CARL Competencies and Academic Librarians Survey

The purpose of this study is to investigate the integration of the CARL competencies into the work lives of university-based librarians working in Canada.

About this Study

TITLE OF THE STUDY: CARL (Canadian Association of Research Libraries) Core Competencies and academic librarians

You are being asked to participate in a research study conducted by Jennifer Soutter, from the Leddy Library at the University of Windsor. If you have any questions or concerns about the research, please feel to contact Jennifer Soutter, jsoutter@uwindsor.ca. This research has been cleared by the University of Windsor Research Ethics Board, Email: ethics@uwindsor.ca

PURPOSE OF THE STUDY
To investigate the integration of the CARL competencies into the work lives of university-based librarians working in Canada. The hypothesis being tested is that the CARL Competencies are not being used by Canadian academic librarians to inform their work. No research has been completed on this question. This empirical research will add to the literature on librarian competencies.

PROCEDURES
If you volunteer to participate in this study, you will be asked to respond to as few as 18 questions or as many as 23 questions that consist of a mix of yes/no, multiple choice and/or text-based responses. You are under no obligation to participate and if you choose to participate, you may refuse to answer questions that you do not want to answer. Participants should print a copy of the consent form to keep for your personal records. You may exit the survey at any time during the survey using the Discard button which will withdraw the data but please remember, once you submit your survey responses, you will not be able to withdraw from the study given the anonymous nature of your response.

If you wish to participate in this study, please complete the survey by clicking on the link provided. The survey should take you approximately fifteen [15] minutes to complete. You do not have to answer any questions that you do not want to answer. You may exit the survey at any time using the Discard button which will remove your data from the survey but once you submit any survey responses, you will not be able to withdraw from the study given the anonymous nature of your response. The survey will close December 31st, 2014.

If your institution requires REB clearance in order for you to be able to participate, please contact the research, Jennifer Soutter at jsoutter@uwindsor.ca.

POTENTIAL RISKS AND DISCOMFORTS
The risks to any participant are low. It is up to the individual whether they wish to participate and no personally identifiable information will be collected. If personally identifiable information is volunteered that information will be anonymized and no personally identifiable information will be published.

POTENTIAL BENEFITS TO PARTICIPANTS AND/OR TO SOCIETY
Participants will gain a picture of whether and how the CARL competencies are being used by university-based librarians. Further, individual librarians will be able to compare their status to the group as a whole. The findings will contribute to empirical research and provide a foundation for further research. This will extend our understanding of the use of competencies by university-based librarians using the CARL competencies as an example.

COMPENSATION FOR PARTICIPATION
Participants may request a copy of the survey results (jsoutter@uwindsor.ca) and in doing so, will contact the researcher independent of the survey instrument. A copy of the article, in a form acceptable to the publisher, will be posted to the University of Windsor Institutional Repository (IR), Scholarship@UWindsor http://scholar.uwindsor.ca/. For those unwilling to access the IR a copy will be sent using email or hard copy depending on the stated preference of the participant.

CONFIDENTIALITY
Any information that is obtained in connection with this study and that can be identified with you will remain confidential and will be disclosed only under the following conditions:
The information that you will share will remain strictly confidential and will be used for the purposes of this research, or, under the following confidentiality and anonymization conditions, for potential data re-use. Strict confidentiality will be protected by ensuring that no specific positions or IP addresses, or any other potentially identifying information will be associated with the information provided, and by ensuring physical and online barriers to the information. Anonymity will be protected by ensuring that no identifying information will be expressly collected, or if identifying information is collected through the wording of comments, that these comments will be de-identified by the researcher. Identity of research participants will not occur in publication or other data uses. I understand that the researcher may share anonymized research data with other researchers only if they expressly agree to preserve the confidentiality of the information as requested in this consent form.
The raw data of survey responses will be preserved on an encrypted USB key with a second encrypted key as backup. The raw data will be accessible only to the investigator, Jennifer Soutter, and kept locked away when not in use. The anonymized data will be conserved for a minimum of 5 years.

PARTICIPATION AND WITHDRAWAL
You are under no obligation to participate and if you choose to participate, you may refuse to answer questions that you do not want to answer. Participants should print a copy of the consent form to keep for your personal records. If you choose to exit the survey at any time during the survey using the Discard button your data will be withdrawn. Please remember, once you submit
your survey responses, you will not be able to withdraw from the study given the anonymous nature of your response.

FEEDBACK OF THE RESULTS OF THIS STUDY TO THE PARTICIPANTS
A copy of the article, in a form acceptable to the publisher, will be posted to the University of Windsor Institutional Repository (IR), Scholarship@UWindsor. For those unwilling to access the IR a copy will be sent using email or hard copy by depending on the stated preference of the participant who has requested, independent of the survey instrument, a copy of the results.

RIGHTS OF RESEARCH PARTICIPANTS
If you have questions regarding your rights as a research participant, contact: Research Ethics Coordinator, University of Windsor, Windsor, Ontario, N9B 3P4; Telephone: 519-253-3000, ext. 3948; e-mail: ethics@uwindsor.ca

Please follow this link for a copy of the Letter of Information
Please follow this link for the Consent Form

A. About your Library
Answers to these questions will help determine whether the status and/or size of the library has an impact on the use of competencies or competency statements.

1. Is your Library a member of CARL?
   - Yes
   - No

2. Is your Library a member of ARL?
   - Yes
   - No

3. What is the FTE (full-time equivalent) of your university?
   - At or under 5000
   - Between 5001 and 15,000
   - Between 15,001 and 25,000
   - Between 25,001 and 34,999
B. About You

Answers to these questions will help determine, for example, whether your time in the profession and/or your position within the university library has an impact on your use of competencies or competency statements.

4. Which Professional Associations do you belong to?
   - Canadian Library Association (CLA)
   - American Library Association (ALA)
   - Special Libraries Association (SLA)
   - Canadian Association for Information Science (CAIS)
   - Canadian Association of Professional Academic Librarians (CAPAL)
   - Any Canadian provincial association
   - Other, please specify... ______________________

5. When did you get your Master’s degree in Library and Information Studies (or its historical equivalent)?
   - Before 1970
   - Between 1970 and 1979
   - Between 1980 and 1989
   - Between 1990 and 1999
   - Between 2000 and 2006
   - After 2006

6. Where did you receive your Master’s degree in LIS (Library and Information Science) 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

7. What level is your current position?
   - Non-Management
   - Supervisor (supervise staff but are not a department head)
   - Middle Management (e.g. branch head, department head)
   - Senior Administrator (e.g. head librarian, chief librarian, director or deputy/assistant head, chief, director, associate university librarian)

8. Which one of the following job titles best describes your current library position?
   - Librarian
   - Head or Department Head
   - Associate University Librarian or Associate Dean
   - University Librarian or Dean of the Library/ies or Chief Information Officer

9. Which of the following best describes the primary area of your job?
   - Public services (including reference, circulation/reserve, instruction, liaison, learning commons, and support activities)
   - Technical services (including cataloguing/metadata, acquisitions, and support activities)
   - Collections (including acquisitions, management and preservation of collections in all formats, including special collections)
   - Information Technology (IT/ICT) (including digital and web services)
   - Management (responsible for budgets and personnel, overseeing operations, and instituting policies and accountability measures)
   - Other, please specify... ________________

10. How long have you worked in this library career?
    - Less than 1 year
    - 1 to 3 years
    - 4 to 5 years
11. How long have you worked at your current university library?
- Less than 1 year
- 1 to 3 years
- 4 to 5 years
- 6 to 10 years
- 11 to 15 years
- 16 to 20 years
- 21 to 25 years
- More than 25 years

C. The CARL Competencies and You

Competencies are the reframing of work by deconstructing duties or positions/jobs and rephrasing their content as components, most commonly as knowledge, skills and attitudes. Competency statements or guidelines include these competencies and are written to describe these specific roles or jobs such as reference librarian, data librarian and academic librarian, or aspects or parts of librarian roles on such duties as cataloguing, reference, data services, etc., all with an eye to defining success.

12. Have you read the CARL competencies?
Follow this link if you wish to view the CARL Competencies statement
- Yes
- No

13. Does your library administration [Senior Administrator(s)] encourage, in any way, use of the CARL competencies in your workplace?
- Yes
14. What part of the CARL competencies statement does your library administration [Senior Administrator(s)] reference/recommend you use in your workplace? Please check all that apply:

<table>
<thead>
<tr>
<th>The sections noted below</th>
<th>Selectively from within the sections below</th>
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<tbody>
<tr>
<td>Foundational Knowledge</td>
<td>☐</td>
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<td>Interpersonal Skills</td>
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<td>Leadership and Management</td>
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<td>Collection Development</td>
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<td>Information Literacy</td>
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<tr>
<td>Research and Contributing to the Profession</td>
<td>☐</td>
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<tr>
<td>Information Technology Skills</td>
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15. The CARL competencies statement lists ways in which librarians are to use the competencies statement. How does your library administration [Senior Administrator(s)] recommend you use the CARL competencies?

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<thead>
<tr>
<th>Formative</th>
<th>Prescriptive</th>
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<tbody>
<tr>
<td>All reasons listed below</td>
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<tr>
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<tr>
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<td>Align your goals with the mission of your respective organization</td>
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To recruit new talent □ □
To reassess the role of librarian within the academy □ □
To market the profession □ □
Other reasons, please specify...

16. Regardless of whether your library administration [Senior Administrator(s)] recommends the CARL competencies, do you as an academic librarian CHOOSE to use the CARL competencies in your work life?
- Yes
- No

17. If you answered NO, what are your reasons, if any, for choosing to not use the CARL competencies statement?

18. What part of the CARL competencies statement do you CHOOSE to use in your work life?
   Please check all that apply:

   - Foundational Knowledge □ □
   - Interpersonal Skills □ □
   - Leadership and Management □ □
   - Collection Development □ □
   - Information Literacy □ □
   - Research and Contributing to the Profession □ □
   - Information Technology Skills □ □
19. Please indicate below what part of the CARL competencies statement do you CHOOSE to use in your work life?

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D. Your Use of Other Competency Statements

20. Do you, as a librarian, choose to use any competency statements?
   ○ Yes
   ○ No

21. If NO, what are your reasons, if any, for not using any competencies statement?

   □ □ □
22. Please indicate other competency statements you actively reference in your work life. Some examples are listed below.

☐ ALA Core Competences of Librarianship
☐ Competencies for Information Professionals of the 21st Century (SLA)
☐ ARLIS/NA Core Competences for Art Information Professionals
☐ Map, GIS and Cataloguing/Metadata Librarian Core Competencies
☐ Core Competencies for Electronic Resources Librarians
☐ Information Literacy Competency Standards for Higher Education
☐ Information Literacy Competency Standards for Students (HEQCO)
☐ Other, please specify... ________________

23. Please indicate below any relevant reasons for choosing to use these statements:

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