



WORKFORCE ISSUES IN LIBRARY & INFORMATION SCIENCE

WILIS



Workforce Issues in Library and Information Science (WILIS):

School Librarians

WILIS Short Report 6

**WORKFORCE ISSUES IN
LIBRARY & INFORMATION
SCIENCE**

The logo for Workforce Issues in Library & Information Science (WILIS) is located in the bottom right corner. It consists of a dark grey rectangular box containing the text 'WORKFORCE ISSUES IN LIBRARY & INFORMATION SCIENCE' in white, uppercase, sans-serif font. Below this text, the letters 'WILIS' are displayed in a larger, semi-transparent, light grey font.

WILIS is a collaborative research partnership of the UNC Chapel Hill School of Information and Library Science and the UNC Institute on Aging, funded by the Institute of Museum and Library Services through its Librarians for the 21st Century Program.

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WILIS 1 Study Team Members

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The WILIS studies

- WILIS 1 is a comprehensive study of the career patterns of graduates of LIS programs in North Carolina since 1964.
- WILIS 2 is a project to develop a shared recent graduates survey that may be used by all LIS programs.

Participating LIS programs

- Appalachian State University Library Science Program
<http://www.ced.appstate.edu/departments/les/>
- Central Carolina Community College Library and Information Technology Program
http://www.cccc.edu/Programs/Library_Info_Technology.html
- East Carolina University Department of Library Science and Instructional Technology
<http://lsit.coe.ecu.edu/>
- North Carolina Central University School of Library and Information Sciences
<http://www.nccuslis.org/>
- UNC Chapel Hill School of Information and Library Science
<http://www.ils.unc.edu/index.html>
- UNC Greensboro Department of Library and Information Studies
<http://www.uncg.edu/lis/>

Methodology

WILIS 1 components

- **University-based LIS programs**

1964–2005 graduates of five LIS programs in North Carolina

- Pilot survey of 750 graduates (April-May 2007)
- Non-response survey of 400 non-respondents (June-August 2007)
- Full survey of remaining 7,566 graduates (Sept-Dec 2007)
 - Includes 169 UNC-Chapel Hill 2006-2007 graduates who received email-contact only (Oct-Dec 2007)

- **Community college-based LIS program**

All 58 graduates of the Central Carolina Community College program since its founding in 2000

- Full survey (Dec 2007-March 2008)



WILIS 1 pilot study method

- 505/9089 – 5.5% unable to contact
- Randomly selected 750 graduates from the five university programs
- Solicited updated alumni contact information
- Sent postcards to check accuracy of the lists (119 cases updated)
- Sent invitation letter
- Sent email reminder
- Sent second letter and/or email
- Conducted non-response study

WILIS 1 non-response study

- Conducted June-August 2007
 - Web, paper and telephone surveys
- Comparison of pilot participants and non-respondents indicated representativeness
- Conducting the non-response study increased the overall pilot study response rate by 8%
- As a result, we added an additional mailed letter to the full survey design

WILIS 1 method

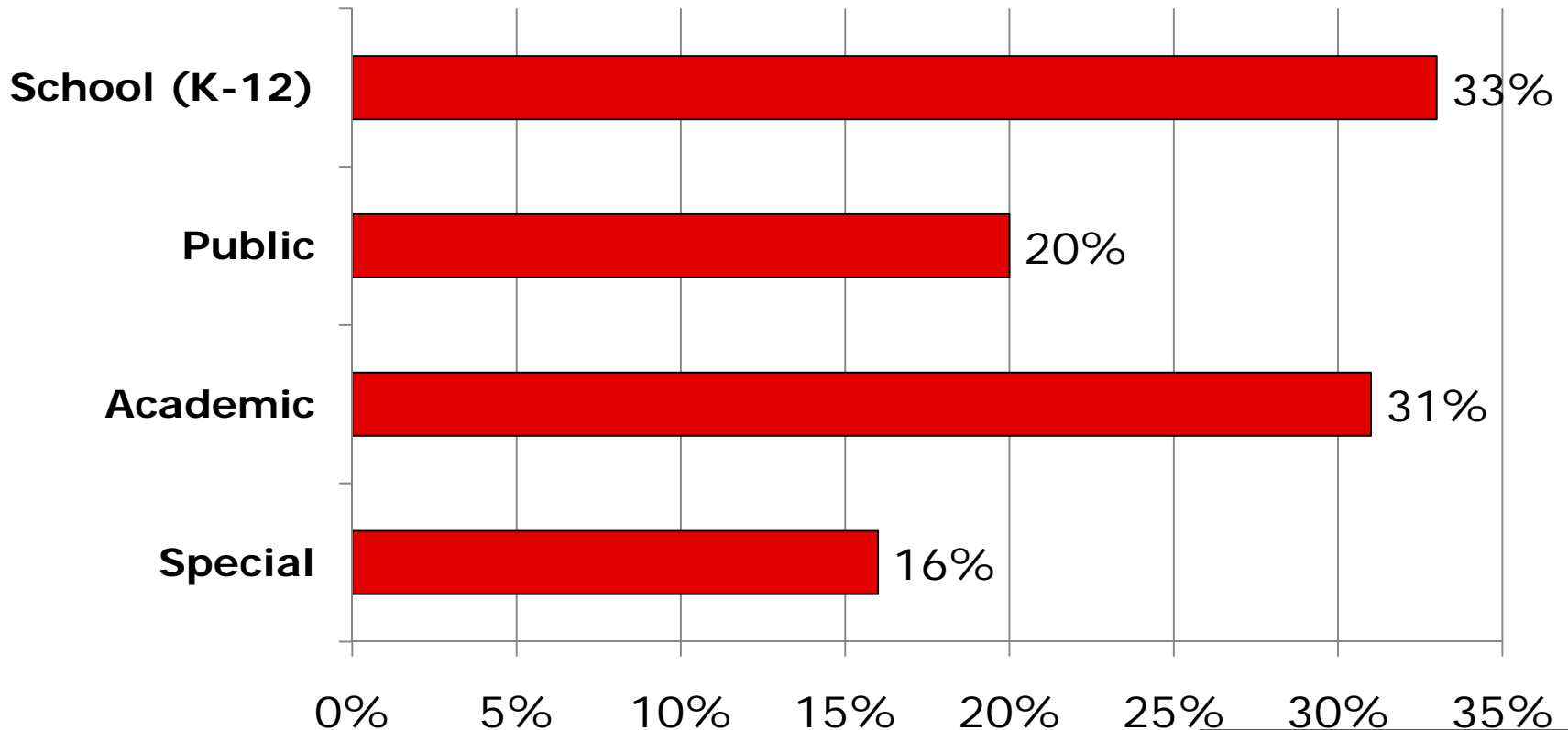
- Obtained alumni contact information from LIS programs
- Used AlumniFinder to update contact information
- Used listservs to solicit updated contact information from alumni
- Used postcards to check address accuracy
- Sent invitation letter
- Sent second letter reminder
- Sent email reminders

Results

WILIS 1 response rates

- 7,566 graduates from the five LIS university programs in NC
- 35.1% response rate for all programs

Current job, by type of library (all respondents)



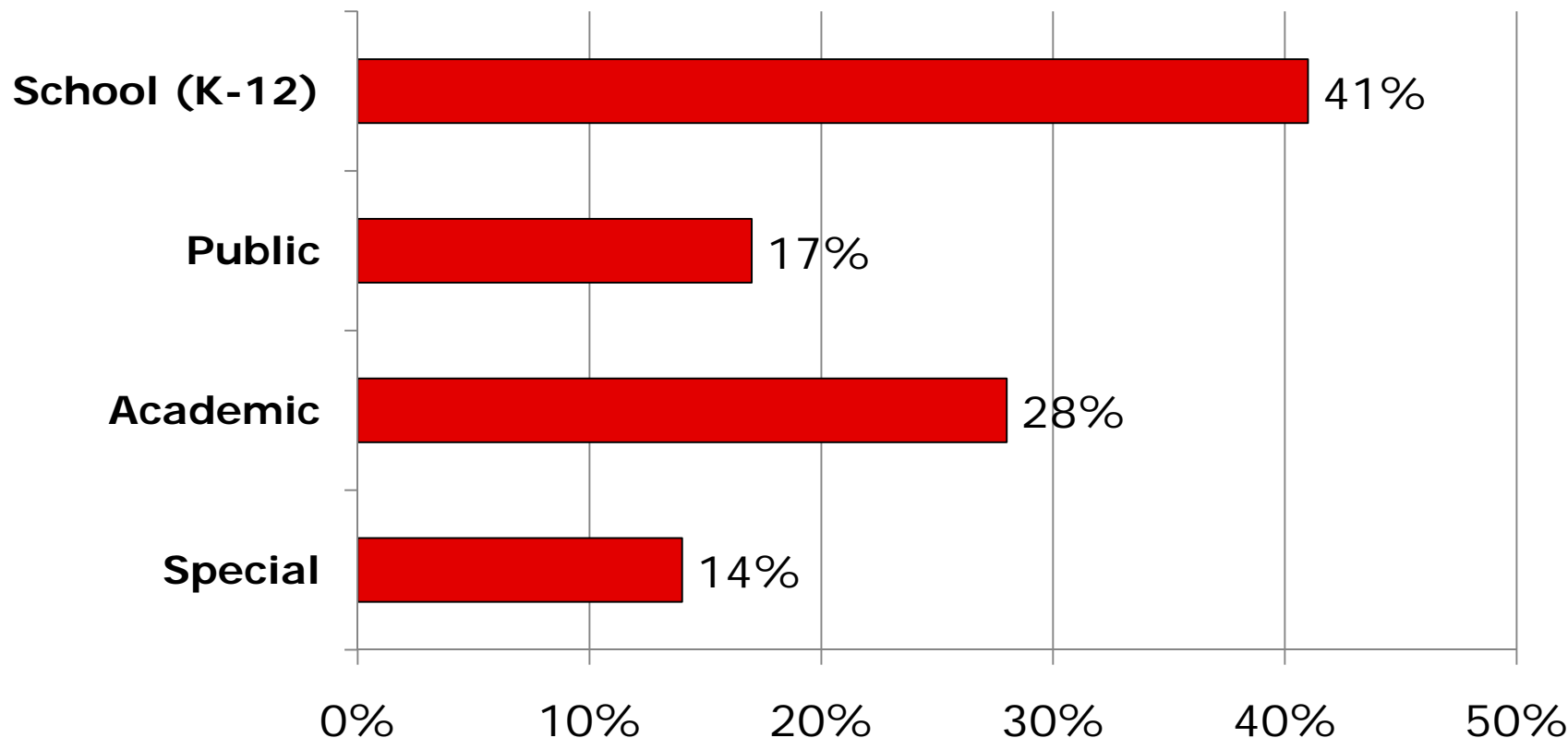
Working in Libraries
N=1515

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Current job, by type of library

(recent graduates – 2001-2005)



Working in Libraries
N=378

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School Librarians

Respondents by type of degree

	N=497
Bachelor's degree – library science (BLS, BSLS)	3.4% (N=17)
Bachelor's degree – information science (BSIS)	0%
Master's degree – library science (MA, MLS, MSLS, MLIS)	96.2% (N=478)
Master's degree – information science (MSIS, MIS)	.2% (N=1)
Dual Master's degrees (MLS/MIS)	0%
PhD – information and library science	.2% (N=1)
Total	100%

Demographic composition

- 96% female
- 8% non-white
- Mean age: 49.0, sd 9.7
- Median age: 51

N=497

Current job

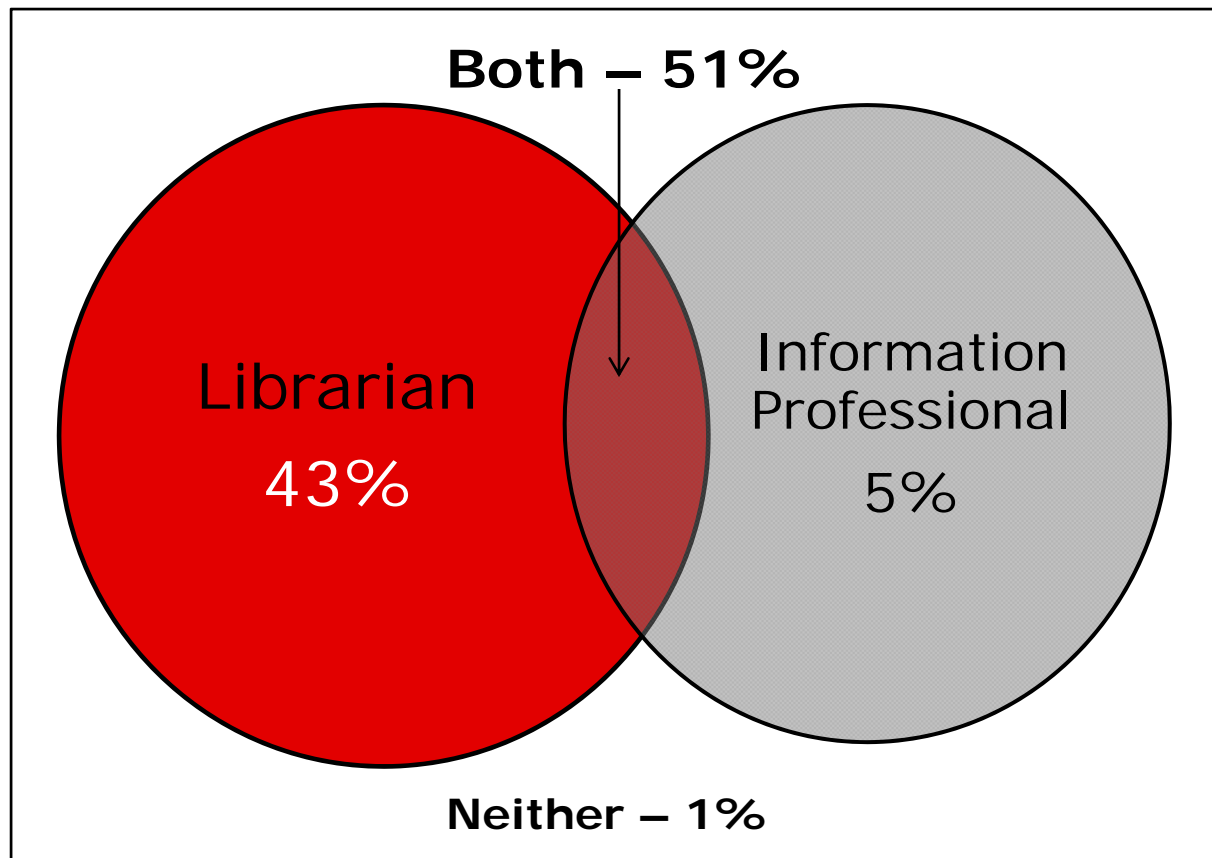
- 94% are considered full-time
- 73% supervise others
- Work 41.39 hours per week, on average, sd 8.25
- Average salary: \$47,926, sd \$12,642
- Median salary: \$48,000

N=496



Professional identity

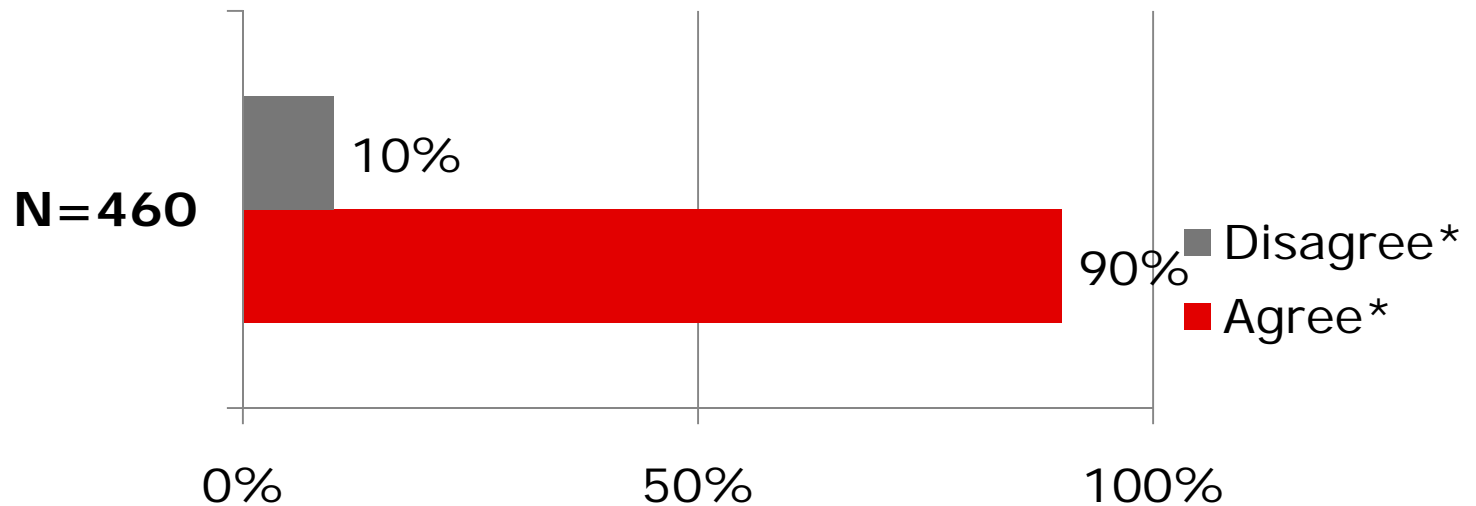
Do you consider yourself to be a librarian, an information professional, both, or neither?



N=497

Job autonomy

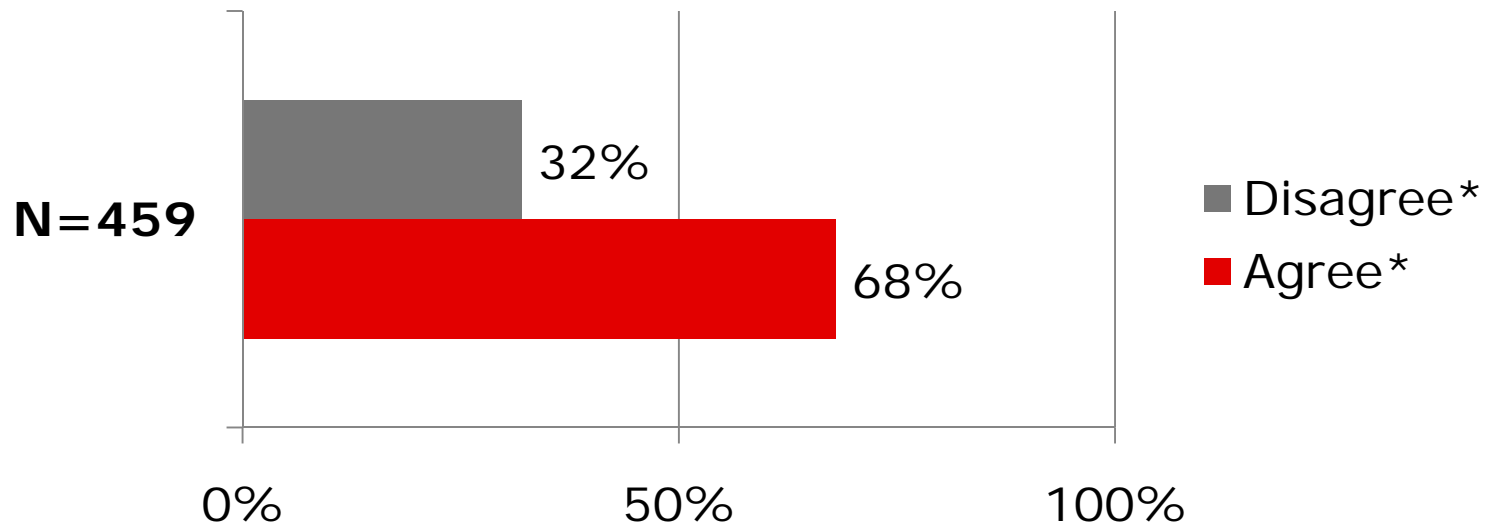
It is basically my own responsibility to decide how my job gets done.



* Categories were collapsed: (strongly agree/agree; strongly disagree/disagree)

Workload

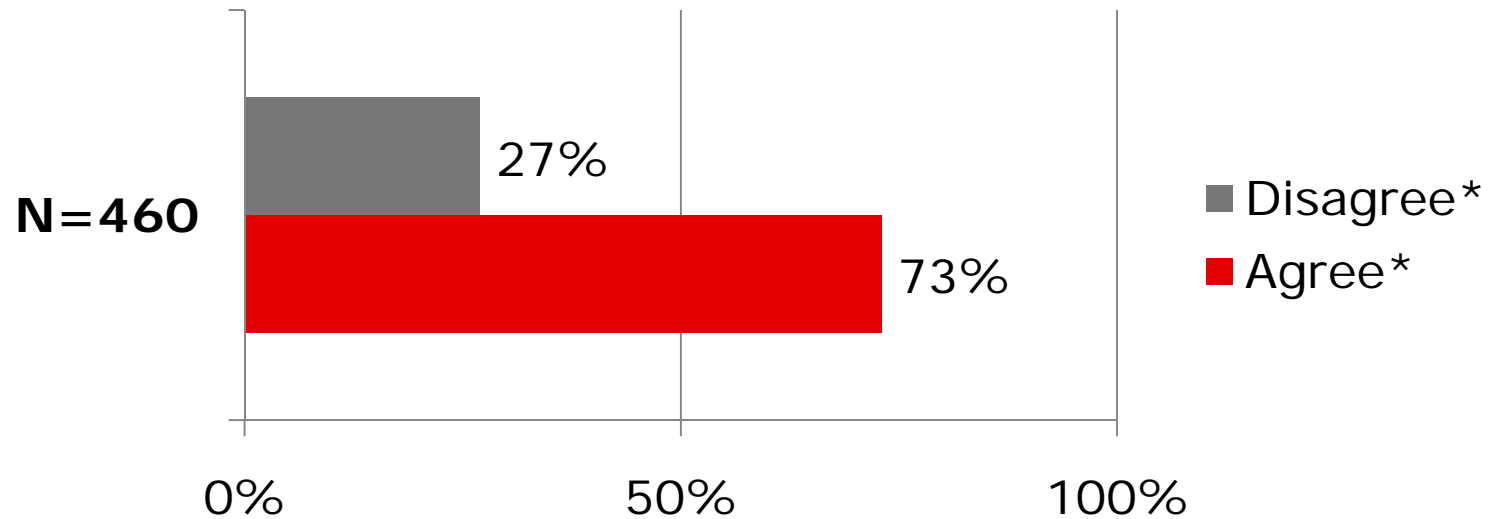
There is not enough time to get required work done.



* Categories were collapsed: (strongly agree/agree; strongly disagree/disagree)

Employer support for career development

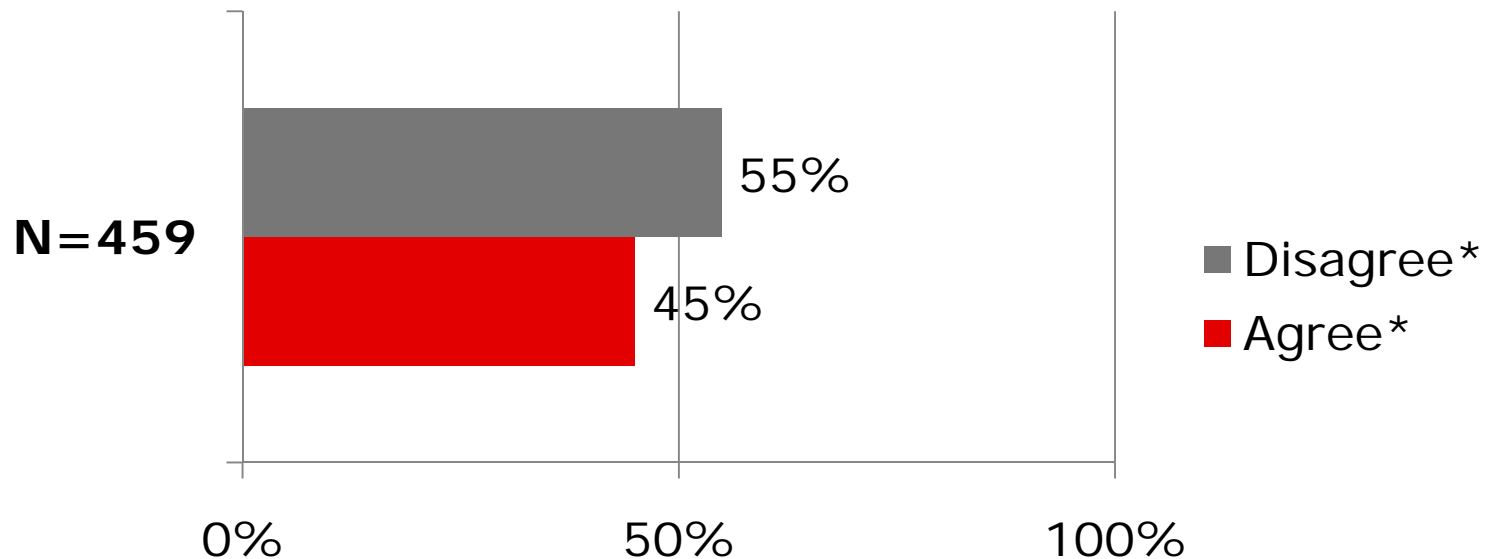
My employer does a good job of helping develop my career.



* Categories were collapsed: (strongly agree/agree; strongly disagree/disagree)

Opportunities for promotion

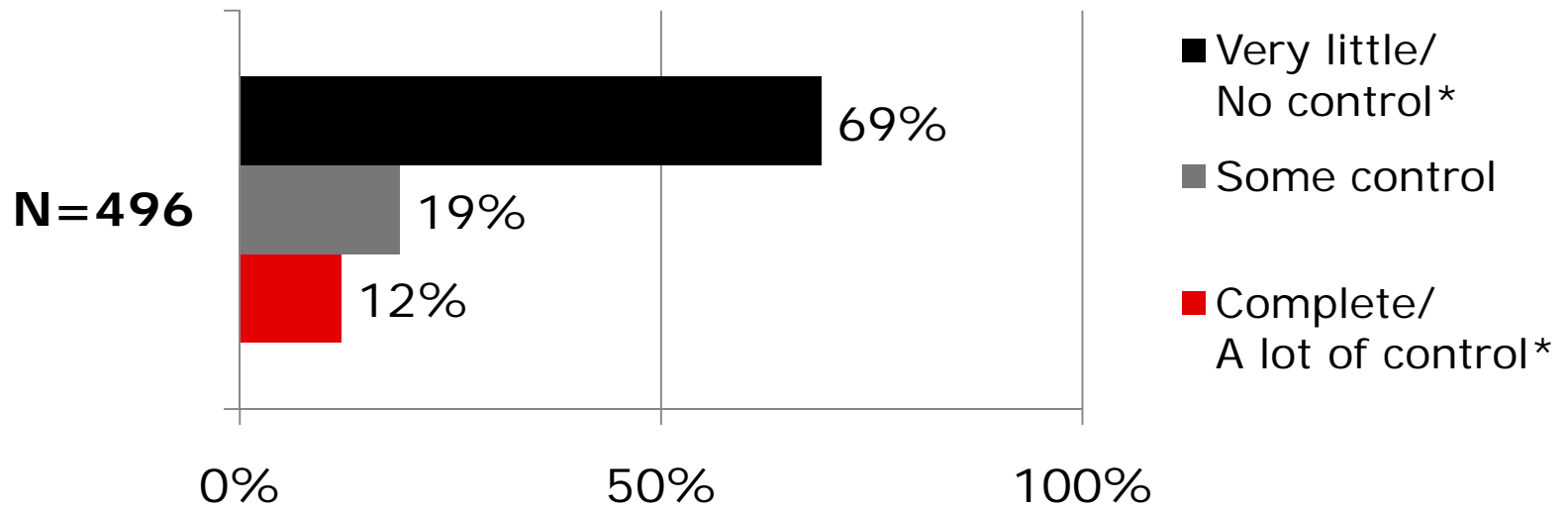
I believe I have opportunities for promotion within the field, given my education, skills, and experience.



* Categories were collapsed: (strongly agree/agree; strongly disagree/disagree)

Flexible scheduling

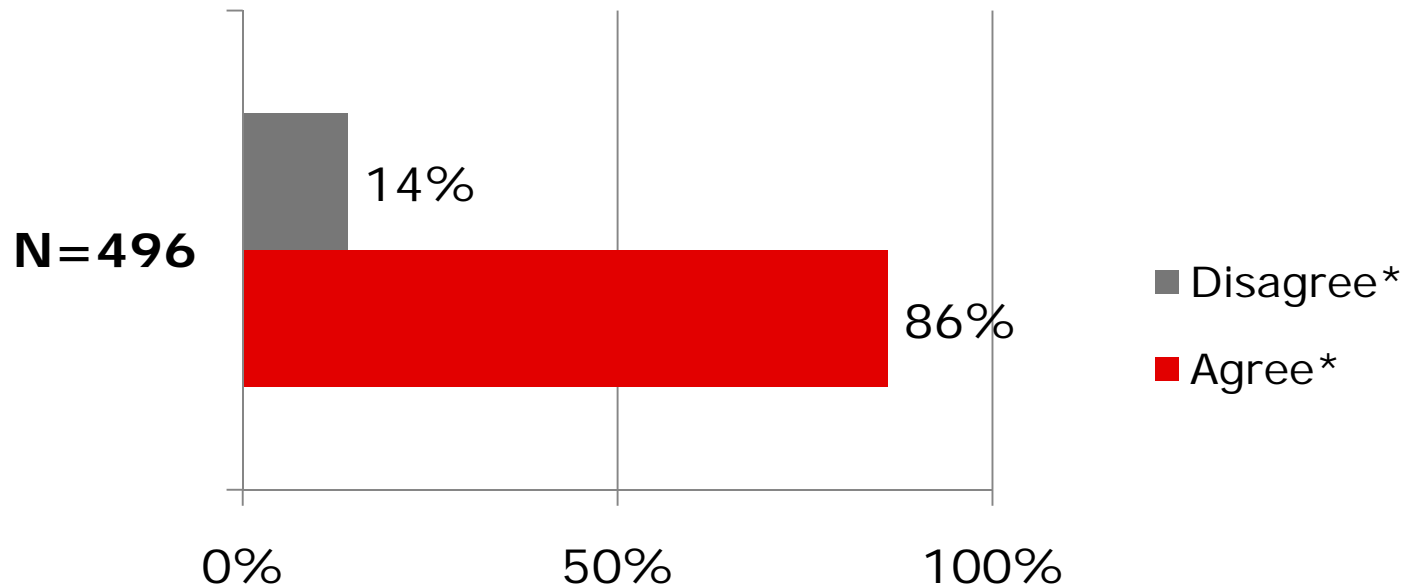
Overall, how much control would you say you have in scheduling your work hours?



* Categories were collapsed

Support of co-workers

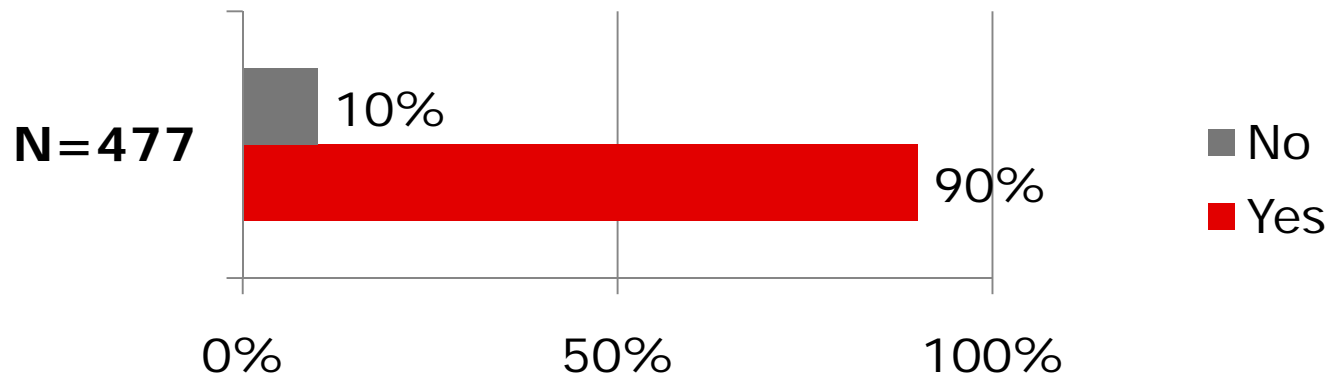
I have the support from co-workers I need to do a good job.



* Categories were collapsed: (strongly agree/agree; strongly disagree/disagree)

Continuing education

Are you required by your employer to engage in formalized continuing education or training?

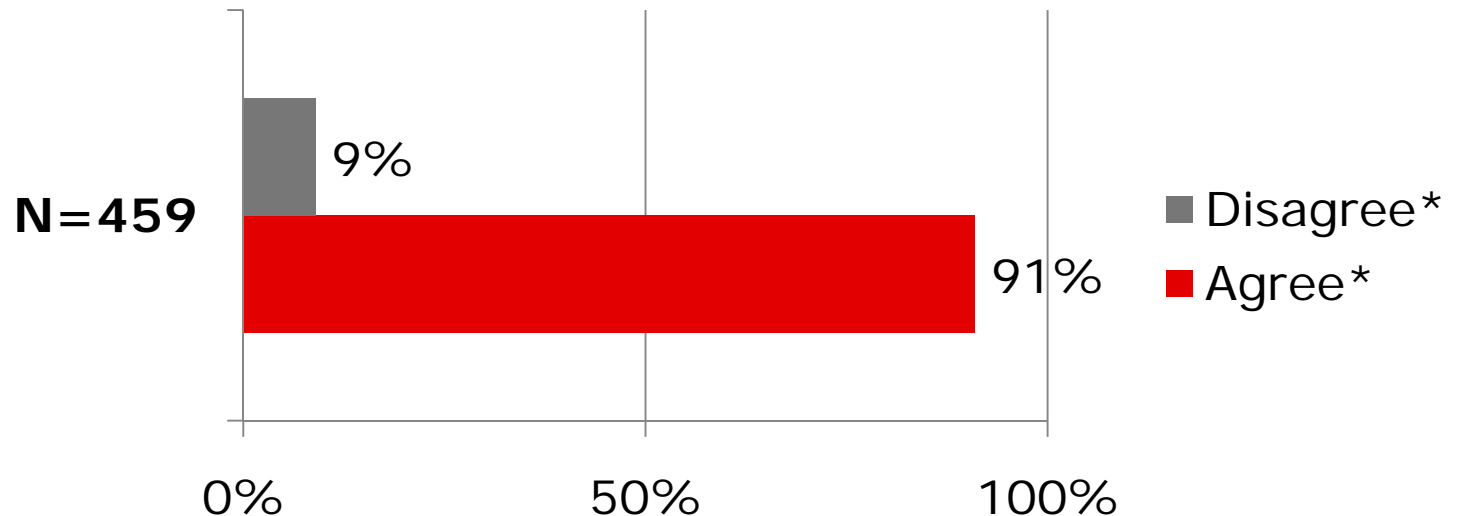


Continuing education

Number of Hours <u>Required</u> Per Year (For whom it was required)	Number of Hours <u>Taken</u> in Last Year (For whom it was required)	Number of Hours <u>Taken</u> in Last Year (All)
Mean, sd	Mean, sd	Mean, sd
13.3 , sd 14 (N=402)	14.1 , sd 16.7 (N=373)	13.3 , sd 16.2 (N=418)

Job satisfaction

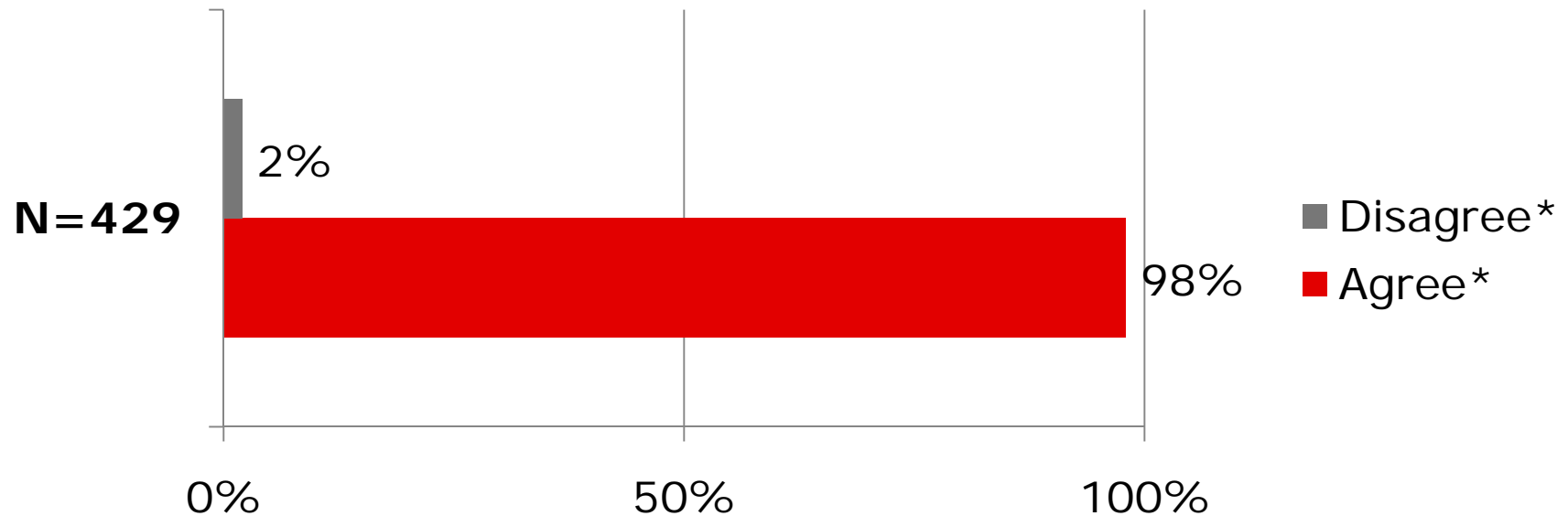
Overall, I am satisfied with what I do in my job.



* Categories were collapsed: (strongly agree/agree; strongly disagree/disagree)

Career satisfaction

Overall, I am satisfied with LIS as a career.

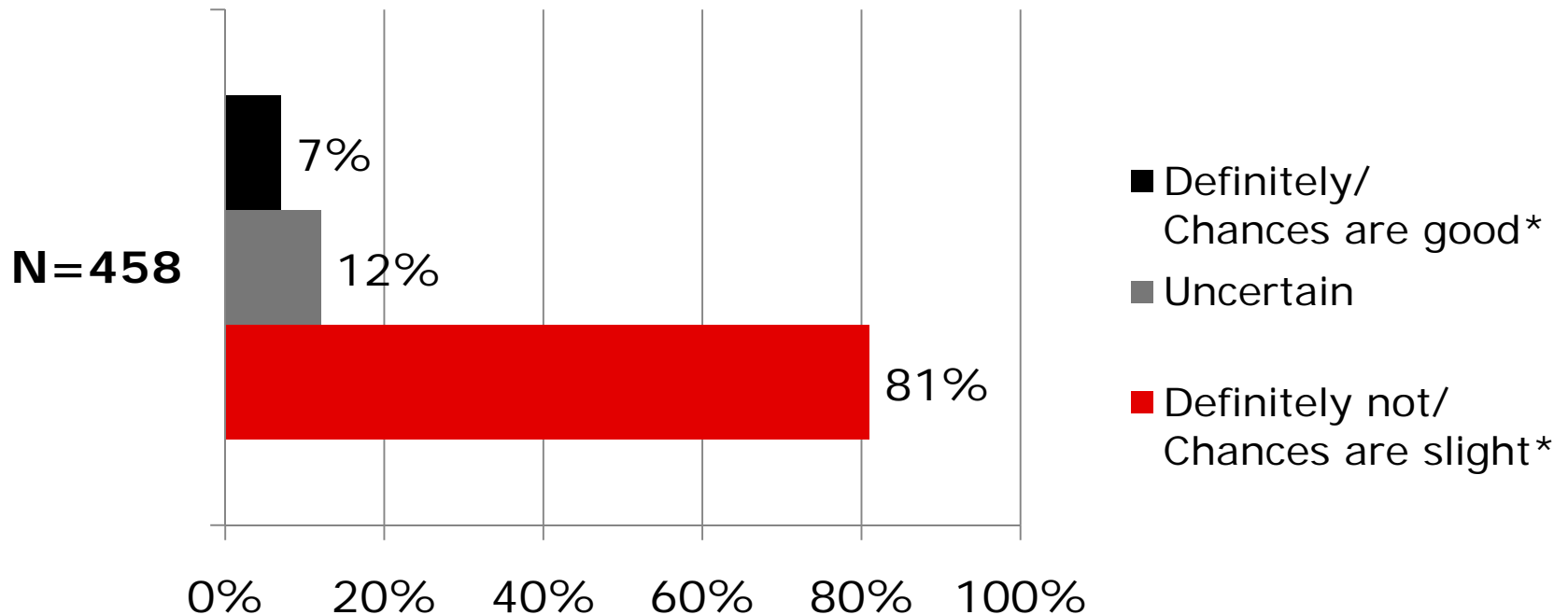


* Categories were collapsed: (strongly agree/agree; strongly disagree/disagree)

Retention

Retention – current job

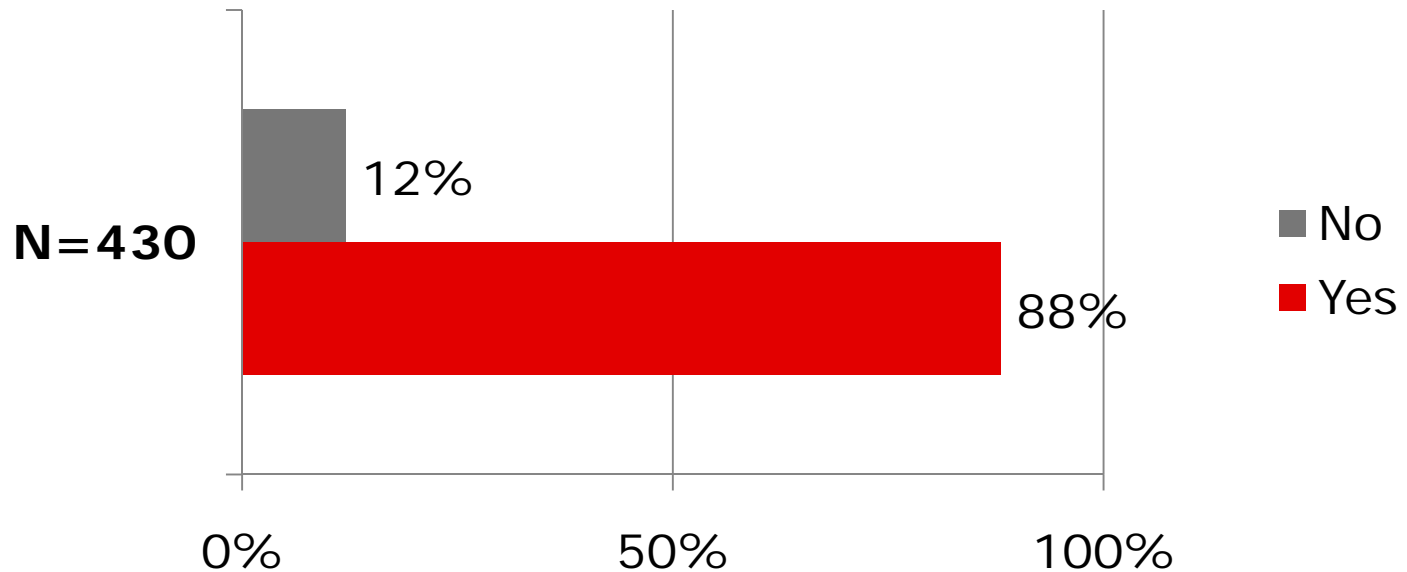
Do you expect to leave your current employer in the coming year?



* Categories were collapsed

Retention – LIS field

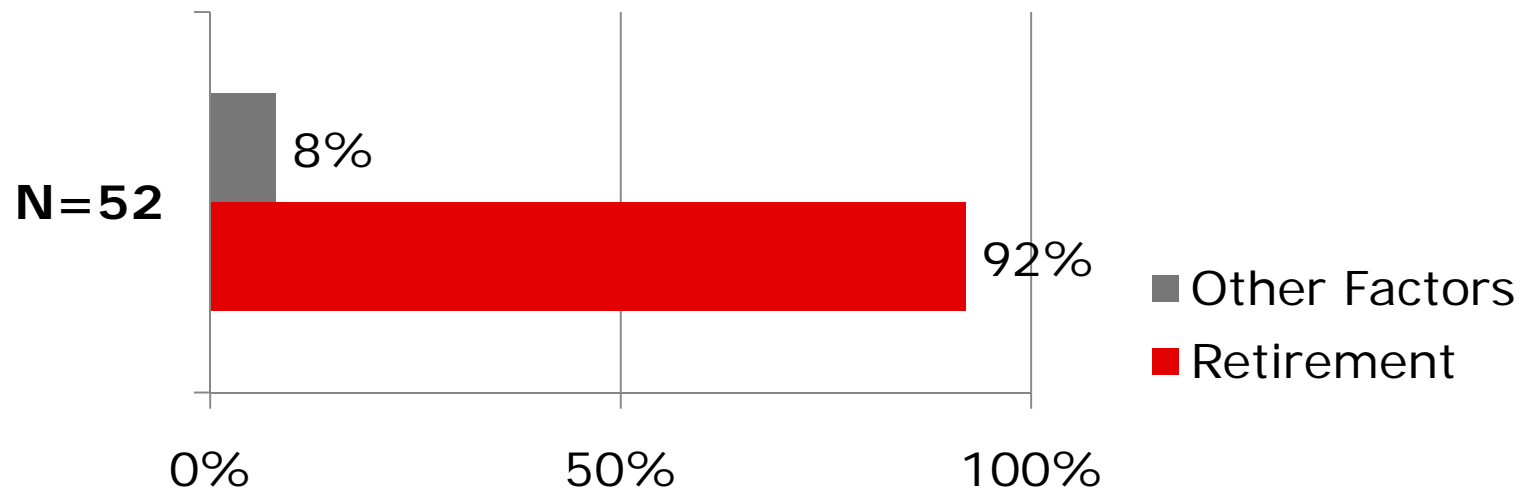
Do you think you will be working in LIS 3 years from now?





Retention – LIS field

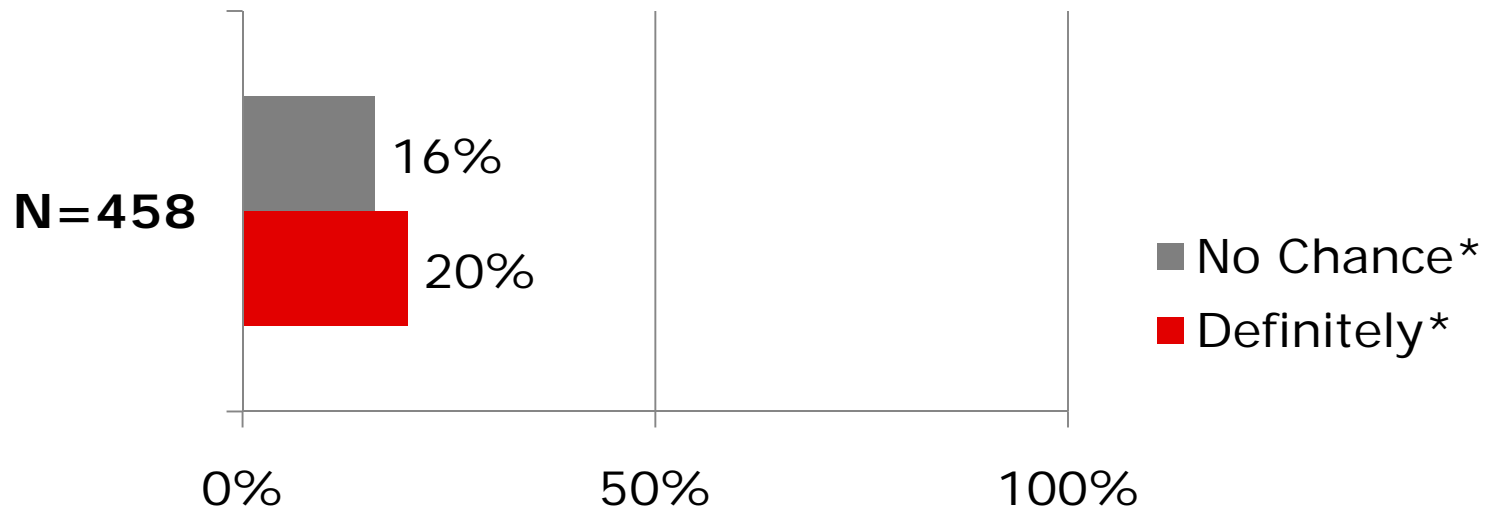
Why will they no longer be in LIS 3 years from now?



Retirement

Retirement

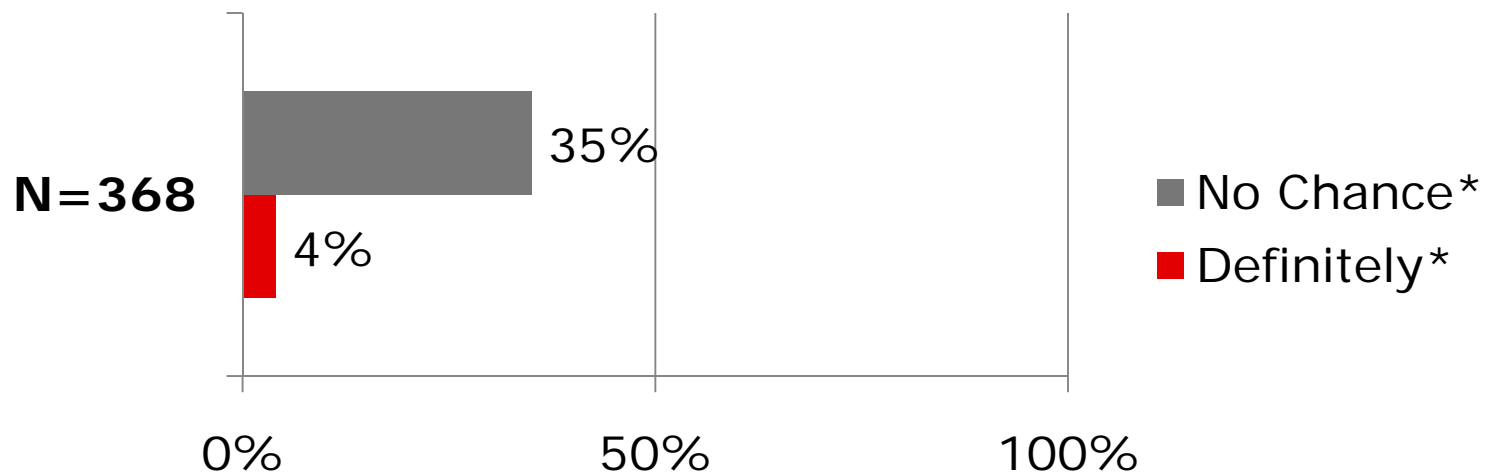
What are the chances that you will be working full time after reaching age 62?



* Intermediate responses (percentages) not shown

Retirement

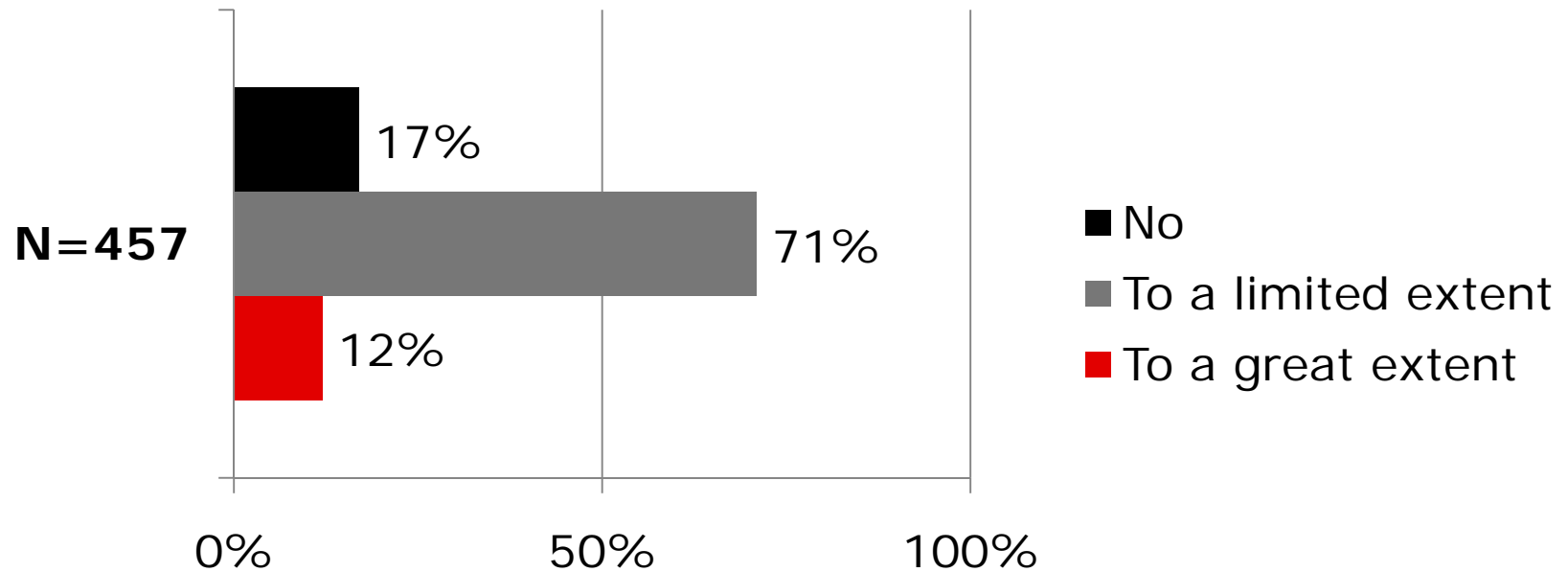
What are the chances that you will be working full time after reaching age 65?



* Intermediate responses (percentages) not shown

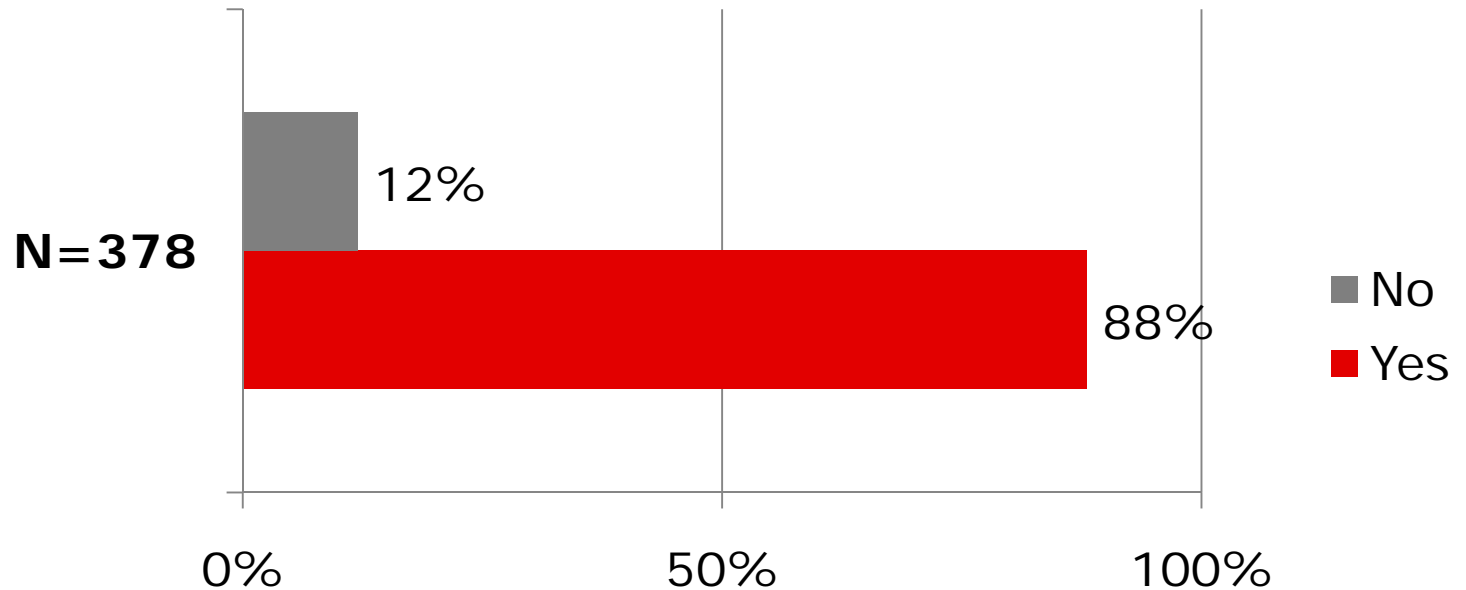
Volunteering

When you retire do you intend to volunteer?



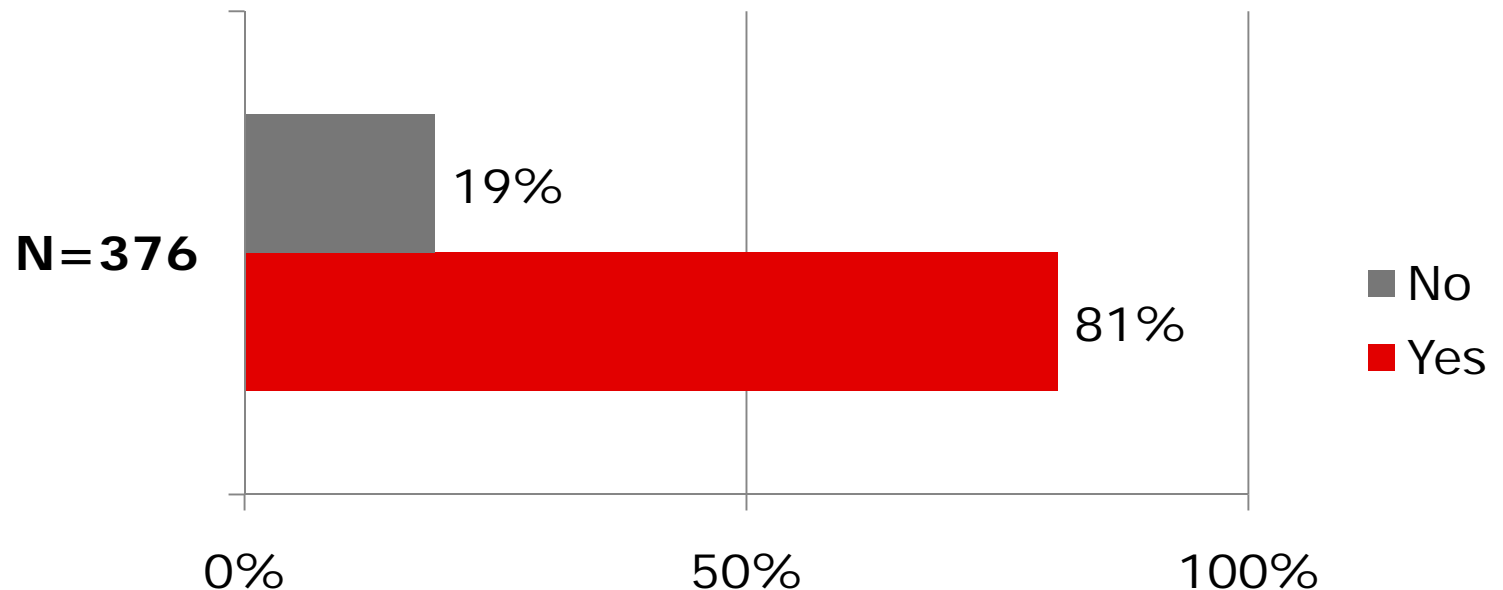
Volunteering

Do you anticipate that you will use your LIS skills in your volunteer work?



Volunteering

Do you anticipate that you will volunteer in a library or information setting?



Highlights

- 98% of school librarians are satisfied with an LIS career.
- 73% are in a supervisory role.
- 31% are able to control their schedule to some degree.
- 90% are required to participate in formal continuing education.
- Only 7% plan to leave their current employer in the next year.
- 12% intend to leave the LIS field in the next three years, and 92% of these leavers will be retiring.
- 86% intend to volunteer after they retire, and 58% of them expect to volunteer in a library or information setting.
- School librarians differ most from other types of librarians in perceptions of identity, workload, opportunities for promotion, flexible scheduling, and continuing education requirements.

Note that these are preliminary descriptive results only. For further information, contact the investigators at wilis@unc.edu