 166 recent graduates provided 261 suggestions. A comparison of MLIS program improvement suggestions between institutional (Figure F.1) and Practitioner responses (Figure F.2) reveals that the former are much more concerned about LaMB than the latter. That said, one in five suggestions by recent graduates were to improve the program's leadership, management, or business curriculum content.

Otherwise, the most common response comprising 31% of the suggestions is to make the program more practical, especially by offering more practicum opportunities (50% of recent graduates reported having participated in a co-op/practicum and 20% had done so in a public library). The 8Rs Training Gaps Analysis found that as of 2006, all MLIS programs offered practicums in addition to other forms of experiential learning such as internships, mentorships, or job shadowing. Whether this has changed or whether these options are less adequate in some way is unknown. The results with respect to the practical aspects of the programs suggest that this issue warrants closer examination.

Also notable, are calls from recent graduates for curriculum that is more applicable to public libraries (15%) and more focused on the social justice role of the library (19%) by, for example, learning how to deal with difficult patrons or being provided with a better understanding of social work skills.

Figure F.2: Recent Graduates[1] Suggested Improvements to MLIS Program[2]

(n=261 responses from 166 Recent MLIS Graduates)

Category	%
MORE LaMB TOTAL	19%
Leadership	2%
Management	9%
Business	5%
MORE APPLICABLE TO PUBLIC LIBRARIES	15%
MORE PRACTICAL	31%
Co-ops / Practicums	7%
Mentorship / Job Shadowing	2%
MORE SOCIAL JUSTICE	19%
How to deal w/difficult patrons	5%
Social Work skills	2%
Diversity Awareness	2%
Community Partnership Building	1%
OTHER	
Better IT / Tech skills	3%
More / better Program development / assessment	3%
Improved learning environment	3%

Source: 8Rs 2020 Practitioner Survey
[1] Recent graduates are defined as those who completed their MLIS program after 2013.
[2] Based on categorized responses to the question "What, if anything, do you think could be done to improve the quality of education offered in MLIS programs?"

TRAINING & PROFESSIONAL DEVELOPMENT

Staff training has clear and strong implications for how well CULC / CBUC libraries are able to address their most pressing human resource challenge of continuously developing staff who can respond to the changing role of the library (Figure A.4).

The original 8Rs found that the largest gaps between institutional need and new librarians' perceptions of training opportunities were among CULC / CBUC libraries with budgets serving as the greatest barrier to offering needed training. In 2003, CULC libraries were in a situation in which their need for staff training was high, but their ability to offer training appeared to be low.

The current 8Rs Redux research presented in previous sections has demonstrated that inadequate training and professional development serve as a barrier to finding LaMB competencies in librarians; 70% indicating that inadequate post-MLIS leadership development, 88% inadequate post-MLIS management training, and 83% inadequate post-MLIS business training prevented them from finding librarians with LaMB competencies (Figure E.3). The gap between librarian participation in training and their interest in doing so was also evident for all types of LaMB-related training (Table E.2).

Table F.3 demonstrates a greater level of other training participation among librarians than for LaMB. For example, 41% of librarians had participated in management training in the past 5 years and even fewer in business skills training (22%; Table E.2), whereas more than 8 in 10 had participated in technology, customer-service, or homelessness awareness training. Moreover, the librarian participation / interest gap is not quite as high as it is for LaMB and, in fact, is reversed for customer service training; 83% had participated in but just 62% interested in doing so. Notable exceptions to this pattern are observed for mental health (e.g. first aid and de-escalation) training (61% of librarians had participated but 75% were interested in doing so) and for training that helps librarians learn about what other community services are available for their patrons (36% participation rate compared to 71% interest in participating). Elsewhere, awareness and knowledge of mental illness is acknowledged as critical to properly serving customers experiencing homelessness since there is often overlap between these populations (Marshall & Surrette, 2017).

The participation rate and interest in training among paraprofessionals does not depart significantly from librarians; however, the participation rate / interest gap among other professionals for skills and knowledge related to serving disadvantaged groups is notable. The gap is wider both because of lower participation rates and higher participation interest. For example, while 80% of other professionals are interested in mental health training, just 43% have participated in this type of training.

Table F.3: Participation and Interest in Training by Staff Type

	Total	Librarians	Para-professionals	Other Profs	Support Staff
Percent					
	(1,225)	(590)	(422)	(69)	(144)
Technology Training					
Participated in	79	83	79	68	69
Interested in	76	81	84	68	61
Customer Service Training					
Participated in	80	83	83	62	65
Interested in	62	62	55	70	46
Homelessness Awareness Training					
Participated in	74	80	74	**55**	58
Interested in	78	78	81	**84**	63
Mental Health Training					
Participated in	58	61	61	**43**	48
Interested in	74	75	69	**80**	52
Community Services Availability					
Participated in	36	44	31	**16**	24
Interested in	63	71	50	**55**	40

Source: 8Rs 2020 Practitioner Survey
[1] Based on responses to a two-part question asking 1) if participated in training in the past 5 years and 2) the extent to which interested in participating in training on a 5-point scale. Responses of 4 and 5 are combined and presented in the table.

Figure F.3 further shows that just 58% of CULC / CBUC staff indicated that their library provides them with sufficient training opportunities to perform their job effectively.[11] These findings, combined with those from Table F.3, suggest that increased opportunities for training in mental health and community services availability are warranted, perhaps especially for paraprofessionals and other professionals.

On the other hand, a large proportion of all types of CULC / CBUC staff indicated that they have sufficient education, training, and experience to effectively perform their job.

Figure F.3: Skill Development & Training Opportunities and Job Preparedness[1] by Staff Type
(n=1,260)
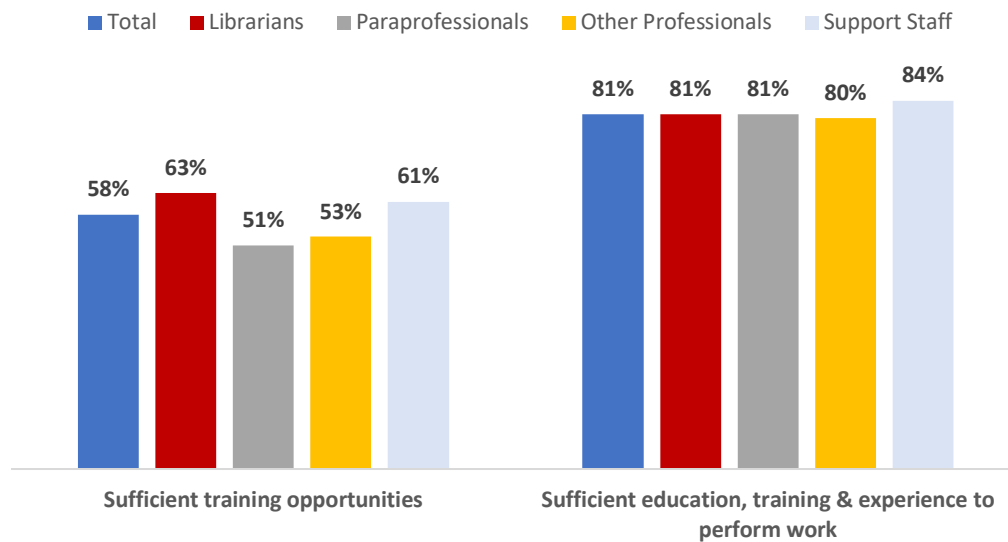
Source: 8Rs 2020 Practitioner Survey
[1] Based on responses of 4 and 5 on a 5-point scale with 1 meaning "strongly disagree" and 5 meaning "strongly agree" to the question: "To what extent do you agree/disagree with the following statements about your training, career development, and organizational commitment?"

SUMMARY OF MAJOR FINDINGS AND CONCLUSIONS

The findings suggest that the curriculum offered in MLIS programs has not changed alongside changes in the librarian competency needs of the large public library. While the disjoint between MLIS curriculum and the needs of the public library has been noted in the past, the results indicate a widening of this disconnect. The lack of interaction between public library leaders and library educators is, however, a notable barrier to communicating these needs.

The Institutional Survey findings suggest a desire for MLIS programs to provide more and / or better programming devoted to LaMB especially those implicated by the big picture requirements of leadership, including providing students with a greater understanding of the role / relevancy of the public library in the larger society and providing education in strategic goal and community relationship development. Given that it is essential for managers to possess people skills and given that such skills are required to interact with a more diverse community, calls were also made for MLIS curriculum to address 'soft' skills. Indeed, the extent to which

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[11] This compares to 48% of CULC / CBUC survey participants in 2004.

needed competencies are grounded in personal characteristics imply that it also reasonable to question whether master's level programming is appropriate in meeting these needs.

Evaluations of MLIS programs by librarian practitioners are perhaps even lower. Roughly half of recent graduates expressed satisfaction with their programs, agreed that it provided them with a realistic depiction of public librarianship, or agreed that they are able to apply what they learned in their programs to their current job and less than one-third agreed that it provided them with the necessary LaMB skills required to effectively perform their job. Uppermost among these newly-minted librarians was an interest in improving MLIS programs by making the content more applied (e.g. less theory and more practical information and assignments relative to the environment of the public library) and by providing practical opportunities such as co-ops, practicums, mentoring, or job shadowing.

At the same time, the breadth and depth of needed competencies also has important implications for on-the-job training and professional development. A large majority of Institutional Survey respondents indicated that they were prevented from finding librarians with needed competencies because of inadequate post-MLIS LaMB training, yet related training opportunities are viewed as insufficient by a large minority and is more often provided for other competencies such as technology, general customer-service training, and training designed to help participants become more understanding of and aware of the needs of the homeless. Given the relatively high levels of interest among all staff in participating in training, prospects for increased training exist. While survey participants were not asked about why training opportunities might be limited, the results on stress levels in the next section suggest that insufficient time could be an important limiting factor.

STRATEGIC HUMAN RESOURCE IMPLICATIONS

Perceived inadequacies with Canada's MLIS programs is an escalating issue that warrants collaborative attention by the education and public library systems alike.[12]

- While MLIS programs have other stakeholders and requirements and cannot tailor their entire curricula to the needs of particular sector employers, programs such as public library internships or practicum placements, co-op programs, linked assignments to public library practice, may be useful. The extent to which MLIS programs focus their curriculum on librarianship within the public library sector should also be examined.
- CULC / CBUC libraries are well-advised to consider marketing more rigorously to MLIS students and perhaps to library educators about the benefits of working in the public sector (by, for example, drawing upon the list of what librarians like most about their jobs; Figure G.4) or by providing them with a more realistic depiction of what it's like to work in an urban public library.
- But, perhaps most important is the role that CULC / CBUC could play. In fact, the most commonly provided suggestion for what role CULC / CBUC could play in helping membership libraries meet their human resource challenges was for it to provide greater advocacy to library educators with respect to the MLIS program curriculum.

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[12] For an in-depth look at how library school students perceive MLIS programs in Canada see Cherry et al., (2013). For example, 73.3 % of students strongly supported "Greater emphasis on practice work and professional experience."

- As already mentioned in previous sections, but its relevance merits repeating is the recommendation to provide up-to-date depiction of 21st century public librarian profession to career counsellors and other gatekeepers of MLIS programs.
- Before doing any of the above, consider conducting a more current evaluation of MLIS programs and curriculum content than the 8Rs *2006 Training Gaps Analysis.* To what extent, for example, are experiential programs such as internships, practicum placements, or co-op programs offered? Are there other education models that might be considered as a supplement to MLIS programs? A one-off, but interesting suggestion made by an institutional Survey respondent was to offer "A 1-2 year supplementary program (diploma style) that can be taken after a few years in the field focused on library specific management, budgeting, project management, policy making, municipal relations, etc."
- Given the findings of the primacy among CULC / CBUC libraries of the human resource challenge to continuously developing staff and the gap found between staff interest in training and their relatively lower rates of participation in training, CULC / CBUC libraries should develop mechanisms to assess the on-going training and development needs of their staff.

G. Quality of Work and Job Satisfaction

The original 8Rs revealed a relatively high level of job satisfaction among librarians and paraprofessionals in CULC / CBUC libraries. The dramatic role changes that have occurred in the 15 years since the original study, however, may have had an effect on the quality of work life and job satisfaction. Do these changes mean that library staff are now more satisfied with their jobs, perhaps due to an overall up-skilling and increase in the variety and level of interesting and challenging work? Or, is there a trend toward lowered satisfaction due to increased job demands and workloads?

But job satisfaction is not just about what people do in their jobs. Quality of relationships, pay, benefits, promotional opportunities, empowerment, opportunities for growth, work-life balance, and levels of stress, to name a few, are key determinants of how we view our work. The focus in this analysis is thus on both extrinsic rewards (e.g., pay, benefits, and promotional opportunities) and intrinsic rewards (e.g., equality of treatment, work life balance, relationships, empowerment). We begin with a series of global results about overall job satisfaction, what staff like the best about their jobs, measures of stress, and what, if anything can be done to reduce stress. For the most part, the analysis of quality of work life and job satisfaction is from the perspective of all types of library staff, but special attention is paid to librarians especially when comparing to 2004 Practitioner Survey findings since they do not encompass other staff to the same extent as the 2020 Survey.

Job Satisfaction

Figures G.1, G.2, and G.3 present CULC / CBUC staff responses to the question, "Overall, how satisfied are you with your current job?" It is clear that the majority of all types of staff are at least satisfied with their jobs overall. Figure G.1 demonstrates that other professionals are the most likely to be satisfied with their job (81% of other professionals are at least satisfied), while Figure G.2 shows that non-manager librarians are the least likely to be satisfied (64%).

Over time stability in the level of job satisfaction among librarians and paraprofessionals is evident (Figure G.3). Even though 2020 paraprofessionals are slightly less likely to be satisfied than 2004 paraprofessionals a difference of 4 percentage points is within an acceptable margin of error. The dominant story is thus that the high levels of satisfaction found in 2004 are applicable to librarian and paraprofessional staff in 2020.

Figure G.1: Overall Job Satisfaction[1] by Staff Type
(n = 1,299)
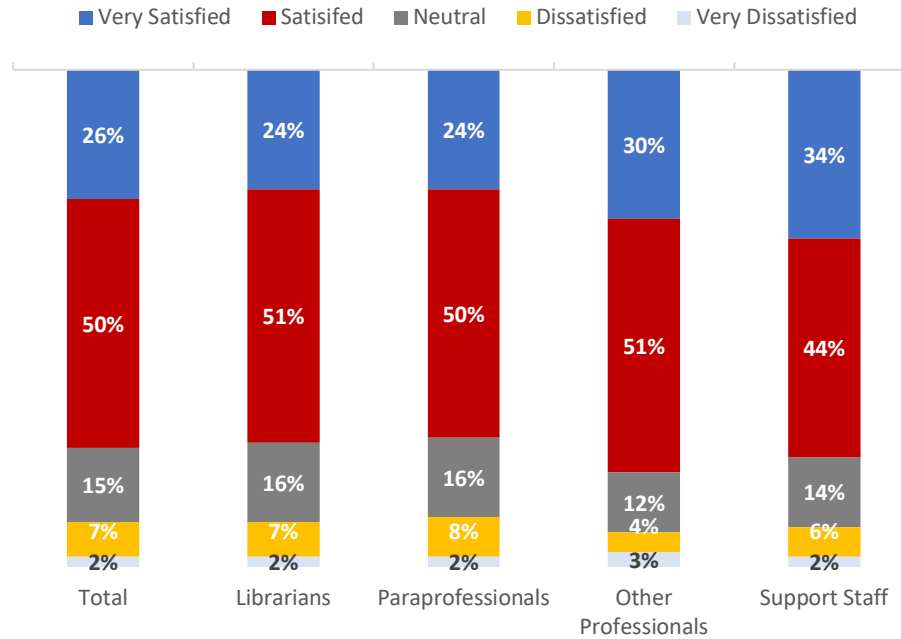
Legend: ■ Very Satisfied ■ Satisifed ■ Neutral ■ Dissatisfied ■ Very Dissatisfied

	Total	Librarians	Paraprofessionals	Other Professionals	Support Staff
Very Satisfied	26%	24%	24%	30%	34%
Satisifed	50%	51%	50%	51%	44%
Neutral	15%	16%	16%	12%	14%
Dissatisfied	7%	7%	8%	4%	6%
Very Dissatisfied	2%	2%	2%	3%	2%

Source: 8Rs 2020 Practitioner Survey
[1] Based on responses to the question "Overall, how satisfied are you with your current job?"

Figure G.2: Librarian Overall Job Satisfaction[1] by Management Level
(n= 622)

Total	73%
Non-Managers	64%
Supervisors	75%
Middle Managers	83%
Senior Administrators	77%

Source: 8Rs 2020 Practitioner Survey
[1] Based on responses of 1 and 2 on a 5-point scale with 1 meaning "very satisfied" and 5 meaning "very dissatisfied" to the question: "Overall, how satisfied are you with your current job?"

Figure G.3: Librarians & Paraprofessional Overall Job Satisfaction[1] by Survey Year
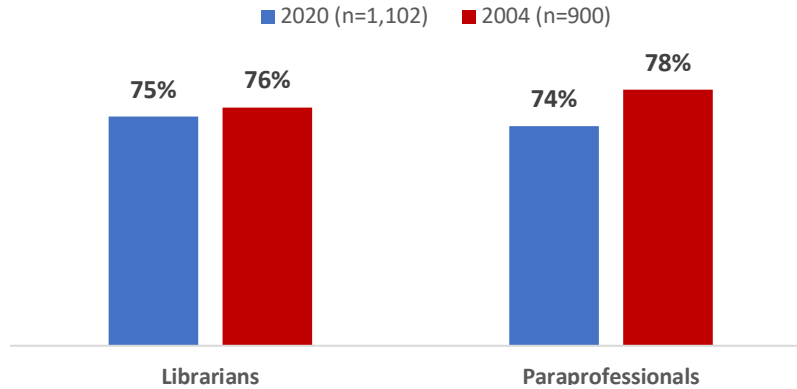
Sources: 8Rs 2020 and 2004 Practitioner Surveys
[1] Based on responses of 1 and 2 on a 5-point scale with 1 meaning "very satisfied" and 5 meaning "very dissatisfied" to the question: "Overall, how satisfied are you with your current job?"

Jobs are viewed by the majority of staff as challenging, interesting, varied, and as providing growth opportunities (Table G.1). Such positive aspects are, however, slightly less evident among paraprofessionals and support staff.

Table G.1: Positive Job Attributes[1] by Staff Type
and Survey Year

	Percent Agreeing				
Job Attribute	**Total**	**Librarians**	**Para-professionals**	**Other Professionals**	**Support Staff**
2020	(1,296)	(623)	(441)	(76)	(156)
2004	(993)	(574)	(373)		
Job is challenging					
2020	65	78	51	78	45
2004	72	77	62		
Job is interesting					
2020	78	82	76	84	68
Job allows task variety					
2020	80	83	79	87	69
2004	85	87	81		
Job allows growth opportunity					
2020	70	77	63	70	62
2004	70	74	63		

Sources: 8Rs 2020 and 2004 Practitioner Surveys
[1]Based on responses of 4 and 5 on a 5-point scale with 1 meaning "strongly disagree" and 5 meaning "strongly agree" to statements pertaining to job satisfaction.

Table G.2 further demonstrates that non-management librarians are not only the least likely to find their jobs more challenging, interesting, and rewarding than they did 5 years ago, but they are less likely now than they were in 2003 to describe their jobs in these positive ways.

Table G.2: Positive Job Attributes[1] Among Mid-Career and Senior Librarians by Management Level
and Survey Year

Percent Librarians Agreeing

	Total	Non-Managers	Supervisors	Middle Managers	Senior Administrators
2020	(419)	(194)	(24)	(148)	(53)
2004	(450)	(158)	(48)	(201)	(43)
Compared to 5 years ago . . .					
My job is more challenging					
2020	75	62	71	88	89
2004	75	64	81	78	88
My job is more Interesting					
2020	57	46	58	64	81
2004	65	59	70	67	77
My job is more rewarding					
2020	49	39	33	53	81
2004	53	48	52	52	74

Sources: 8Rs 2020 and 2004 Practitioner Surveys
[1] Based on responses of 4 and 5 on a 5-point scale with 1 meaning "strongly disagree" and 5 meaning "strongly agree" to the question: "To what extent do you agree / disagree with the following statements about how your job has changed in the past 5 years."

When asked the open-ended question, "What aspects of your job do you like the most?" 543 librarians, provided 1,133 aspects, a number that alone indicates CULC / CBUC librarians are satisfied with their jobs due to several different factors. Most predominant of these are positive characteristics of the job including the task variety (6%), flexibility and freedom, and autonomy (5%), or the positive feelings that result from a sense of accomplishment or from performing work that has a meaningful impact (4%).

The public service aspects of librarianship that involve helping patrons in general (17%) or helping special populations (5%) including the disadvantaged are also well-liked features of jobs for many librarians. Nearly one in ten responses dealt with the positive aspects that come from performing a wide range of LaMB job functions including those associated with leading and managing in general. Another 17% of responses were about performing programming functions including 8% specifying programming for and developing relationships with the community. Positive relationships (10%), especially those with co-workers (8%) were also provided as the most liked elements of the job. Another 8% of responses on what librarians like most about their jobs were because of professional development opportunities.

These findings could be used to market to career counsellors, MLIS students, and LIS program heads about the benefits of working in the public library sector.

Figure G.4: Most-Liked Aspects of Job Among Librarians

(n= 1,133 responses from 543 librarians)

Category	Value
POSITIVE JOB CHARACTERISTICS TOTAL	25%
Task Variety	6%
Flexiblity / Freedom / Autonomy	5%
Feelings of Accomplishment / Impact of Work	4%
Challenging / Creative / Problem Solving	3%
Other positive aspects of job	7%
PUBLIC SERVICES TOTAL	22%
Helping Patrons (general)	17%
Helping Special Populations	5%
PERFORMING LAMB ROLES & FUNCTIONS	11%
PROGRAMMING TOTAL	17%
Developing Community Partnerships / Programming	8%
Other Programming	9%
OTHER TASKS TOTAL	7%
Collections Development & Management	6%
Technical / IT Tasks	1%
POSITIVE RELATIONS TOTAL	10%
Positive Relations with Co-workers	8%
Positive Relations with Management	2%
PROFESSIONAL DEVELOPMENT OPPORT.	8%

Source: 8Rs 2020 Practitioner Survey
[1] Based on categorized responses to the question, "What aspects of your job do you like the most?"

SATISFACTION WITH EXTRINSIC REWARDS

Though it is now commonly understood that employees value intrinsic rewards (e.g., relationships of respect and trust and work that is rewarding, interesting, and participatory) over extrinsic ones (e.g., salary, benefits, and promotional opportunities), having a job that pays well is still very important. Nonetheless, compared to private sector employees, those working in the public sector have been repeatedly found to place a lower value on financial rewards (Boyne, 2002; Wright, 2001).

Measures of satisfaction with these extrinsic rewards are presented in Table G.3. Satisfaction with salaries and benefits are highest among librarians though differences between types of staff are perhaps not as great as we might expect. On the other hand, with just 45% of librarians agreeing that they are provided with the

opportunity to balance work and family or personal life, librarian satisfaction with work-life balance is the lowest of all types of staff and has decreased noticeably since 2004 (from 60%).

Table G.3: Satisfaction with Extrinsic Rewards by Staff Type
and Survey Year

| | Percent Agreeing Benefit Adequate[1] | | | | |
	Total	**Librarians**	**Para-professionals**	**Other Professionals**	**Support Staff**
2020	(1,296)	(623)	(441)	(76)	(156)
2004	(993)	(574)	(373)	n/a	n/a
Salary Fair					
2020	69	71	63	63	69
2004	65	65	64		
Benefits Adequate					
2020	69	71	59	68	69
2004	68	72	60		
Work-life Balance					
2020	51	45	54	57	62
2004	65	60	74		
Job Security					
2020	60	62	58	57	60
2004	75	74	76		

Sources: 8Rs 2020 and 2004 Practitioner Surveys
[1]Based on responses of 4 and 5 on a 5-point scale with 1 meaning "strongly disagree" and 5 meaning "strongly agree" to statements pertaining to job satisfaction.

Librarian satisfaction levels with job security are only marginally higher than for paraprofessionals (62% compared to 58%), but they have both decreased since 2004 (74% compared to 76%). Moreover, whereas 32% of mid-career and senior librarians are currently more concerned about their job security then they were 5 years ago, just 19% of those responding to the 2004 Practitioner Survey felt similarly about their job security (results not shown in table or figure).

Reductions in job security are not explained by changes over time in the full-time and permanent status of these staff members, as shown in Figure G.5 below. Furthermore, differences in satisfaction levels between part-time and full-time staff (and temporary / permanent) are not remarkable, with part-time staff just as satisfied as full-time staff (results not shown in table or figure). Lower levels of job security must therefore be a result of feeling more vulnerable to layoffs, irrespective of job status. That said, just 3% of all responses about reducing work-related stress were related to job security (Figure G.8).

Figure G.5: Librarian and Paraprofessional Current Job Status by Survey Year

■ 2020 (n=1,102) ■ 2004 (n=900)

	Full-time Librarians	Full-time Paraprofessionals	Permanent Librarians	Permanent Paraprofessionals
2020	86%	58%	91%	94%
2004	89%	59%	96%	95%
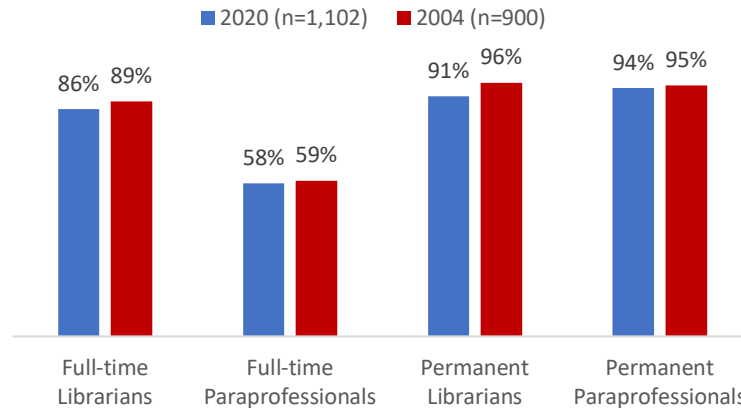
Sources: 8Rs 2020 and 2004 Practitioner Surveys

WORKPLACE STRESS

We have already reported in Section E that among the 47% of librarians who are not interested in moving into a more senior management position nine in ten felt this way because of the perceived stress associated with doing so (Table E.2). Librarians are more stressed than others (Figure G.6) with middle managers the most likely to report experiencing work-related stress: 83% agree that their job is more stressful now than it was 5 years ago (Figure G.7). Stress levels have increased slightly among mid-career and senior librarians working in all management capacities, except for senior administrators. Once again, stress levels among middle managers appear to have increased the most in the past 15 years (from 77% to 83% agreeing that their stress is higher now than it was 5 years ago).

Figure G.6: Percent Disagreeing Have Little Work-Related Stress[1] by Staff Type

(n=1,296)

Total	48%
Librarians	55%
Paraprofessionals	41%
Other Professionals	41%
Stupport Staff	43%

Source: 8Rs 2020 Practitioner Survey
[1]Based on responses of 1 and 2 on a 5-point scale with 1 meaning "strongly disagree" and 5 meaning "strongly agree" to the statement "I have little work-related stress."

**Figure G.7: Percent Mid-Career and Senior Librarians "Agreeing" Job More Stressful[1]
by Management Level and Survey Year**
(2020=419; 2004 = 446)
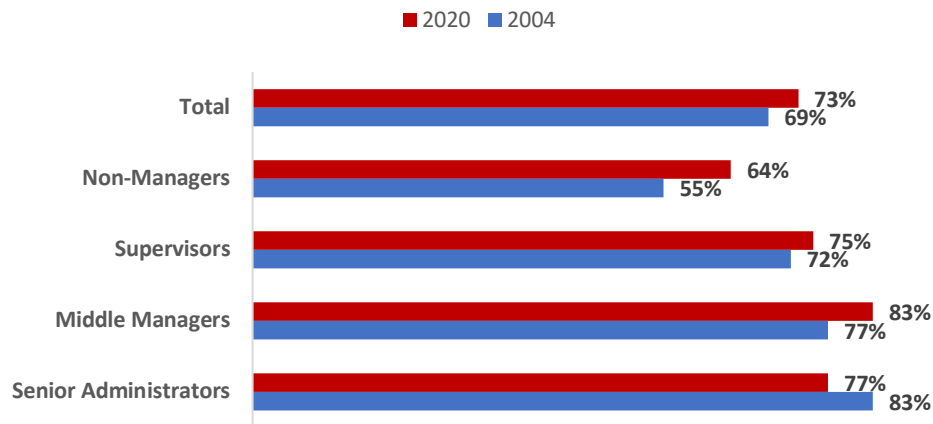
Figure G.8 presents categorized responses to the open-ended question asking "What, if anything, would reduce your work-related stress?" Fully 8% of librarians indicated that they don't experience any work-related stress. Of the remaining librarians, 482 provided 818 suggestions. The largest portion (47%) of librarians made suggestions for improving stress that involved making changes to their work hours, workloads, and task allocation. A major portion of these were about being able to exact a better work-life balance by working fewer hours, working fewer evening and weekends, or telecommuting, a finding supported by the previously mentioned low levels of satisfaction among librarians about work-life balance (Table G.3). One in twenty librarians provided suggestions about having more time to complete their work or spending less time on certain tasks such as "working the desk." Yet others felt that the only way they could work fewer hours or reduce their workload was for the library to hire more staff.

Figure G.8: Librarian Suggestions for Reducing Stress[1]

(n=818 suggestions from 482 librarians)

Category	%
BETTER HOURS / WORKLOAD / TASK ALLOCATION	47%
More time / Lower workload	17%
More staff	15%
Better Work/Life Balance (flexible,predictable, fewer hours)	11%
Better task allocation	5%
BETTER SECURITY / SUPPORT W/DIFFICULT PATRONS	17%
BETTER INTRINSIC REWARDS	11%
Better Job Recognition / Respect for Work / Profession	4%
Better / More Defined Role Clarity	4%
More Autonomy / Authority	3%
BETTER MANAGEMENT	11%
Problems with Management (general)	3%
Problems with Management (communication)	4%
Problems with Management (planning)	1%
Better Support / Policies re Difficult Co-Workers	2%
BETTER EXTRINSIC REWARDS	9%
Better Joh Security	3%
Better Pay / Benefits	2%
Better Promotional Opportunities	1%
Better Training	3%
Personal Changes (e.g. better time management)	2%
Other	2%

Source: 8Rs 2020 Practitioner Survey
[1] Based on categorized responses to the question, " What, if anything, would <u>decrease your work-related stress</u>?"

Further exploration of workloads reveals that less than half of librarians feel that their workload is manageable (Figure G.9). Still, and with the exception of middle managers, workloads are more manageable among a greater proportion of 2020 than 2003 librarian respondents. Though workload manageability has improved in the past 15 years, these findings along with the data in Figure G.8 about reducing stress by reducing workloads suggest work volume is of greater concern than is the type of work being performed by librarians and perhaps especially among middle managers.

Figure G.8 further shows that nearly one in five suggestions to reduce stress were about taking measures related to dealing with difficult, complex, or mentally ill patrons including the provision of more security personnel, more support or training about how to deal with these individuals, or more / better mental health care. Yet others felt that their work-related stress would reduce if they were given more intrinsic rewards including recognition or respect for their work or better / more defined role clarity including a better understanding of how their role fits in with the overall organizational goals and values. The latter suggestions were often coupled with an interest in more training in how to perform certain tasks.

Figure G.8 also shows that about one in ten suggestions on how to reduce stress were related to management, some of which just stated better management in general while others specified better communication from management or wanting management to deal with problematic or difficult co-workers through disciplinary measures or by improving staff accountability for their behaviour.

Figure G.9: Librarian Workload Manageability[1] by Management Level and Survey Year
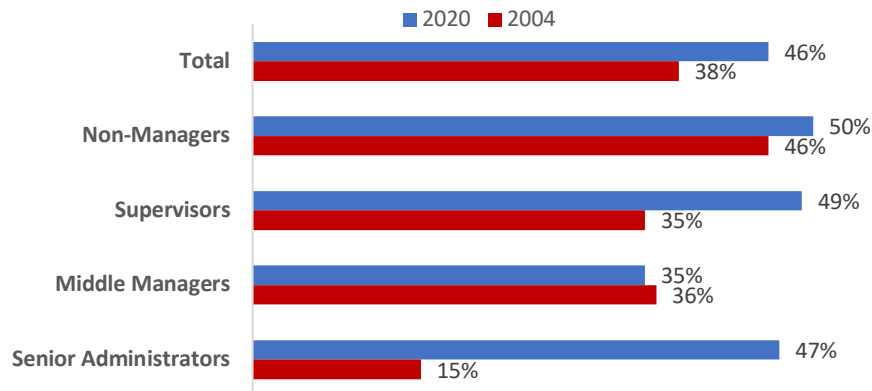
Sources: 8Rs 2020 and 2004 Practitioner Surveys
[1]Based on responses of 4 and 5 on a 5-point scale with 1 meaning "strongly disagree" and 5 meaning "strongly agree" to the statement "My workload is manageable."

Suggestions by librarians about reducing work-related stress by providing better security and support for difficult patrons are supported with results from other Practitioner Survey questions. Compared to librarians working as senior managers (9% of all librarians), other librarians are much less likely to agree that they feel safe in their library, somewhat less likely to feel that their library supports their mental health (Figure G.10), and they are more likely to have experienced library patron aggression (Figure G.11) (See Appendix Figures 2 and 3 for results among other staff). As we might expect, librarians who have experienced patron aggression are less likely to report feeling safe: 58% of those who experience verbal aggression at least sometimes, 19% who are threatened with harm at least sometimes, and just 5% who have been physically assaulted report feeling safe.

Figure G.10: Librarian Safety and Mental Health[1] by Management Level
(n = 631)
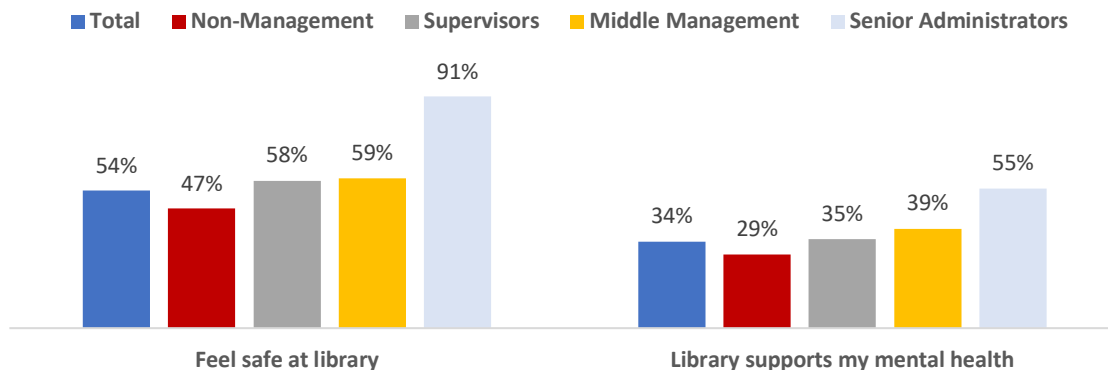
Source: 8Rs 2020 Practitioner Survey
[1]Based on responses of 4 and 5 on a 5-point scale with 1 meaning "strongly disagree" and 5 meaning "strongly agree" to statements pertaining to job satisfaction.

Figure G.11: Librarian Exposure to Library Patron Aggression[1] by Management Level
(n = 631)
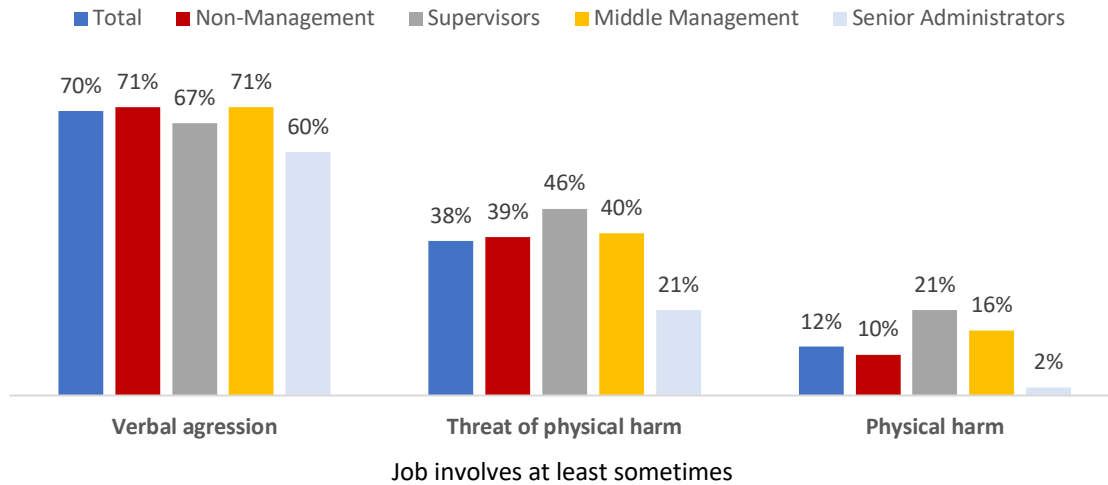
Source: 8Rs 2020 Practitioner Survey
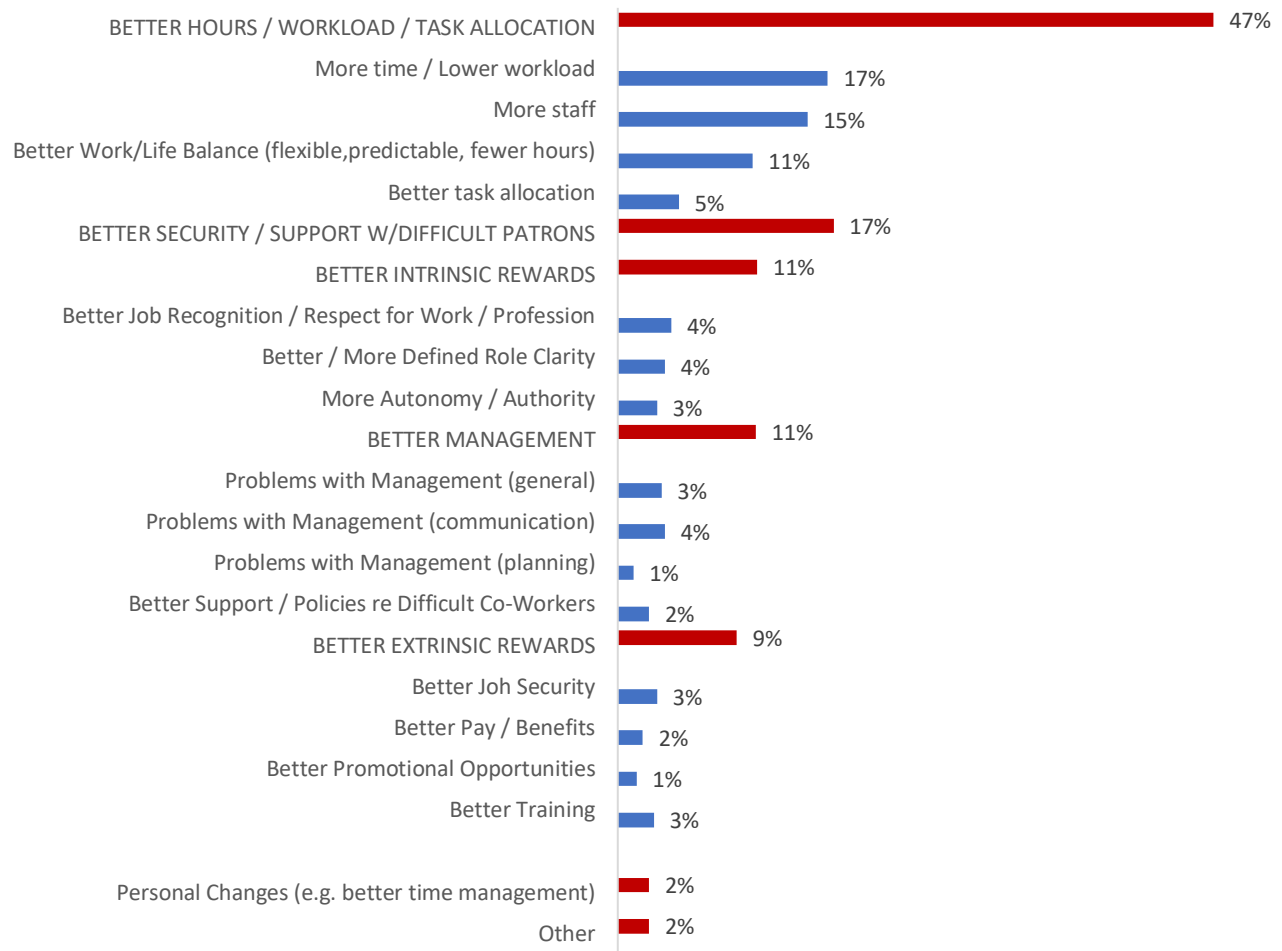[1] Based on responses of 3, 4 and 5 on a 5-point scale with 1 meaning "never" and 5 meaning "frequently" to the question: "How often do you experience the following at your job?"

RECOGNITION, EMPOWERMENT, RELATIONSHIPS & RESPECT

Healthy relationships, recognition for work, and participation in decision-making are not just a sign of a good work environment, but they have far-reaching implications for other aspects of work and job satisfaction:

> A healthy and supportive work environment is a crucial factor in creating robust employment relationships. Individuals with strong employment relationships tend to have helpful and friendly co-workers, interesting work, assess their workplace as both healthy and safe, are supported in balancing work with their personal life, and have reasonable job demands (Lowe, 2010; p Xiii).

As shown in Table G.4, less than half of all types of staff report that their accomplishments are recognized; however, paraprofessionals are the least likely to be feel empowered to make decisions about their own work (46%), their own area of work (28%), and about the overall library strategy (12%).

Table G.4: Recognition and Empowerment[1] by Staff Type
and Survey Year

| | Percent Agreeing | | | | |
	Total	Librarians	Para-Profs.	Other Profs.	Support Staff
2020	(1,205)	(623)	(441)	(76)	(156)
2004	(993)	(574)	(373)		
Accomplishments recognized					
2020	42	45	34	45	49
Able to make decisions about how conduct work					
2020	60	71	46	66	56
Able to make decisions about my area					
2020	45	58	28	58	38
2004	52	62	34		
Able to make decisions about overall library strategy					
2020	28	38	12	52	19
2004	28	39	10		

Sources: 8Rs 2020 and 2004 Practitioner Surveys
[1]Based on responses of 4 and 5 on a 5-point scale with 1 meaning "strongly disagree" and 5 meaning "strongly agree" to statements pertaining to job satisfaction.

As shown in Table G.5, good and respectful relationships appear to be somewhat common among CULC / CBUC professional and paraprofessional staff. Staff appear to be particularly likely to have good relationships with their co-workers (between 92% and 95%). Though paraprofessionals tend to have good relationships with librarians (87%), they are the least likely to report being treated with the same respect as librarians (50%).

Table G.5: Good and Respectful Relationships[1] by Staff Type
and Survey Year

|	**Percent Agreeing**				
	Total	**Librarians**	**Para-profs**	**Other Profs.**	**Support Staff**
2020	(1,296)	(623)	(441)	(76)	(156)
2004	(993)	(574)	(373)		
Good relationship w/supervisor					
2020	85	84	84	87	87
2004	79	79	80		
Treated w/respect by superiors					
2020	79	78	78	84	83
2004	73	71	75		
Good relationship w/co-workers					
2020	94	95	92	96	95
Good relationship w/librarians					
2020	87		87	78	91
2004	83		82		
Treat w/same respect as librarians					
2020	54		50	63	63
2004	55		54		

Sources: 8Rs 2020 and 2004 Practitioner Surveys
[1]Based on responses of 4 and 5 on a 5-point scale with 1 meaning "strongly disagree" and 5 meaning "strongly agree" to statements pertaining to job satisfaction.

To conclude this section on relationships, respect, recognition, and empowerment, Table G.6 provides the percentage of staff agreeing that they are treated fairly despite their race / ethnicity, gender, or age. While the vast majority agree with these statements, it might be argued that even 10% to 20% not agreeing is still too many. Interestingly, males were less likely than females to agree that they are treated fairly despite their gender (53% compared to 61%) suggesting a possible reversal of gender discrimination for some male staff members. Not surprisingly, however, is the finding that 44% of visible minorities (including indigenous staff) feel they are treated with respect despite their ethnicity or race, compared to 62% of all staff. [13]

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[13] Comparisons with 2004 results are not possible due to question changes. However, the 2004 results were that 87% of all staff agreed with the statement, "In my job I am treated fairly despite my gender, race, or ethnicity."

Table G.6: Fair Treatment Despite Race / Ethnicity, Gender, Sexual Orientation[1] by Staff Type

| | Percent Agreeing | | | | |
Treated with respect, despite my . . .	Total	Librarians	Para-profs	Other Profs.	Support Staff
2020	(1,296)	(623)	(441)	(76)	(156)
Race or ethnicity	62	61	61	60	66
Gender	58	55	59	63	65
Sexual Orientation	66	64	66	70	69
Age	77	76	76	81	81

Sources: 8Rs 2020 and 2004 Practitioner Surveys
[1]Based on responses of 4 and 5 on a 5-point scale with 1 meaning "strongly disagree" and 5 meaning "strongly agree" to statements pertaining to job satisfaction.

SUMMARY OF MAJOR FINDINGS AND CONCLUSIONS

Levels of job satisfaction among CULC / CBUC staff are fairly high and have remained so since 2004. Among librarians, satisfaction levels are the lowest among non-management librarians who are also the least likely to find their jobs interesting and rewarding with over-time reductions in these positive job aspects among non-managing librarians the most noticeable. Paraprofessionals have comparatively lower levels of satisfaction with their intrinsic rewards, are the least empowered to make decisions, are the least likely to feel they are treated with the same respect as librarians, are the least likely to find their jobs interesting and rewarding and to feel that their accomplishments are recognized. Yet, they report having similar levels of overall job satisfaction as other staff as well as good and respectful relationships with their superiors and peers.

Stress levels are the highest among librarians, especially those working in middle management positions. High stress levels could be linked to heavy workloads and a lack of work-life balance for middle managers and to feeling unsafe and not supported when dealing with patron aggression for non-management librarians.

STRATEGIC HUMAN RESOURCE PLANNING IMPLICATIONS

- The findings on what librarians like the most about their jobs (Figure G.4) could be used to market to career counsellors, MLIS students, and LIS program heads about the benefits of working in the public sector.
- The challenge for CULC / CBUC institutions will be to manage the many changes they have and will continue to experience in ways that allow staff to maintain their high rates of job satisfaction and also to ameliorate the aspects of organizational life that lead to stress.
- Continuous attention should be paid to the level of respect paid to paraprofessionals, to their levels of decision making, and to ensuring that their accomplishments are duly recognized by management. The level of respect paid to visible minority (and Indigenous) staff also warrants further attention.

APPENDIX A: DETAILED RESEARCH METHODS

INTRODUCTION

The research methods used in the current Redux study are largely a replication of those utilized in the original 8Rs study.[14] The central components of both studies are surveys of CULC / CBUC libraries (referred to throughout the report as the Institutional Survey) and of their staff (referred to as the Practitioner Survey).

The original Institutional Survey data represent the year 2003 and the current data 2019; however, the original Practitioner Survey was conducted in 2004 and the current survey in 2020. Hence, across-time comparisons between respective survey results are as follows:

- 2003 Institutional Survey results are compared to the 2019 Institutional Survey results
- 2004 Practitioner Survey results are compared to the 2020 Practitioner Survey results

Otherwise, given the importance of making comparisons between the results of the Redux and original 8Rs research, further detailed differences in the research methods are noted below.

MONTREAL FOCUS GROUPS

Prior to replicating the original 8Rs study methods, focus groups were held with the heads of 23 libraries who were attending the 2019 annual CULC / CBUC spring meeting held in Montreal. Library heads were consulted to ensure that the research topics duly captured challenges germane to the large public library of the 21st Century and to gather material to inform possible new directions of the study. Discussions revolved around the essential question of "What, in your opinion, are the most pressing human resource challenges facing the public library sector over the next 5 years, and why?" Two one-hour focus group sessions were tape-recorded (with permission), transcribed, and mined for themes.

The need for librarians to perform managerial and especially leadership roles and their reluctance and lack of preparedness for them to do so was the most commonly cited human resources problem in the Montreal focus groups. This is very much in line with the 2003/04 study. Problems with filling management and leadership roles is thus a long-standing trend in Canadian public libraries that warranted further investigation. For this reason, more detailed lines of questioning about management and leadership were added to both the Institutional and Practitioner Surveys.

Otherwise, most library heads spoke about the need for 21st Century librarians to be adaptable, not only to constantly changing technology, but now also to a more complex and diverse social environment and to a resulting ever-widening task scope (i.e., from proactively developing needed programs and using hi-tech computer skills on the upper skill end to showing people how to photocopy and directing them to the washroom on the low end, and to de-escalating interactions with difficult patrons or supporting immigrants with little English language skills on the social worker end). Questions about serving a more diverse public within a community-centred model were thus also added to the questionnaires.

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[14] As was the case for the original 8Rs, the 8Rs Redux study received ethics approval from the University of Alberta.

SURVEY INSTRUMENT MODIFICATIONS

In addition to the survey instrument modifications made as a result of the Montreal Focus Group sessions, both the Institutional and Practitioner Surveys underwent extensive review to determine whether questions should be changed, added, or removed from the instrument. To permit a comparative analysis of over-time changes and to contribute to the evidence-building process through replication, emphasis was placed on ensuring that the majority of questions on both instruments were replicated (see Appendix B and C for copies of the Institutional and Practitioner Surveys, respectively).

Still, changes were made when it was determined that they would result in an improvement to the data that outweighed the loss of comparability between the current and original study. In other instances, questions were added to garner more detailed lines of inquiry, thereby permitting an iterative building of knowledge that goes beyond mere replication. Given that the original 8Rs was the first study of its kind in Canada, the survey instruments were lengthy. In an attempt to reduce respondent burden, therefore, a small number of questions that were determined to yield incomplete or inaccurate information were removed altogether and others were changed from open-ended to close-ended choice formats.

Otherwise, the Institutional survey shifted to a more qualitative instrument by including open-ended questions designed to dig deeper into the explanations for why responses to close-ended questions were provided. In light of the growing importance of non-MLIS professionals in the library system, data were also collected on and from these staff members. While we are able to make over-time comparisons between most of the institutional data on other professionals, an insufficient number of other professionals responding to the 2004 Practitioner Survey prohibit comparisons of 2020 results with the original results. In addition, both the Institutional and Practitioner surveys were expanded to include the broader category of support staff (which includes paraprofessionals) for the current 8Rs Redux. Thus, 8Rs Redux encompasses a broader scope of staff that includes all professionals, paraprofessionals, and to a certain extent, other support staff. However, since most data for the original study is limited to that which pertains to librarians and paraprofessionals, across time comparisons between results are similarly limited to these two staff categories. For all data presented throughout the report, the type of staff for which the findings are provided is specified in the table or figure and the data source is listed below.

INSTITUTIONAL SURVEYS DISTRIBUTION AND RESPONSE RATES

In the interest of enabling more directly over time comparisons, attempts were made to include as many as possible of the original 8Rs library participants in the current study. Due to resource restraints, however, the primary method for selecting 8Rs Redux library participants was based on their participation in the focus groups session in Montreal.

The original 2003 Institutional Survey was gathered via pen-and-paper; however, the 2019 survey was primarily completed online. Questions about staffing complement numbers were completed as fillable .pdf documents largely due to the need for respondents to complete them over an extended length of time.

Part I of the Institutional Survey was distributed to 30 of the 47 CULC / CBUC libraries in August and Part II in October. Though most surveys were completed earlier, the last completed survey was not received until the end of December 2019. The somewhat lengthy time taken to complete the surveys was largely due to the extensive nature of the data requested about library staffing numbers.

Table 1 presents the response rates for the Institutional Survey and demonstrates that, despite the difficulties associated with completing the staffing complement component, a very respectable response rate of 83% was received, representing 53% of CULC / CBUC libraries. These overall rates compare favourably to the 2003 response rate of 68% representing 26 libraries.[15]

Appendix Table A.1: CULC/CBUC Institutional Survey Response Rate & Library Representation

Total Libraries	Libraries Invited to Participate	Survey(s) Completed	Response Rate	% Libraries Represented
47	30	25	83%	53%

PRACTITIONER SURVEY DISTRIBUTION AND RESPONSE RATES

While the Institutional Survey instruments provided important information on staffing numbers, human resource practices and policies, and views from the organizational perspective, the Practitioner Survey offers a critical experiential view of the 8Rs from the perspective of those working in CULC / CBUC libraries in various occupational capacities.

As was the case in the original 8Rs, the Practitioner Survey was delivered online. In 2004, however, extensive resources were devoted to developing exhaustive and accurate sampling frames of librarians and paraprofessionals from which a stratified random sample was selected. Given that CULC / CBUC libraries could have as much as a 40% turnover in their professional librarian and paraprofessional staff since the original sampling frames were developed, updating the sampling frame would have been an equally resource-intensive endeavor that was beyond the means of the current study. It was, therefore, decided that the survey be distributed by each library through its own listserv system. Thus, a major difference between the original and current Practitioner Survey was that the former was a probability sample while the current was a non-probability sample.

A link to the Practitioner Survey was distributed to the human resource head at each of the 21 libraries who agreed to do so on January 6, 2020 with a completion date of January 31, 2020. After emailing two reminders, a total of 1,340 individuals completed the Practitioner Survey for an overall response rate of 28% (Table A.2). Keeping in the mind the aforementioned differences in the 2004 and 2020 Practitioner Survey sampling methodologies, this compares to a sample size of 1,055 and a response rate of 24% in 2004.

At a respectable 46%, the response rate for librarians is the highest of all types of staff, followed by paraprofessionals at 16% and other professionals at 14%.

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[15] Differences in library response representation are due to the addition of 9 new member libraries from 38 in 2003 to 47 in 2020. Comparative data used for 2003 represent just 25 libraries since the National Library is excluded from the analysis.

Appendix Table A.2: CULC/CBUC Practitioner Response Rate by Staff Type[1]
(21 libraries)

	Response	Population[1]	Response Rate
Total	**1,340**	**4,743**	**28%**
Librarians	637	1,388	46%
Paraprofessionals	465	2,825	16%
Other Professionals	76	530	14%
Support Staff	162	n/a	n/a

[1] Population data for are from the Staffing Complement portion of the 8Rs 2020 Institutional Survey and therefore only include population data for the 25 libraries responding to that survey. Population data for Support Staff were not collected and are therefore not known.

As shown in Figure A.1, among the 1,266 respondents for which region information is available, the vast majority of respondents were from Ontario (88%) followed by B.C. (21%) and Alberta (6%). The Atlantic Canada, Manitoba and Saskatchewan libraries participating in the Institutional Survey did not distribute the Practitioner Survey to their staff. Just 7 respondents completed the survey in French, only 6 of whom indicated Quebec as their province. Thus, geographic representation of the Practitioner data is heavily weighted towards Ontario and does not sufficiently represent Quebec, Manitoba, Saskatchewan, or Atlantic Canada.

Appendix Figure A.1: Practitioner Response Rates by Province
(n=1,266[1])
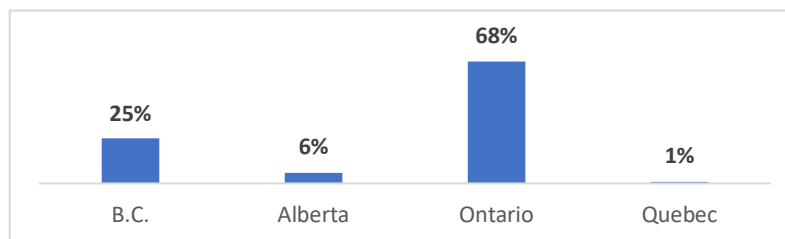
Source: 8Rs 2020 Practitioner Survey
[1] Excludes 74 cases for which region is not known.

RESEARCH LIMITATIONS AND CAUTIONS

We are confident that the overall findings can be applied to the CULC / CUBC library community; however, as already mentioned care needs to be taken when generalizing the Practitioner Survey findings to Saskatchewan, Manitoba, Quebec, and Atlantic Canada. It should also be kept in mind that, because there are only 25 libraries in the Institutional Survey, a slight over-time change can appear to be more significant than it is. For this reason, the percentage change threshold of ascertaining meaningful change is much higher for the Institutional Survey results than for the Practitioner Survey findings. Our confidence in the results of the Practitioner Survey also rests on the fact that there are a relatively large number of respondents and especially librarian and paraprofessional respondents. Given the relatively high proportion of recent librarian graduates (33%) and the bias towards a younger librarian cohort; some caution is required when generalizing these results to the wider CULC / CBUC librarian workforce.

APPENDIX B: INSTITUTIONAL SURVEY INSTRUMENT

PART I: STAFFING COMPLEMENT

PLEASE **REPORT ALL NUMBERS IN FTE AS OF DECEMBER 2018**

1. **Total # of all employees** _____ (including permanent, temporary, contract, and part-time employees, but excluding volunteers)

	Librarians	Other Professionals	Other Library Staff
2. Total #			
3. Job Classification			
# Management			
# Non-management			
# Covered by Collective Agreement			
4. Full-time / Permanent Status			
# Full-time / Permanent			
# Part-time / Permanent			
# Full-time / Temporary			
# Part-time / Temporary			
5. Demographics			
# Female			
# Visible Minority			
# Indigenous			
# Disabled			
6. Retirements in Past 15 Years (from 2003 to 2018)			
Total # retirements			
7. Voluntary Departures in Past 5 years (excluding retirements, cutbacks, or dismissals)			
Total # Voluntary Departures			
8. Hiring in Past 5 years (from 2013 to 2018)			
Total # New hires			
# Newly-created positions			

9. Please provide <u>new Librarian position titles</u> (to a maximum of 3) established in your library in the past 5 years.

1. _____

2. _____

3. _____

☐ No new librarian positions established in the past 5 years

10. Please provide the number of each of the following types of Other Professional staff

# Information Technology professionals	
# Human Resource professionals	
# Business / Finance professionals	
# Facilities professionals	
# Communications professionals	
# Marketing professionals	
# Assessment professionals	
# Development (fundraising) professionals	
# Copyright specialists	
# Social Work Professionals	
# Statistical / Data Analysts	
# Archivists	
# Museum professionals	
# Other professionals not included above	

11. Please provide <u>new Other Professional</u> position titles (to a maximum of 3) established in your library in the past 5 years.

1. _____

2. _____

3. _____

☐ No new other professional positions established in the past 5 years

PART II: COMPETENCIES & COMPETENCY DEVELOPMENT

SECTION A: MANAGEMENT, LEADERSHIP, AND BUSINESS COMPETENCIES

1. In the past 5 years, to what extent have the following librarian <u>competency need changes</u> occurred in your library?

Over the past 5 years . . .	Not at All				To a Great Extent
a. The need for librarians to perform managerial functions has increased	1	2	3	4	5
b. The need for librarians to perform business functions has increased	1	2	3	4	5
c. The need for librarians to assume leadership roles has increased	1	2	3	4	5

2. In thinking about the <u>future</u> needs of your library, to what extent do you think the following librarian <u>competency need changes</u> will occur at your library over the next 5 years?

Over the next 5 years . . .	Not at All				To a Great Extent
a. The need for librarians to perform managerial functions will increase	1	2	3	4	5
b. The need for librarians to perform business functions will increase	1	2	3	4	5
c. The need for librarians to assume leadership roles will increase	1	2	3	4	5

3. For the following, <u>first</u> rate <u>how important</u> it is for your librarians to have the competency and <u>second</u>, the <u>level of ease or difficulty</u> you have experienced in finding librarians with these competencies.

	Importance of Competency		*Ability to Find Competency*	
	Not at all Important	Very Important	Very Easy	Very Difficult
a. Managerial Skills	1 2 3 4 5		1 2 3 4 5	
a. Business Skills	1 2 3 4 5		1 2 3 4 5	
a. Leadership Potential	1 2 3 4 5		1 2 3 4 5	

4. For the following list, first rate how important it is for your librarians to have the competency and second, the level of ease or difficulty you have experienced in finding librarians with these competencies.

	Importance of Competency					Ability to Find Competency				
	Not at all Important				Very Important	Very Easy				Very Difficult
Management Competencies										
a. Staff development skills	1	2	3	4	5	1	2	3	4	5
b. Human resources management skills	1	2	3	4	5	1	2	3	4	5
c. Supervisory skills	1	2	3	4	5	1	2	3	4	5
d. Project management skills	1	2	3	4	5	1	2	3	4	5
e. Ability to work long hours	1	2	3	4	5	1	2	3	4	5
Business Competencies	1	2	3	4	5	1	2	3	4	5
a. Financial management skills	1	2	3	4	5	1	2	3	4	5
b. Fund-raising skills	1	2	3	4	5	1	2	3	4	5
c. Marketing skills	1	2	3	4	5	1	2	3	4	5
d. Assessment and evaluation skills	1	2	3	4	5	1	2	3	4	5
e. Facilities planning skills	1	2	3	4	5	1	2	3	4	5
Leadership Competencies										
a. Policy development skills	1	2	3	4	5	1	2	3	4	5
b. Strategic goal development skills	1	2	3	4	5	1	2	3	4	5
c. Negotiating skills	1	2	3	4	5	1	2	3	4	5
d. Community relationship development skills	1	2	3	4	5	1	2	3	4	5
e. Political astuteness	1	2	3	4	5	1	2	3	4	5
f. Public policy awareness	1	2	3	4	5	1	2	3	4	5
g. Ability to envision library's future	1	2	3	4	5	1	2	3	4	5
h. Ability to influence others	1	2	3	4	5	1	2	3	4	5
i. Ability to facilitate change	1	2	3	4	5	1	2	3	4	5
j. Ability to take measured risks	1	2	3	4	5	1	2	3	4	5

5. If applicable, please describe other important management, business, or leadership competencies that are difficult to find in librarians.

6. To what extent do the following items <u>prevent</u> you from finding <u>librarians with management, business, or leadership competencie</u>s for your library?

	Not at All				To a Great Extent
a. Insufficient focus by the library community on managing as a core competency of librarianship	1	2	3	4	5
b. Insufficient focus by the library community on leading as a core competency of librarianship	1	2	3	4	5
c. Inadequate MLIS management curriculum	1	2	3	4	5
d. Inadequate MLIS business curriculum	1	2	3	4	5
e. Inadequate MLIS leadership curriculum	1	2	3	4	5
f. Inadequate post-MLIS management skills training	1	2	3	4	5
g. Inadequate post-MLIS business skills training	1	2	3	4	5
h. Inadequate post-MLIS leadership development opportunities	1	2	3	4	5
i. Librarian disinterest in supervising	1	2	3	4	5
j. Librarian disinterest in managing	1	2	3	4	5
k. Librarian disinterest in performing leadership roles	1	2	3	4	5
l. Librarian lack of confidence in supervising	1	2	3	4	5
m. Librarian lack of confidence in managing	1	2	3	4	5
n. Librarian lack of confidence in performing leadership roles	1	2	3	4	5
o. Inability to offer pay commensurate with increased responsibility / workload	1	2	3	4	5
p. Collective agreements	1	2	3	4	5

p.1. Please specify <u>how</u> these agreements <u>prevent librarians from performing</u> management or leadership roles, if at all. _____

_____

7. If applicable, please describe any <u>other important reasons why</u> you are unable to find librarians with the needed management, business, or leadership competencies for your library.

_____

_____

8. How <u>easy / difficult</u> is it for you to <u>fill</u> the following <u>librarian management positions</u>?

	Very Easy to Fill				Very Difficult to fill
a. Supervisors	1	2	3	4	5
b. Middle management	1	2	3	4	5
c. Senior management	1	2	3	4	5

9. During the past year, what type of <u>management-, business-, or leadership-related</u> training did your library provide to librarians, if any?

_____

_____

SECTION B: OTHER LIBRARIAN COMPETENCIES

1. For the following list, <u>first</u> rate how <u>important</u> it is for your librarians to have the competency and <u>second</u>, the level of <u>ease or difficulty</u> you have experienced in finding librarians with these competencies.

	Importance of Competency					Ability to Find Competency				
	Not at all Important				Very Important	Very Easy				Very Difficult
a. Generalist skills (i.e. can work in a number of different areas)	1	2	3	4	5	1	2	3	4	5
b. Specialist skills	1	2	3	4	5	1	2	3	4	5
c. Interpersonal or 'people' skills	1	2	3	4	5	1	2	3	4	5
d. Ability to understand users from diverse backgrounds		2	3	4	5	1	2	3	4	5
e. Ability to deal with a range of users	1	2	3	4	5	1	2	3	4	5
f. Ability to engage with the community	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. Research skills	1	2	3	4	5	1	2	3	4	5
k. Teaching skills	1	2	3	4	5	1	2	3	4	5
l. Program development skills	1	2	3	4	5	1	2	3	4	5
m. Ability to handle high volume workload	1	2	3	4	5	1	2	3	4	5
n. Ability to perform a wide variety of tasks	1	2	3	4	5	1	2	3	4	5
o. Ability to flexibly adapt to change	1	2	3	4	5	1	2	3	4	5
p. Ability to work in a team	1	2	3	4	5	1	2	3	4	5
q. Ability to learn new skills	1	2	3	4	5	1	2	3	4	5
r. Ability to work flexible hours	1	2	3	4	5	1	2	3	4	5
s. Social work skills	1	2	3	4	5	1	2	3	4	5
t. Resiliency	1	2	3	4	5	1	2	3	4	5
u. Innovativeness	1	2	3	4	5	1	2	3	4	5

2. If applicable, please describe **other important competencies** that are difficult to find in librarians.

3. In the past 5 years, how have the <u>librarian competencies</u> needed by your library <u>changed</u>, if at all?

_____

_____

_____

4. To what extent do the following <u>prevent you from hiring qualified librarians</u>?

	Not at All				To a Great Extent
a. Inadequate internal pool of qualified librarians	1	2	3	4	5
b. Inadequate external pool of qualified librarians	1	2	3	4	5
c. Inadequate pool of interested librarians	1	2	3	4	5
d. Inadequate MLIS curriculum	1	2	3	4	5
e. Inadequate training	1	2	3	4	5
f. Inadequate pay	1	2	3	4	5
g. Collective agreements	1	2	3	4	5

→g.1. If applicable, please specify <u>how these agreements prevent you from finding librarians</u> with the competencies needed by your library.

_____

_____

5. Are there any <u>other important reasons</u> why you are unable to find librarians with the competencies needed by your library?

_____

_____

_____

SECTION C: MLIS EDUCATION

1. To what extent do you think the <u>education</u> provided in MLIS programs <u>equips graduates</u> with the <u>competencies</u> required to be librarians at your library?

      1   2   3   4   5
  To No   To a Great
  Extent   Extent

2. How could the <u>curriculum</u> content of MLIS programs <u>be improved</u>, if at all? (e.g., what should the content focus more or less on?)

_____

_____

3. What level of <u>input</u> does your library have into the <u>curriculum content</u> at any of Canada's MLIS programs?

      1   2   3   4   5
  No input   Moderate Input   Great Amount of Input

4. <u>How</u> is this <u>input</u> usually <u>communicated</u> to the library school, if at all? (e.g., directly, in yearly meetings, staff on local LIS committees?)

_____

_____

PART III: RECRUITMENT, RETENTION, PROMOTION, AND RETIREMENT

SECTION D: RECRUITMENT

1. How would you rate the general qualifications of applicants for librarian positions compared to 5 years ago?

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

2. How would you rate your library's ability to recruit qualified librarians compared to five years ago?

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

3. How would you rate your current ability to recruit qualified librarians?

1	2	3	4	5
Poor				Excellent

4. Do you require MLIS degrees from an ALA-accredited (or equivalent) program as a qualification for hiring librarians?
    ❐ Yes
    ❐ No

5. Does your library have a policy designed to encourage the recruitment of librarians from diverse ethnic and racial backgrounds?
    ❐ Yes
    ❐ No

6. Does your library have a policy designed to recognize foreign credentials?
    ❐ Yes
    ❐ No

7. How has your pool of qualified visible minority librarian applicants changed in the past 5 years, if at all?

1	2	3	4	5
Much smaller	Smaller	No Change	Larger	Much Larger

8. What, if anything, has your library done to increase the number of Indigenous librarians on staff?

    _____

    _____

SECTION E: RETENTION

1. Compared to 5 years ago, are librarian current turnover rates (other than from retirements) lower, higher, or about the same?

Much Lower	Lower	About the Same	Higher	Much Higher
1	2	3	4	5

2. Are <u>librarian turnover rates a concern</u> for your library?
    ❐ Yes➔ 2.a. Why are librarian turnover rates <u>a concern</u>? _____
    _____

    ❐ No ➔ 2.b. Why are librarian turnover rates <u>not a concern</u>? _____
    _____

SECTION F: PROMOTIONAL OPPORTUNITIES

1. Compared to 5 years ago, how would you rate the current <u>promotional opportunities</u> for librarians?

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

2. How would you rate the <u>current promotional opportunities</u> for librarians?

1	2	3	4	5
Poor				Excellent

3. To what extent do the following items contribute to a <u>lack of promotional opportunities</u> for librarians in your library?

	To no Extent				To a Great Extent
a. Limited upward mobility for non-management positions	1	2	3	4	5
b. Limited librarian turnover	1	2	3	4	5
c. Budgetary restrictions	1	2	3	4	5
d. Organizational hiring freeze or limited hiring policy	1	2	3	4	5

4. Are there <u>other reasons</u> why you are unable to provide promotional opportunities for your librarians?
    _____
    _____

SECTION G: RETIREMENT

1. Does your library have a succession planning strategy for librarians?
    ❐ Yes
    ❐ No

2. Over the past 5 years, how adequate was the pool of internal candidates in <u>replacing</u> the following <u>skills and abilities</u> of your <u>departing senior librarians</u>?

	Not at all Adequate			Very Adequate
a. Managerial skills	1	2	3	4	5
b. Business skills	1	2	3	4	5
c. Leadership abilities	1	2	3	4	5

3. Are there any <u>other important skills and abilities</u> you experienced difficulty replacing when <u>senior librarians</u> left your library?
    _____

4. To what extent have librarian <u>retirements</u> provided your library with an <u>opportunity for organizational renewal</u>?

Not at All				To a Great Extent
1	2	3	4	5

5. Do you anticipate <u>future librarian retirements</u> to be <u>lower, higher, or about the same</u> as they have been in the past 5 years?

Much Lower		About the Same		Much Higher
1	2	3	4	5

6. Are anticipated <u>future librarian retirements a concern</u> for your library?
    - ❒ Yes→ 6.a. Why are future retirements <u>a concern</u>? _____
    _____
    - ❒ No→ 6.b. Why are future retirements <u>not a concern</u>? _____
    _____

PART IV: STAFF AND ORGANIZATIONAL CHANGE

SECTION H: CHANGE IN PAST 5 YEARS

1. To what extent have the following <u>changes in the staffing needs</u> of your library occurred in the <u>past 5 years?</u>

In the past 5 years . . .	To no Extent				To a Great Extent
a. The need for more <u>librarians</u> has increased	1	2	3	4	5
b. The need for <u>librarians</u> to perform a wider variety of tasks has increased	1	2	3	4	5
c. The need for <u>librarians</u> to flexibly adapt to change has increased	1	2	3	4	5
d. The need for <u>librarians</u> to perform more specialized functions has increased	1	2	3	4	5
e. The need for <u>librarians</u> to interact with a more diverse community has increased	1	2	3	4	5
f. The need for more <u>other library staff</u> has increased	1	2	3	4	5
g. The need for more <u>other professionals</u> has increased	1	2	3	4	5
h. The need for <u>other library staff</u> to perform tasks once done by librarians has increased	1	2	3	4	5
i. The need for <u>other professionals</u> to perform tasks once done by librarians has increased	1	2	3	4	5

2. Please provide the <u>most common specialized functions</u> that librarians are now needed to perform more often compared to 5 years ago (to a maximum of 3, if applicable)
    1) _____
    2) _____
    3) _____

3. What is the main reason <u>why</u> your library's <u>need for other professionals has increased</u>, if at all?

    _____

    _____

4. To what extent do the following explain <u>why librarian roles have changed</u> in the past 5 years?

	To no Extent				To a Great Extent
a. Introduction of new technology	1	2	3	4	5
b. Introduction of new services	1	2	3	4	5
c. Elimination of services	1	2	3	4	5
d. Organizational restructuring	1	2	3	4	5
e. Librarian retirements	1	2	3	4	5
f. Budget Cuts	1	2	3	4	5
g. Increasing immigrant population in the community	1	2	3	4	5
h. Increasing marginalized population in the community	1	2	3	4	5
i. Library's increased social justice role (e.g. removing barriers to access, connecting patrons to social & employment services)	1	2	3	4	5

5. Are there any <u>other important reasons</u> why librarian roles have changed in the past 5 years?

_____

_____

SECTION I: FUTURE CHANGE

1. In thinking about the <u>future needs</u> of your library, to what extent do you think the following needs <u>will occur at your library over the next 5 years</u>?

Over the next 5 years . . .	To no Extent				To a Great Extent
a. The need for more <u>librarians</u> will increase	1	2	3	4	5
b. The need for <u>librarians</u> to perform a wider variety of tasks will increase	1	2	3	4	5
c. The need for <u>librarians</u> to flexibly adapt to change will increase	1	2	3	4	5
d. The need for <u>librarians</u> to perform more specialized functions will increase	1	2	3	4	5
e. The need for <u>librarians</u> to interact with a more diverse community will increase	1	2	3	4	5
f. The need for more **other library staff** will increase	1	2	3	4	5
g. The need for more **other professionals** will increase	1	2	3	4	5
h. The need for **other library staff** to perform tasks once done by librarians will increase	1	2	3	4	5
i. The need for **other professionals** to perform tasks once done by librarians will increase	1	2	3	4	5

PART V: HUMAN RESOURCES CHALLENGES

1. To what extent do the following <u>currently present a challenge</u> for your library.

Challenge	To no Extent				To a Great Extent
a. Librarian resistance to change	1	2	3	4	5
b. Librarian fulfillment of social worker-like tasks	1	2	3	4	5
c. Librarian discomfort with role ambiguity	1	2	3	4	5
d. Integrating other professionals into the librarianship ethos	1	2	3	4	5
e. Fulfilling the library's social justice role	1	2	3	4	5
f. Filling management positions	1	2	3	4	5
g. Filling leadership positions	1	2	3	4	5
h. Continuously developing staff that can respond to the changing role of library	1	2	3	4	5

2. What, in your opinion, are the <u>most pressing human resource challenges</u> facing the public library sector over the next 5 years and why? (Please note, answering this question is optional if your library was represented at the focus group session in Montreal on May 15)

_____

_____

PART VI: CONCLUDING QUESTIONS

1. What role, if any, should <u>CULC / CBUC play to assist its membership libraries</u> in meeting their human resource challenges?

_____

_____

2. Do you have any final comments that would help us to further understand the human resources situation at your library or that would help explain your survey responses?

_____

_____

THANK YOU FOR TAKING THE TIME TO COMPLETE THIS SURVEY!
Please return by email to Marianne Sorensen
marianne@socialresearch.ca

APPENDIX C: PRACTITIONER SURVEY

1. Do you have a <u>Master's degree in Library and Information Studies</u> (*or its historical equivalent—e.g. Bachelor of Library Science)*?
   - ❑ Yes
   - ❑ No (**Skip to Section D**)

BACKGROUND QUESTIONS

2. Where did you receive your Master's degree in Library and Information Studies (*or its historical equivalent*)?
   - ❑ From an ALA-accredited Canadian library school
   - ❑ From an ALA-accredited American library school
   - ❑ From the historical equivalent to an ALA-accredited library school (e.g. Bachelor of Library Science)
   - ❑ From a library school outside North America
   - ❑ Other: Please specify _____

3. Do you have any of the following <u>other credentials</u> (*Check all that apply*)?
   - ❑ Certificate/diploma from a library technician program
   - ❑ Education degree
   - ❑ MBA
   - ❑ Other Master's degree (*not including MLIS/MLS or MBA*)
   - ❑ Ph.D.

4. What level is your current position?
   - ❑ Non-Management
   - ❑ Supervisor
   - ❑ Middle Management (e.g., branch head, department head)
   - ❑ Senior Administrator (e.g. library head, director, CEO) **or** (e.g. deputy/assistant library head, director, CEO)

5. Are you interested in moving into a (more senior) management position?
   - ❑ Yes (**Skip to Q7**)
   - ❑ No

6. To what extent do the following explain <u>why you are not interested</u> in moving into a (more senior) management position?

		To no Extent				To a Great Extent
a.	Lack of needed skills	1	2	3	4	5
b.	Lack of related experience	1	2	3	4	5
c.	Lack of confidence in my abilities	1	2	3	4	5
d.	Not interested in working longer hours	1	2	3	4	5
e.	Not interested in assuming extra responsibility	1	2	3	4	5
f.	Not interested in supervising others	1	2	3	4	5
g.	Too much stress	1	2	3	4	5
h.	Insufficient pay raise	1	2	3	4	5
i.	Retiring / leaving library soon	1	2	3	4	5
j.	Not why I became a librarian	1	2	3	4	5
k.	Simply not interested	1	2	3	4	5
l.	Other reason	1	2	3	4	5

m. Please specify; _____
(**skip to 8)**

7. What kind of <u>training</u> do you feel would provide you with the <u>most important skills</u> required for you to move into a (more senior) managerial position?

   _____

   - ❑ No training needed; already have required skills

8. To what extent do you agree/disagree with the following statements about what is <u>important to you in a job</u> AND whether that <u>element is part of your library job</u>?

		Strongly Disagree				Strongly Agree
a.	It is important to me to have a job that allows me to <u>supervise others</u>	1	2	3	4	5
b.	My job provides the opportunity to <u>supervise others</u>	1	2	3	4	5
a.	It is important to me to have a job that allows me to manage	1	2	3	4	5
b.	My job provides the opportunity to manage	1	2	3	4	5
a.	It is important to me to have a job that allows me to utilize my business skills	1	2	3	4	5
b.	My job provides the opportunity to use business skills	1	2	3	4	5
a.	It is important to me to have a job that allows me to perform a leadership role	1	2	3	4	5
b.	My job provides the opportunity to perform a leadership role	1	2	3	4	5
a.	It is important to me to have a job that allows me to <u>advocate on behalf of the library</u>	1	2	3	4	5
b.	My job provides the opportunity to <u>advocate on behalf of the library</u>	1	2	3	4	5
a.	It is important to me to have a job that allows me to <u>motivate others</u>	1	2	3	4	5
b.	My job provides the opportunity to <u>motivate others</u>	1	2	3	4	5
a.	It is important to me to have a job that allows me to seek out and <u>forge partnerships</u> outside of my library	1	2	3	4	5
b.	My job provides the opportunity to seek out and <u>forge partnerships</u> outside of my library	1	2	3	4	5
a.	It is important to me to have a job that allows me to seek out <u>new project opportunities</u>	1	2	3	4	5
b.	My job provides the opportunity to seek out <u>new project opportunities</u>	1	2	3	4	5

9. <u>When</u> did you receive your <u>Master's degree in Library and Information Studies</u> (*or its historical equivalent*)?
   - ☐ Before 1980 (**Skip to Section C**)
   - ☐ Between 1980 and 1994 (**Skip to Section C**)
   - ☐ Between 1995 and 2013 (**Skip to Section C**)
   - ☐ After 2013 (**Continue to Section**)

Section B: RECENT MLIS GRADUATES

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

	Strongly Disagree				**Strongly Agree**
a. The program provided me with the **general skills and abilities** required to effectively perform my current job.	1	2	3	4	5
b. The program provided me with the **information technology skills** required to effectively perform my current job.	1	2	3	4	5
c. The program provided me with the **management skills** required to effectively perform my current job.	1	2	3	4	5
d. The program provided me with the **business skills** required to effectively perform my current job.	1	2	3	4	5
e. The program provided me with the **leadership skills** required to effectively perform my current job.	1	2	3	4	5
f. The program provided me with a realistic depiction about **what it is like to work as a public librarian.**	1	2	3	4	5
g. The program provided me with an understanding of the **people skills** required to **interact with a diverse library community.**	1	2	3	4	5
h. The program provided me with an understanding of the public library's broad **social justice role**.	1	2	3	4	5
i. I **can apply what I learned** in the program to what I do in my librarian job	1	2	3	4	5

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

1	2	3	4	5
Very Dissatisfied	Dissatisfied		Very Satisfied	Satisfied

3. What, if anything, could be done to <u>improve the quality of education</u> offered in MLIS programs?
_____

_____

4. Did you participate in a <u>co-op or practicum</u> (or other type of program that involved periods of library work) while still enrolled in your library studies program?
   - ❐ Yes, in a public library
   - ❐ Yes, in a non-public library
   - ❑ No
   - ❑ Don't know

5. Did you have any <u>experience working in a public library</u> before participating in your library studies program?
   - ❐ Yes
   - ❑ No

6. After completing your library studies program, <u>how long</u> did it take you to <u>find your first professional librarian position</u>?
   - ❑ I already had a job lined up before graduating

❑ 0 to 6 months after graduating
❑ 7 to 12 months after graduating
❑ More than one year after graduating

(Route to Section E)

SECTION C: MID-CAREER AND SENIOR LIBRARIANS

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

Compared to 5 years ago . . .	Strongly Disagree				Strongly Agree
a. My job is currently more interesting	1	2	3	4	5
b. My job is currently more challenging	1	2	3	4	5
c. My job is currently more rewarding	1	2	3	4	5
d. My job is currently more stressful	1	2	3	4	5
e. My job is currently more grounded in the library's social justice role	1	2	3	4	5
f. My job currently requires more skill	1	2	3	4	5
g. I am currently more concerned about my job security	1	2	3	4	5
h. I am currently more concerned about the erosion of librarianship as a profession	1	2	3	4	5
i. I am currently required to learn more new tasks	1	2	3	4	5
j. I am currently required to perform more difficult tasks	1	2	3	4	5
k. I am currently required to perform more high-tech tasks	1	2	3	4	5
l. I am currently required to perform a wider variety of tasks	1	2	3	4	5
m. I am currently required to perform more routine tasks	1	2	3	4	5
n. I am currently required to work harder	1	2	3	4	5
o. I currently work with a more marginalized library community	1	2	3	4	5
p. I currently work with a more diverse library community	1	2	3	4	5
q. I am currently required to deal with more difficult patron behaviours	1	2	3	4	5
r. I am currently required to perform more **managerial functions**	1	2	3	4	5
s. I am currently required to perform more **business functions**	1	2	3	4	5
t. I am currently required to assume more of a **leadership role**	1	2	3	4	5
u. I am currently required to perform more tasks once done by other library staff	1	2	3	4	5
v. I am currently required to perform more tasks once done by other professional staff	1	2	3	4	5
w. I am currently less motivated to do my work	1	2	3	4	5

2. To what extent are you looking forward to retiring from your library job?

1	2	3	4	5
To No Extent		To Some Extent		To a Great Extent

(Route to Section E)

SECTION D: Other Professionals and Other Library Staff

1. What is your <u>highest level of education</u>? (**select one)**
    - ❑ High school diploma
    - ❑ Post Secondary Diploma/Certificate
    - ❑ Education degree
    - ❑ University undergraduate degree (*not including education degree*)
    - ❑ MBA
    - ❑ Master's degree (*not including MBA*)
    - ❑ Ph.D.

2. Do you have a certificate/diploma from a <u>library technician program</u>?
    - ❑ Yes
    - ❑ No

3. What level is your <u>current position</u>?
    - ❑ Non-Management
    - ❑ Supervisor
    - ❑ Middle Management (e.g., branch head, department head)
    - ❑ Senior Administrator (e.g. library head, director, CEO) **or** (e.g. deputy/assistant library head, director, CEO)

4. To what extent do you agree/disagree with the following statements about your current library job?

	Strongly Disagree				Strongly Agree
a. I have a <u>good relationship with librarian staff</u>	1	2	3	4	5
b. I am <u>treated with the same amount of respect</u> as librarians	1	2	3	4	5

SECTION E: JOB CHARACTERISTICS

1. Which one of the following job titles <u>BEST</u> describes your <u>current library position</u>?
    - ❑ Librarian (includes all types and levels of librarians)
    - ❑ Library Technician / IT support
    - ❑ Library Assistant or Associate
    - ❑ Manager / Administrator (excluding librarians)
    - ❑ Other Professional **(Continue to 1a)**
    - ❑ Other: Please specify: _____
    (Everyone else Skip to 2)

1a. Please indicate which of the following <u>BEST </u>describes your job.
    - ❑ Information Technology professional
    - ❑ Human Resource professional
    - ❑ Business/Finance professional
    - ❑ Facilities professional
    - ❑ Communications professional
    - ❑ Marketing professional
    - ❑ Media Specialist
    - ❑ Assessment professional
    - ❑ Development (fundraising) professional
    - ❑ Publishing professional
    - ❑ Copyright specialist
    - ❑ Social Work professional
    - ❑ Statistician/Data Analyst
    - ❑ Archivist / Museum professional
    - ❑ Other Please specify: _____
    _____

2. How many <u>years</u> have you worked in this <u>library position</u>? _____

3. How many <u>hours</u> do you <u>usually</u> work <u>per week</u>? _____

4. Is your position <u>permanent or temporary</u>?
    ❑ Permanent (*there is no indication of when the job will end)*
    ❑ Temporary (*the job will terminate at some specified time*)

5. Are you currently represented by a <u>collective agreement</u>?
    ❑ Yes
    ❑ No

6. How many years have you worked at your **current library system**? _____

7. To what extent are you <u>interested in working</u> in the following <u>non-public library sectors</u>?

	To no Extent			To a Great Extent	
a. Academic library sector	1	2	3	4	5
b. Special library sector	1	2	3	4	5

8. Please indicate <u>how often</u> you perform each of the following <u>job functions</u>:

I. Collections . . .

	Never		**Sometimes**		**Frequently**
a. Collection development, evaluation, and management	**1**	2	3	4	5
b. Copyright clearance and IP permissions	**1**	2	3	4	5
c. Electronic licensing	**1**	2	3	4	5
d. Digitization of collections	**1**	2	3	4	5
e. Preservation of collections	**1**	2	3	4	5
f. Curation of collections	**1**	2	3	4	5

ii. Public Service and Outreach . . .

a. Reference, information service, and research support	1	2	3	4	5
b. Programming and services to general public (includes adults, youth, and children)	1	2	3	4	5
c. Programming and services to marginalized populations (e.g. immigrants, homeless)	1	2	3	4	5
d. Outreach Programming or services	1	2	3	4	5
e. Instruction in library use, resources, and research	1	2	3	4	5
f. Instruction in Makerspace	1	2	3	4	5
g. Liaison activities (e.g. with community groups or agencies)	1	2	3	4	5

iii. Technical and Bibliographic Services . . .

a. Cataloguing, database management and organization of information resources (including metadata schemes and Online Public Access Catalogues (OPACs)	1	2	3	4	5
b. Creation and maintenance of bibliographic records	1	2	3	4	5
c. Processing interlibrary loan requests – borrowing and lending	1	2	3	4	5
d. Acquisition, receipt, and payment for library materials	1	2	3	4	5
e. Circulation and discharge of library materials	1	2	3	4	5
f. Sorting, shelving, and filing of library materials	1	2	3	4	5
g. Repairing and conserving library materials	1	2	3	4	5

iv. Information Technology . . .

a. Library systems, hardware, and software support	1	2	3	4	5
b. Network management and technical support	1	2	3	4	5
c. Web development and applications	1	2	3	4	5
d. Database creation and maintenance (e.g. OPACs)	1	2	3	4	5
e. Digitization or digital preservation initiatives	1	2	3	4	5

v. Administration and Management

a. Managing library units/activities	1	2	3	4	5
b. Managing branch(es)	1	2	3	4	5
c. Supervising and evaluating personnel	1	2	3	4	5
d. Managing training and development initiatives	**1**	2	3	4	5
e. Staff planning and management	1	2	3	4	5
f. Labour relations management	1	2	3	4	5
g. Organizational planning and decision-making	1	2	3	4	5
h. Policy development	1	2	3	4	5
i. Budgeting and financial management	1	2	3	4	5
j. Managing space, facilities, and building operations	1	2	3	4	5
k. Fund-raising / donor support	1	2	3	4	5
l. Marketing, communications, or public relations	1	2	3	4	5
m. Assessment and evaluation	1	2	3	4	5
n. Developing and leading new initiatives	1	2	3	4	5
o. Developing community relationships	1	2	3	4	5
p. Liaising with government	1	2	3	4	5

9. How often do you experience the following at your job?

	Never		**Sometimes**		**Frequently**
a. Verbal aggression from library patrons	1	2	3	4	5
b. The threat of physical harm from library patrons	1	2	3	4	5
c. Physical assault by library patrons	1	2	3	4	5

SECTION F: JOB ATTITUDES / JOB SATISFACTION

1. To what extent do you agree/disagree with the following statements about your library job?

	Strongly Disagree				Strongly Agree
a. My job is challenging	1	2	3	4	5
b. My job is interesting	1	2	3	4	5
c. My job provides the opportunity to perform a variety of tasks	1	2	3	4	5
d. My job provides the opportunity to grow and learn new skills	1	2	3	4	5
e. My job provides the opportunity to participate in decisions about the overall library strategy	1	2	3	4	5
f. My job provides the opportunity to participate in decisions about my area	1	2	3	4	5
g. My job provides the opportunity to make decisions about how I conduct my work	1	2	3	4	5
h. I have little work-related stress	1	2	3	4	5
i. My library reflects the values of social justice	1	2	3	4	5
j. My library supports my mental health	1	2	3	4	5
k. My workload is manageable	1	2	3	4	5
l. I am provided with the opportunity to balance work and family or personal life	1	2	3	4	5
m. I earn a fair salary	1	2	3	4	5
n. I receive adequate benefits	1	2	3	4	5
O. My accomplishments are recognized by the library	1	2	3	4	5
p. I feel certain that my job will continue	1	2	3	4	5
q. I feel safe at my library	1	2	3	4	5

1.1 To what extent do you agree/disagree with the following statements about your library job?

	Strongly Disagree				Strongly Agree	Not Applicable
a. I am provided with opportunities to advance my career	1	2	3	4	5	8
b. I am treated fairly, regardless of my race or ethnicity	1	2	3	4	5	8
c. I am treated fairly, regardless of my gender	1	2	3	4	5	8
d. I am treated fairly, regardless of my sexual orientation	1	2	3	4	5	8
e. I am treated fairly, regardless of my age	1	2	3	4	5	8
f. I am treated with respect by my superiors	1	2	3	4	5	8
g. I have a good relationship with my supervisor(s)	1	2	3	4	5	8
h. I have good relationships with other staff	1	2	3	4	5	8

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

1	2	3	4	5
Very Dissatisfied	Dissatisfied		Satisfied	Very Satisfied

3. What aspects of your job do you like the most? _____
_____

4. What aspects of your job do you like the least? _____
_____

5. What, if anything, would <u>decrease your work-related stress</u>?

_____

❑ I do not experience any work-related stress.

SECTION G: CAREER DEVELOPMENT / TRAINING / EDUCATION

1. Please first indicate if <u>you participated in</u> the following types of <u>training</u> at your current library in the past 5 years **AND** second, the extent to which you are <u>interested in participating</u> in these types of training in the future.

Type of Training	Participated in Past 5 Years		Extent to Which Interested in Participating				
	Yes	No	To no Extent				To a great Extent
a. <u>Technology</u> skills training	1	2	1	2	3	4	5
b. <u>Customer-service</u> related training	1	2	1	2	3	4	5
c. <u>Mental health or homelessness awareness</u> training	1	2	1	2	3	4	5
d. <u>Mental health first aid</u> training (i.e., de-escalation)	1	2	1	2	3	4	5
e. Training in <u>available community services</u>	1	2	1	2	3	4	5
f. <u>Management</u> skills training	1	2	1	2	3	4	5
g. <u>Business</u> skills training	1	2	1	2	3	4	5
h. <u>Supervisory</u> training	1	2	1	2	3	4	5
i. <u>PLLeaders Program</u> (CULC & UofT)	1	2	1	2	3	4	5
j Northern Exposure to Leadership (<u>NEL</u>)	1	2	1	2	3	4	5
j. <u>Other Leadership</u> training (Excluding PPL & NEL)	1	2	1	2	3	4	5
k. <u>Other professional development</u>	1	2	1	2	3	4	5

l. Please specify _____

2. To what extent do you <u>agree/disagree</u> with the following <u>statements about your training and career development</u>?

	Strongly Disagree				Strongly Agree
a. I currently have sufficient education, training, and experience to allow me to perform my job effectively	1	2	3	4	5
b. Given my education, training, and experience, I am overqualified for my current position	1	2	3	4	5
c. My library provides me with sufficient opportunities to participate in training	1	2	3	4	5
d. I am committed to the goals of this library	1	2	3	4	5
e. I would be very happy to spend the rest of my career at this library	1	2	3	4	5
f. I would be very happy to spend the rest of my career in my current position	1	2	3	4	5
g. I would be very happy to spend the rest of my career working in a public library	1	2	3	4	5

3. To what extent do you <u>agree/disagree</u> with the following <u>statement about your training and career development</u>?

	Strongly Disagree				Strongly Agree	Not Applicable
Given my education, training, and experience, I am qualified to move into a higher-level position	1	2	3	4	5	8

SECTION H: DEMOGRAPHIC INFORMATION

1. What is your gender?
   - ❑ Female
   - ❑ Male
   - ❑ Other
   - ❑ Prefer not to say

2. In what year were you born? ____

3. Do you consider yourself to be an Indigenous person (includes First Nations, Inuit, or Métis)?
   - ❑ Yes
   - ❑ No

4. Do you consider yourself to be a member of a visible minority group?
   - ❑ Yes
   - ❑ No

5. Do you consider yourself to have a disability that may disadvantage you in employment?
   - ❑ Yes
   - ❑ No

6. What province do you live in?
   - ❑ B.C.
   - ❑ Alberta
   - ❑ Saskatchewan
   - ❑ Manitoba
   - ❑ Ontario
   - ❑ Quebec
   - ❑ New Brunswick

SECTION I: CONCLUDING QUESTIONS

1. Do you have any other comments / questions that relate to this study or questionnaire or that might help us to better understand your responses?

   _____

THANK YOU FOR TAKING THE TIME TO COMPLETE THIS SURVEY!
YOUR RESPONSE HAS BEEN RECEIVED

APPENDIX D: SUPPLEMENTARY FINDINGS

Appendix Table 1: Age Distribution by Type of Staff
(n = 1,151)

	Mean Age	Age Category Percent				
		<36	36-45	46-55	55-65	66+
Total	**45**	**26**	**27**	**24**	**21**	**3**
Librarians	44	30	31	19	18	2
Paraprofessionals	46	24	24	26	24	3
Other professionals	48	13	27	37	20	3
Support Staff	47	20	19	33	26	3

Source: 8Rs 2020 Practitioner Survey

Appendix Table 2: New Hires in Past 5 Years by Type of Staff

	# of New Hires	% of Current Staff	% Distribution
Total	1,994	100	100
Librarians	375	25	19
Paraprofessionals	1,351	47	68
Other Professionals	268	51	13

Source: 8Rs 2019 Institutional Survey

Appendix Figure 1: Adequacy of Current Librarians in Replacing LaMB Skills Lost from Retiring Librarians

(n=25 libraries)

■ Not Adequate ■ Neutral ■ Adequate

	Leadership Abilities	Managerial Skills	Business Skills
Adequate	36%	32%	12%
Neutral	28%	28%	44%
Not Adequate	36%	40%	44%
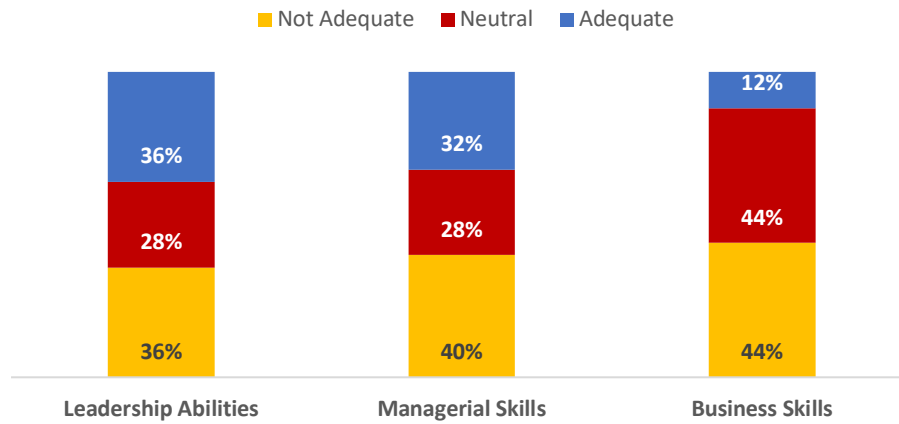
Source: 8Rs 2019 Institutional Survey
[1] Based on responses to the question "Over the past 5 years, how adequate was your pool of internal candidates in replacing the following skills and abilities of your departing senior librarians?

Appendix List 1: Newly-Created Librarian Positions

Public Services
Management:
  Administrative Services Manager
  Circulation Services Manager
  Digital Library Services Manager
  Associate Manager, Makerspace
  Assistant Director, Library Services
  Customer Experiences Director
  Head of Senior Services Librarian

Librarians
  Digital Discovery Librarian
  E-Services Librarian
  Digital Services Librarian
  Digital Literacies & Makerspace Librarian
  IdeaMill Librarians (Makerspace)
  Public Service Librarian (Customer Service)
  Customer Service Librarian
  Youth Services Librarian

Programming (General & Community)
Management:
  Community Engagement Director
  Assist. Director of Experience & Engagement
  Programs Manager
  Multicultural Services Manager
  Library Program & Training Supervisor

Coordinators & Officers:
  District Coordinator
  Project Coordinator (Community Services Resources)

Librarians:
  Community Services Librarian
  Community Librarian
  Community & Programming Librarian
  Community-Led Librarian
  Program Development Librarian

Strategic Planning & Engagement Librarian

Organizational Functioning
Management:
  Assistant Branch Head
  Executive Manager, Staff Engagement
  Deputy Executive Director
  Library Director (new library)
  Branch Supervisor

Specialists:
  Digital Marketing & Events Specialist
  Makerspace Technician

IT & Technology
Librarians:
  Emerging Technologies Librarian (2)

Specialists:
  Digital Systems Specialist

Collections Librarians
Licensing & Collections Assessment Librarian
Cataloging & Meta Data Librarian
Records Management Librarian

Appendix List 2: Newly-Created Other Professional Positions

Public Services

Management:
> Digital Literacy Manager
> Digital Services & Emerging Technologies
>   Director
> Customer Experience Manager
> Application Manager

Specialists:
> Creation Specialist (Makerspace)
> Social Worker

Coordinators & Officers:
> Digital Literacies
> Application Coordinator

Development and Programming (General & Community)

Management:
> Community Engagement Manager
> Adult Services and City of Learners
> Manager
>   (Led by Community, housed at library)
> Transformational Projects Director

Specialists:
> Growth & Development Specialist
> Senior Advisor, Indigenous Relations
> Outreach Worker

Coordinators, Specialists & Officers:
> Library Program Coordinator
> Senior Planning & Development Officer
> Programs & Event Development
> Senior Planning & Development Officer
> Program & Event Development Officer

Organizational Functioning

Management:
> Finance and Facilities Manager
> Business Management Operations
Director
> Marketing & Communications Manager
> Marketing & Communications Director
> Publicity & Social Media Manager
> Human Resources Manager (3)
> Workforce Development Manager
> Branch Manager

Specialists:
> Communication & Marketing Specialist
> Digital Marketing Specialist
> Safety Consultant
> Library Business Consultant

Coordinators, Specialists, Officers & Consultants:
> Finance Coordinator
> Marketing & Communications Officer
> Marketing Coordinator
> Communications Coordinator
> Sales & Marketing Officer
> Business Support Services Coordinator
> Infrastructure Coordinator
> Volunteer Services Coordinator

IT & Technology

Technology Specialist
IMIT Coordinator
Network Specialist
IT Administrator (hardware & software support)

Collections

Acquisitions and Serials Specialist

100

Appendix Table 3: Task Performance Among Librarians and Other Professionals

Task	Percent Performing at least Sometimes[1]	
	Librarians (625)	**Other Professionals** (75)
Public Service & Outreach		
Reference, information service, & research support	77	34
Instruction in library use, resources, & research	72	37
Instruction in Makerspace	32	8
Programming & services to general public	70	31
Programming & services to marginalized pops.	57	27
Outreach programming & services	64	27
Liaison activities (e.g. w/community, agencies)	68	40
Collections		
Collection development, evaluation & mgmt.	66	23
Curation of collections	35	8
Preservation of collections	12	8
Digitization of collections	8	3
Information Technology		
Web development & applications	12	12
Library systems, hardware & software support	35	18
Database creation & maintenance	8	9
Network management and technical support	15	7
Digitization or digital preservation	9	7
Technical and Bibliographic Services		
Cataloguing, database mgmt. & org. of info.	14	1
Circulation & discharge of library materials	47	32
Creation & maintenance of bibliographic records	9	3
Acquisition, receipt, & payment of library materials	17	9
Sorting, shelving, & filing of library materials	22	29
Processing interlibrary loan requests – borrowing & lending	21	16
Repair & conservation of library materials	14	16

Source: 8Rs 2020 Practitioner Survey

[1] Based on responses of 3, 4, and 5 on a 5-point scale with 1 meaning "never" and 5 meaning "frequently" to the question, "How often do you perform each of the following job functions?"

Appendix Table 4: LaMB Task Performance Among Librarians and Other Professionals

	Percent Performing at Least Sometimes[1]	
	Librarians (637)	**Other Professionals** (75)
Leadership		
Developing & leading new initiatives	68	64
Developing Community relationships	68	57
Organizational planning & decision-making	54	61
Policy development	35	57
Liaising with government	22	55
Management		
Assessment & evaluation	58	63
Managing training & development	57	61
Managing units/activities	55	45
Labour relations management	54	42
Managing branches	51	25
Supervising & evaluating personnel	51	56
Staff planning & management	49	54
Managing space, facilities, building	40	39
Business		
Budgeting & financial management	40	50
Marketing, communications, public relations	39	37

Source: 8Rs 2020 Practitioner Survey
[1] Based on responses of 3, 4, and 5 on a 5-point scale with 1 meaning "never" and 5 meaning "frequently" to the question, "How often do you perform each of the following job functions?

Appendix Table 5: Librarian LaMB Task Performance
by Management Level

Percent Performing at Least Sometimes[1]

|	Total	Non-Mgmt.	Sup.	Middle Mgmt.	Senior Admin.
	(637)	(379)	(43)	(161)	(51)
Leadership					
Developing & leading new initiatives	68	**54**	74	88	98
Developing Community relationships	68	**57**	79	85	91
Organizational planning & decision-making	54	33	65	84	98
Policy development	35	16	44	57	94
Liaising with government	22	11	16	27	85
Management					
Assessment & evaluation	58	38	77	87	98
Managing training & development	57	34	72	93	90
Managing units/activities	55	33	67	89	92
Labour relations management	54	33	65	84	98
Managing branches	51	21	91	95	96
Supervising & evaluating personnel	51	21	91	95	96
Staff planning & management	49	21	74	92	96
Managing space, facilities, building	40	17	47	74	85
Business					
Budgeting & financial management	40	21	40	68	93
Marketing, communications, public relations	39	31	35	49	68

Source: 8Rs 2020 Practitioner Survey

[1] Based on responses of 3, 4, and 5 on a 5-point scale with 1 meaning "never" and 5 meaning "frequently" to the question, "How often do you perform each of the following job functions?"

Appendix Table 7: Highest Level of Education among Non-MLIS Staff by Survey Year
(2020 n =681; 2004 n=392)

	Percent			
	2020			**2004**
	Para-professionals	**Other Professionals**	**Support Staff**	**Para-professionals**
High school	6	0	23	14
Library tech. cert. / dip.	37	0	1	36
Other postsec. cert. / dip.	0	19	33	0
Undergraduate degree	54	53	42	46
Master's degree	3	27	1	4
PhD	0	1	0	0

Sources: 2020 and 2004 8Rs Practitioner Surveys

Appendix Figure 2: Safety and Mental Health[1] by Type of Staff
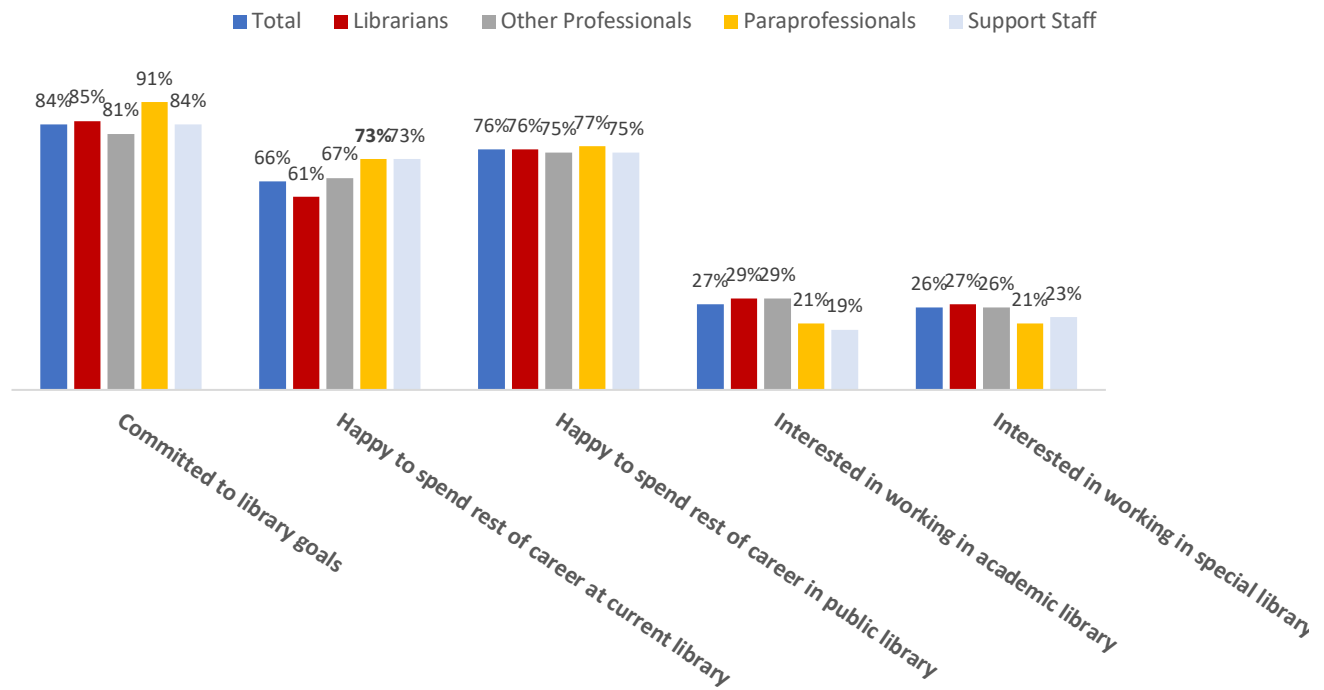(n = 1,299)
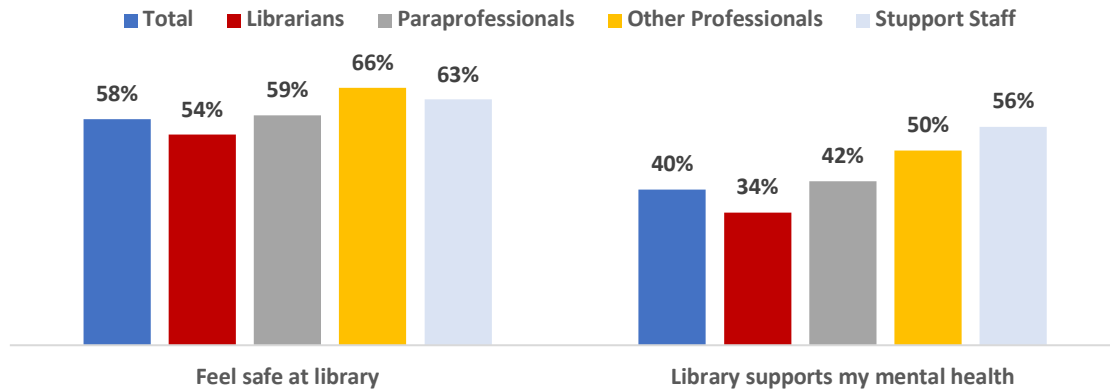
Source: 8Rs 2020 Practitioner Survey
[1] Based on responses of 4 and 5 on a 5-point scale with 1 meaning "strongly disagree" and 5 meaning "strongly agree" to statements pertaining to job satisfaction.

Appendix Figure 3: Exposure to Library Patron Aggression by Staff Type
(n = 1,299)
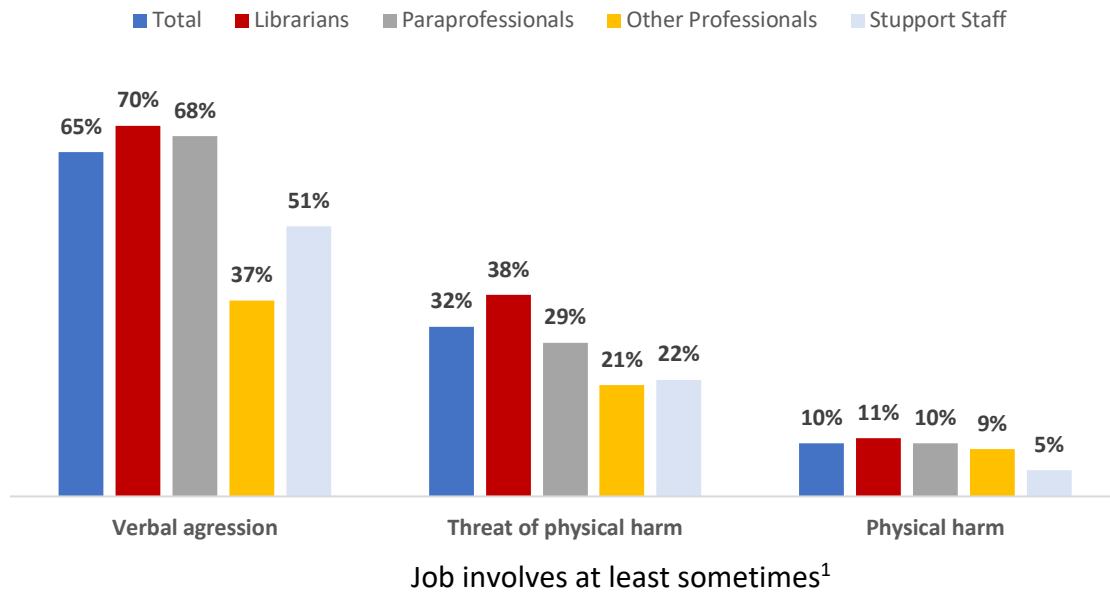
Job involves at least sometimes[1]

Source: 8Rs 2020 Practitioner Survey
[1] Based on responses of 3, 4 and 5 on a 5-point scale with 1 meaning "never" and 5 meaning "frequently" to the question: "How often do you experience the following at your job?"

Appendix Figure 4: Library / Sector Commitment[1]

Source: 8Rs 2020 Practitioner Survey
[1]Based on responses of 4 and 5 on a 5-point scale with 1 meaning "strongly disagree" and 5 meaning "strongly agree" to statements pertaining to career.

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