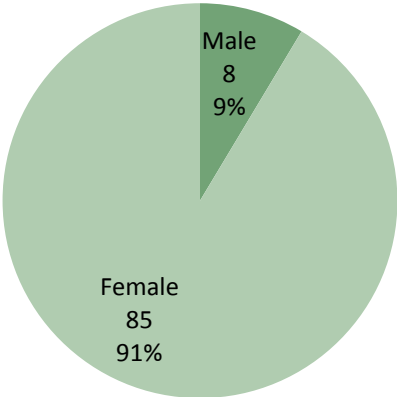


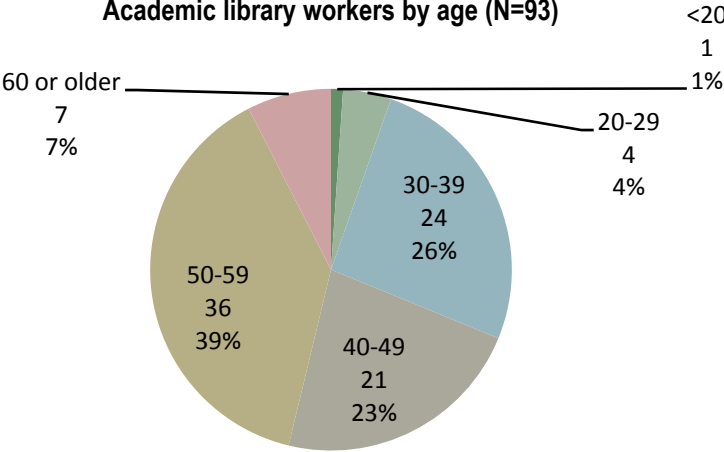
# Survey Results: Academic Libraries (N=94)

## Workforce demographics

Academic library workers by gender (N=93)



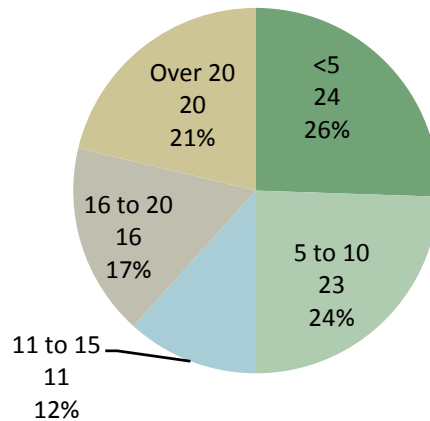
Academic library workers by age (N=93)



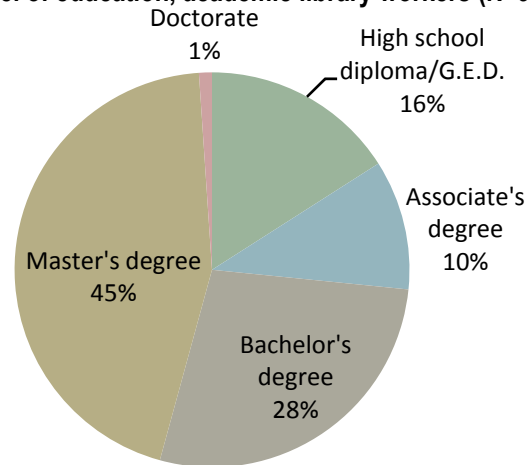
Academic libraries are the only library type where more respondents were under 50 than over 50. These libraries had the highest proportion of workers age 30-39, with just over one-fourth of the academic workforce in this age range.

## Experience and education

Years employed in a Wyoming library, academic library workers (N=94)



Highest level of education, academic library workers (N=94)



Experience levels in academic libraries are mostly similar to that of the general library workforce, except for a higher proportion of workers with 16 to 20 years experience and a lower proportion of workers with less than 5 years experience. Academic library workers are highly educated, with almost half holding a master's degree or doctorate.

Question 6 asked whether respondents held specific library- and education-related credentials, as shown in the following tables. Among academic library workers, the most commonly held credential was an ALA-accredited master's degree. Academic library workers had the highest proportion (43.6%) of workers holding one or more of the five credentials than any other library type.

<b>Academic library workers holding specific library/education credentials (N=94)</b>	<b>Number</b>	<b>Percent</b>
ALA-accredited master's degree	37	39.4%
School library media endorsement	4	4.3%
NCATE-accredited master's degree	1	1.1%
Other master's degree in library/information science	0	0.0%
Master's degree in educational media	0	0.0%
<b>Total reporting one or more credentials held</b>	<b>41</b>	<b>43.6%</b>

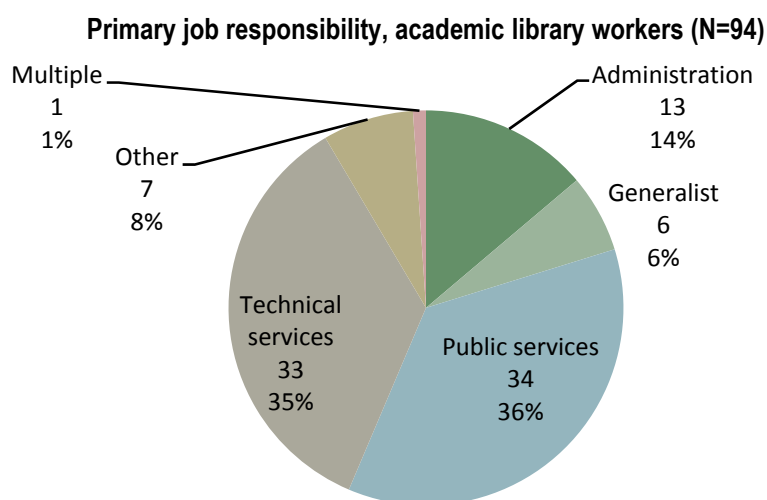
<b>Academic library workers currently pursuing specific library/education credentials (N=94)</b>	<b>Number</b>	<b>Percent</b>
Currently pursuing master's degree in library/information science	2	2.1%
Currently pursuing school library media endorsement	0	0.0%
<b>Total pursuing specific library/education credentials</b>	<b>2</b>	<b>2.1%</b>

<b>Academic library workers considering pursuing specific library/education credentials (N=94)</b>	<b>Number</b>	<b>Percent</b>
Considering pursuing master's degree in library/information science	8	8.5%
Considering pursuing school library media endorsement	1	1.1%
<b>Total considering pursuing specific library/education credentials</b>	<b>8</b>	<b>8.5%</b>

“Other” credentials reported by academic library workers:

- 2nd master's
- considering subject master's
- M.S. in Environmental Engineering
- MBA
- MPA
- MS Psych 2nd BA Spanish none
- pursuing associate's degree subject M.A.

## Job duties



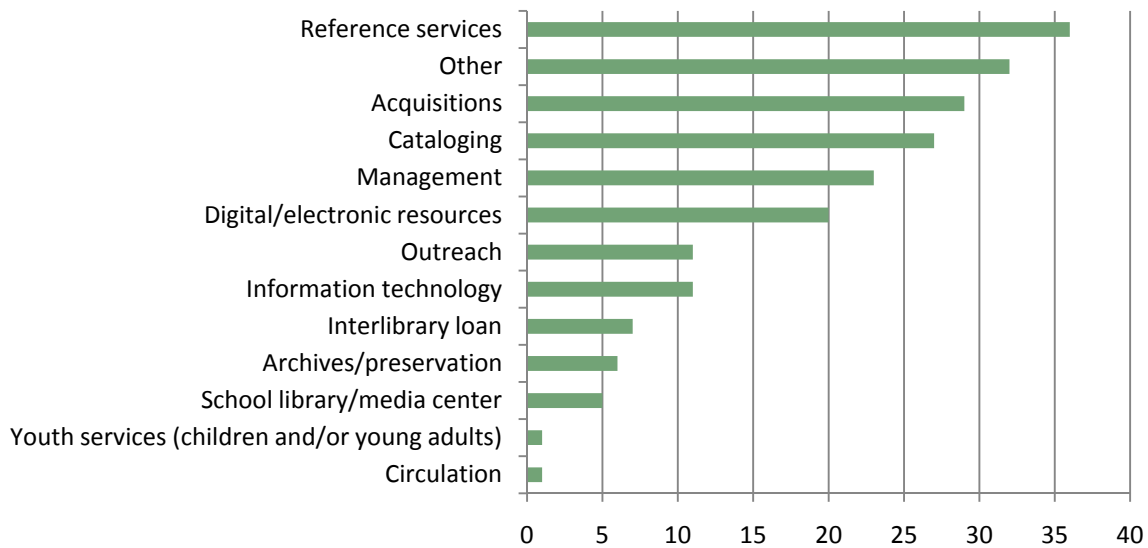
Academic libraries had the highest proportion of workers whose one primary duty was technical services, and the fewest generalists (i.e. lone librarian or one of small staff) of any library type.

“Other” primary job responsibilities listed by academic library workers:

Aide	ILL	Serials/I.L.L.
Circulation and Interlibrary loans	Marketing/Public Relations office assistance	

Question 8 asked them to mark all of their job responsibilities. Reference services, “Other” and acquisitions were the most commonly listed responsibilities in academic libraries.

**Current job responsibilities, academic library workers , ALL that apply (N=94)**



Job responsibilities, academic library workers, ALL that apply (N=94)	Number	Percent
Reference services	36	38.3%
Other	32	34.0%
Acquisitions	29	30.9%
Cataloging	27	28.7%
Management	23	24.5%
Digital/electronic resources	20	21.3%
Information technology	11	11.7%
Outreach	11	11.7%
Interlibrary loan	7	7.4%
Archives/preservation	6	6.4%
School library/media center	5	5.3%
Circulation	1	1.1%
Youth services (children and/or young adults)	1	1.1%

“Other job responsibilities listed:

accounting	Circulation and Interlibrary loan	Government Docs
administration	clerical	HR
AV	collection development (2)	ILL (4)
Circ & Serials	collection development,	Instruction (3)
Circulation (4)	instruction	

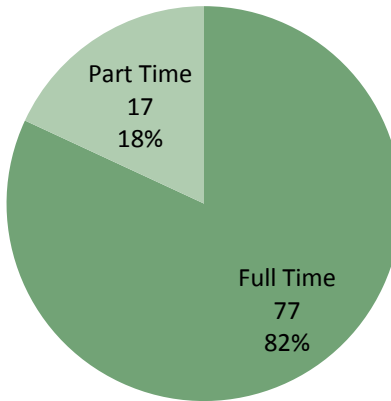
instruction, collection  
development  
Interlibrary loan  
library instruction

periodical specialist  
processing and repair  
Public Adult Services  
serials

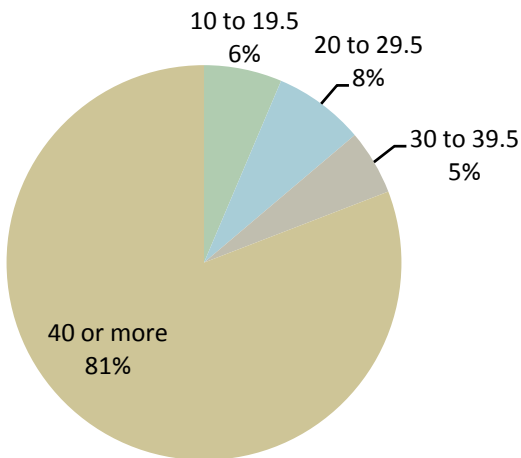
Serials & I.L.L.  
Supervisor but not Management

## Employment status, salaries and benefits

Employment status, academic library workers (N=94)

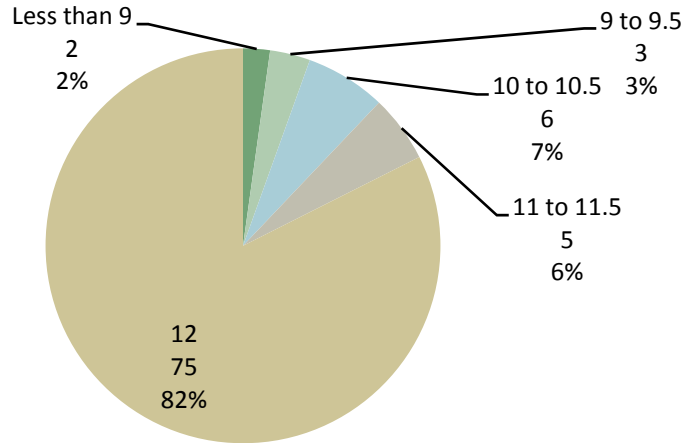


Number of hours worked per week, academic libraries (N=94)



Academic libraries had a greater proportion of full-time workers responding. The typical full-time workweek in an academic library is 40 hours per week. Nearly one-fifth of academic libraries reported working fewer than 12 months.

**Number of months worked per year, academic libraries (N=91)**



Reported annual salaries, academic libraries	Minimum	1st quartile	Median	3rd quartile	Maximum	Mean average
<b>Full-time workers (N=51)</b>	\$20,000.00	\$30,425.00	\$40,000.00	\$49,500.00	\$145,000.00	\$44,522.45
<b>Part-time workers (insufficient data)</b>	-	-	-	-	-	-

Reported hourly wages, academic libraries	Minimum	1st quartile	Median	3rd quartile	Maximum	Mean average
<b>Full-time workers (N=11)</b>	\$12.00	\$14.37	\$16.00	\$16.95	\$17.68	\$15.52
<b>Part-time workers (N=11)</b>	\$6.80	\$7.68	\$12.44	\$13.38	\$25.00	\$12.05

Academic library salaries were higher than in public libraries, but lower than school and special libraries. The maximum salary, however, was highest. For workers supplying their hourly wages information, academic libraries had the highest average hourly wages, an average of \$15.52 (\$32,282 for a 2080-hour work year) for full-time employees and an average of \$12.05 (\$25,064 for a 2080-hour work year) for part-time employees. Part-time salaries are not presented here, as there were only three part-time workers who supplied salary data.

The calculated hourly wage combined reported hourly wage information with per-hour breakdown of reported salaries, based on the number of hours in a work week and the number of hours worked per year. There were 76 usable records for a calculated hourly wage in academic libraries.

Calculated hourly wage, academic libraries	Minimum	1st quartile	Median	3rd quartile	Maximum	Mean average
<b>Full-time workers (N=62)</b>	\$9.62	\$14.53	\$17.29	\$24.27	\$69.71	\$20.56
<b>Part-time workers (N=14)</b>	\$6.80	\$8.73	\$12.97	\$17.56	\$25.00	\$13.81

Academic libraries have perhaps the best benefits packages for their full-time employees. Every one of the 77 full-time academic library workers surveyed reported that their employer offered health insurance, dental insurance and sick leave. All but one (98.7%) reported that they were offered retirement benefits. However, part-time academic library workers are less likely to have benefits than their peers in other types of libraries; nearly half reported no benefits.

<b>Benefits, full-time academic library workers (N=77)</b>		
<b>Benefit</b>	<b>Number</b>	<b>Percent</b>
Dental insurance	77	100.0%
Health insurance	77	100.0%
Sick leave	77	100.0%
Retirement	76	98.7%
Life insurance	75	97.4%
Vacation	74	96.1%
Holiday pay	70	90.9%
Vision insurance	70	90.9%
Deferred compensation plan (401K/457/403B/etc.)	61	79.2%
Other, please specify	9	11.7%
<b>No benefits reported</b>	<b>0</b>	<b>0.0%</b>

<b>Benefits, part-time academic library workers (N=17)</b>		
<b>Benefit</b>	<b>Number</b>	<b>Percent</b>
Dental insurance	9	52.9%
Health insurance	9	52.9%
Holiday pay	9	52.9%
Sick leave	9	52.9%
Vision insurance	9	52.9%
Deferred compensation plan (401K/457/403B/etc.)	8	47.1%
Life insurance	8	47.1%
Retirement	7	41.2%
Vacation	7	41.2%
Other, please specify	0	0.0%
<b>No benefits reported</b>	<b>8</b>	<b>47.1%</b>

“Other” benefits listed in comments

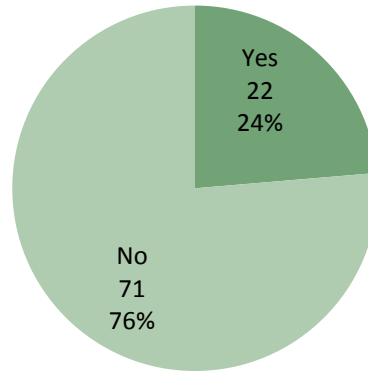
1 class waiver  
 Disability Insurance  
 Long term insurance

long-term care & disability  
 longterm disability  
 Long-term disability insurance

tuition waiver

## Planned retirements

Academic library workers planning to retire in the next 5 years  
(N=93)

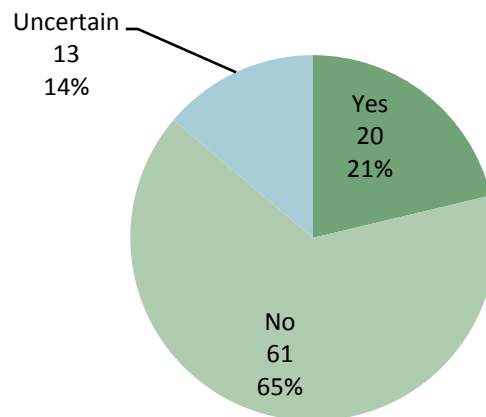


Approximately one-fourth of academic library workers plan to retire in the next 5 years.

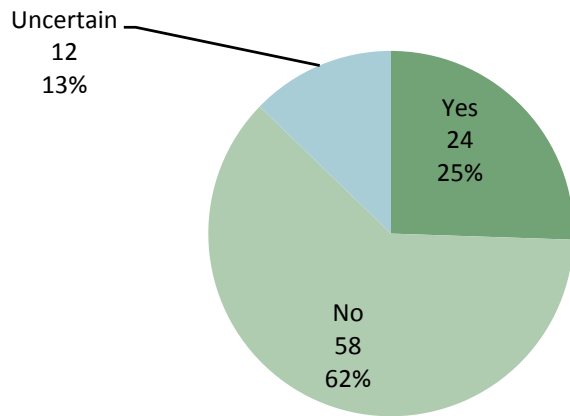
## Support for training

Only one in five academic library workers said their library has a formal training program for new employees, and only one in four say there is a formal program for ongoing staff development. They are, however, given opportunity to attend training 81 out of 92 (88%) reported that their library allows them to attend training, workshops and other learning events on work time.

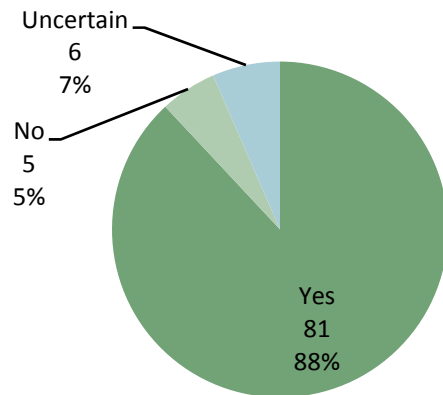
Academic library has a formal program for training new employees (N=94)



**Academic library has a formal program for ongoing training and staff development? (N=94)**

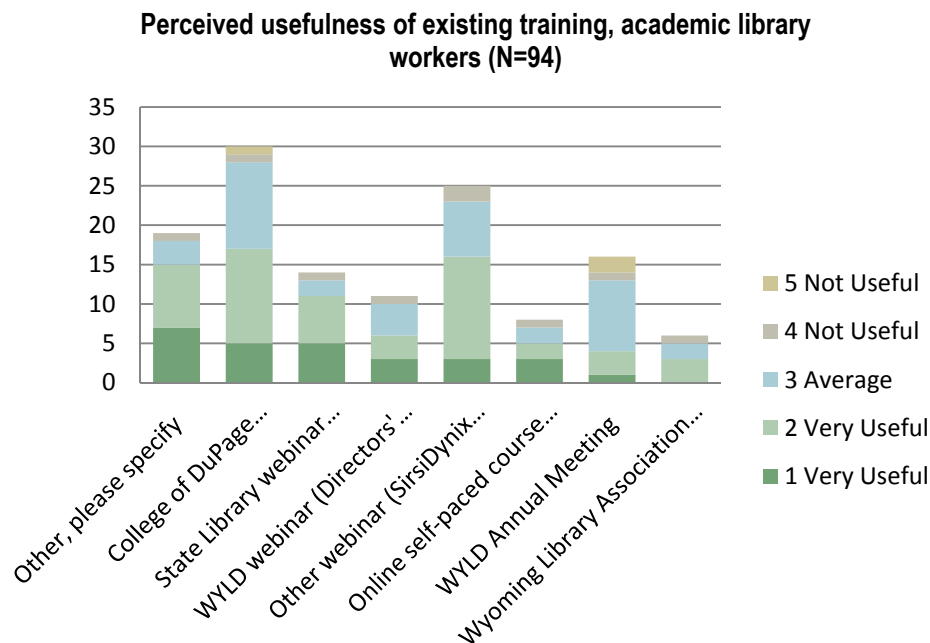


**Academic library workers are given opportunity to attend training, workshops and other learning events on work time (N=92)**



## Usefulness of existing training

Question 17 asked respondents to rank the usefulness of existing training offered during 2007. Data is presented below sorted largest to smallest by the number of workers who ranked a training opportunity “1 Very Useful.”



Perceived usefulness of existing training, academic library workers (N=94)						
Training opportunity	1 Very Useful	2 Very Useful	3 Average	4 Not Useful	5 Not Useful	N=
Other, please specify	7 (36.8%)	<b>8 (42.1%)</b>	3 (15.8%)	1 (5.3%)	0 (0.0%)	19
College of DuPage Teleconference	5 (16.7%)	<b>12 (40.0%)</b>	11 (36.7%)	1 (3.3%)	1 (3.3%)	30
State Library webinar (Databases of the month, etc.)	5 (35.7%)	<b>6 (42.9%)</b>	2 (14.3%)	1 (7.1%)	0 (0.0%)	14
WYLD webinar (Directors' Station, NetLibrary, etc.)	3 (27.3%)	3 (27.3%)	<b>4 (36.4%)</b>	1 (9.1%)	0 (0.0%)	11
Other webinar (SirsiDynix Institute, WEbJunction, etc.)	3 (12.0%)	<b>13 (52.0%)</b>	7 (28.0%)	2 (8.0%)	0 (0.0%)	25
Online self-paced course (LibraryU, WebJunction, etc.)	<b>3 (37.5%)</b>	2 (25.0%)	2 (25.0%)	1 (12.5%)	0 (0.0%)	8
WYLD Annual Meeting	1 (6.3%)	3 (18.8%)	<b>9 (56.3%)</b>	1 (6.3%)	2 (12.5%)	16
Wyoming Library Association spring meeting	0 (0.0%)	<b>3 (50.0%)</b>	2 (33.3%)	1 (16.7%)	0 (0.0%)	6

College of DuPage teleconferences were the best attended by academic library respondents, and they seemed to rate them more highly than did workers than with workers in other types of libraries. Wyoming State Library webinars were not as well attended among academic librarians as they were among the workforce as a whole. As with the general workforce, “Other” training ranked highly, perhaps because it may have been something they sought out specifically that was pertinent to their work.

“Other” training listed by academic librarians, by usefulness rank:

**1 Very Useful (7)**

ACRL Conference  
BCR in Denver  
BCR training  
BCR, OCLC MARC, Books for everyone  
database webinars  
Sirsi Super Conf  
SITE, ALA Tech Source

**2 Very Useful (8)**

Academic lib spr mtg (not WLA)  
ACRL, LOEX, WYDEC  
BCR Course  
BCR Training  
Colo Academic Library Summit.  
Colo Alliance of Research Libraries Conference  
computer training  
county lib summit w/ Des & Leslie  
customer service

**3 Average (3)**

Change workshop  
Systems changes, upgrades  
WLA Annual Conference

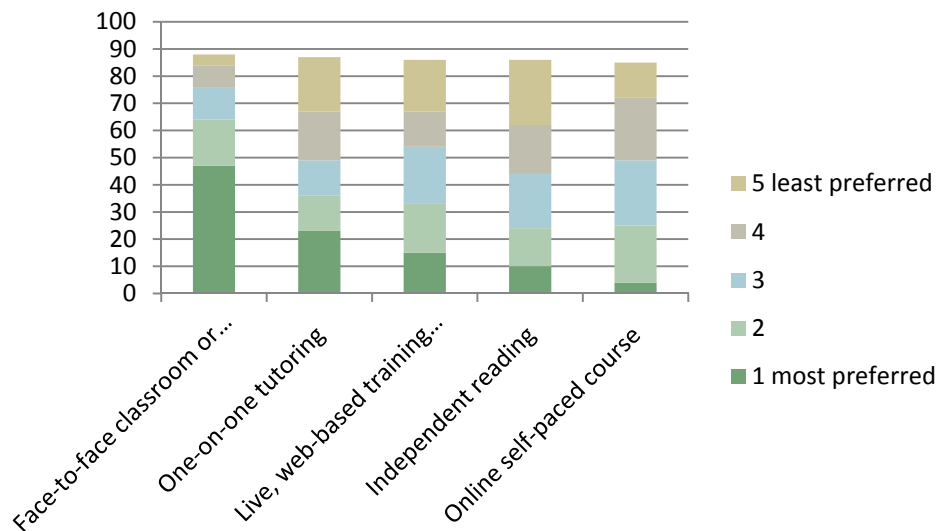
**4 Not Useful (1)**

Copyrt compliance

**More than one marked (1)**

national conferences, WLA Annual Conference

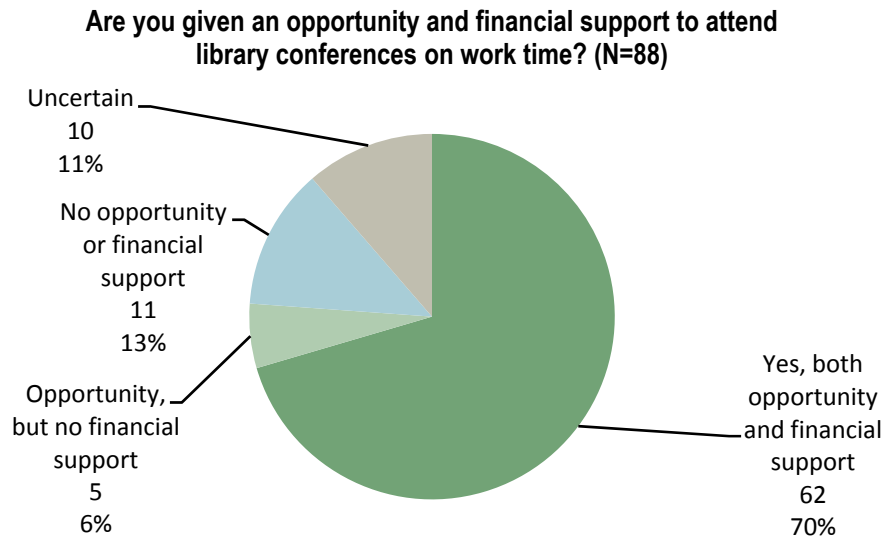
**Preferred training methods**



Preferred training methods, academic libraries, by “1 most preferred” (N=94)						
Training method	1 most preferred	2	3	4	5 least preferred	N=
Face-to-face classroom or lecture	<b>47 (53.4%)</b>	17 (19.3%)	12 (13.6%)	8 (9.1%)	4 (4.5%)	88
One-on-one tutoring	<b>23 (26.4%)</b>	13 (14.9%)	13 (14.9%)	18 (20.7%)	20 (23.0%)	87
Live, web-based training (webinars)	15 (17.4%)	18 (20.9%)	<b>21 (24.4%)</b>	13 (15.1%)	19 (22.1%)	86
Independent reading	10 (11.6%)	14 (16.3%)	20 (23.3%)	18 (20.9%)	<b>24 (27.9%)</b>	86
Online self-paced course	4 (4.7%)	21 (24.7%)	<b>24 (28.2%)</b>	23 (27.1%)	13 (15.3%)	85

Academic library workers’ most preferred training method was face-to-face classroom, followed by one-on-one tutoring. Independent reading had strong negatives.

## Library conference attendance



<b>Academic library workers attending specific meetings/conferences at least once every three years, ALL that apply (N=94)</b>		
<b>Conference</b>	<b>Number</b>	<b>Percent</b>
Wyoming Library Association (WLA) Annual Conference	39	41.5%
WYLD Annual Meeting	22	23.4%
Other, please specify	20	21.3%
ALA Division Conference (PLA, ACRL, AASL, etc.)	15	16.0%
WLA Legislative Reception	13	13.8%
WYLD Regional Meetings	13	13.8%
WLA Spring Meetings	12	12.8%
American Library Association (ALA) Annual Conference	12	12.8%
Mountain Plains Library Association (MPLA) Annual Conference	10	10.6%
IRA/WEA (International Reading Association/Wyoming Education Association)	2	2.1%
Information Power	0	0.0%
<b>No conference attendance reported at least once every three years</b>	<b>44</b>	<b>46.8%</b>

Seven out of ten academic library workers reported they received opportunity and financial support to attend conferences and meetings. The most commonly attended conference was the Wyoming Library Association's. "Other" conferences and meetings listed by academic libraries:

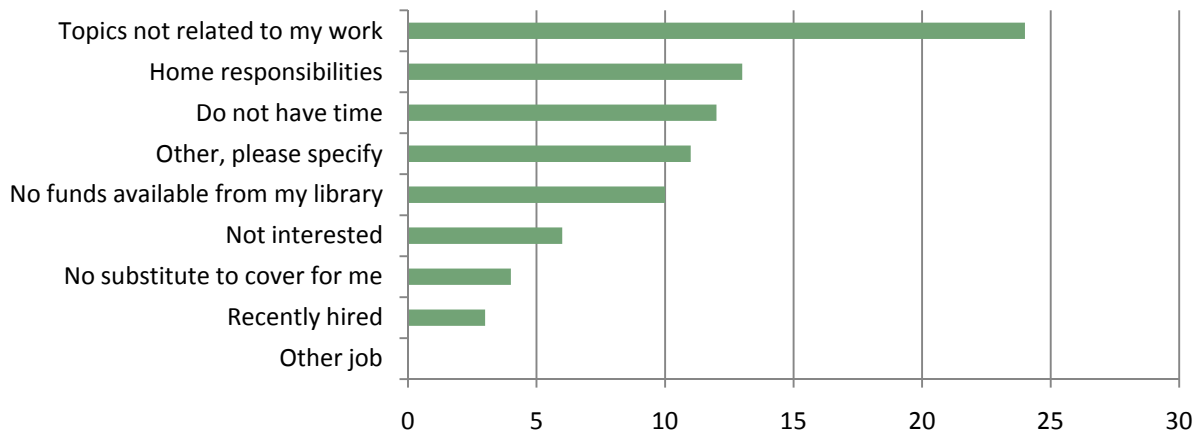
5 state gov. docs conference  
 ACRL - I would love to go!  
 CAL, EndUser COALA  
 CALC (Colorado Academic)  
 Colo. ILL Cnference  
 Colorado Assn of Libraries,  
 Nasig  
 Colorado ILL, Illiad  
 Conference, Prospector Mtgs  
 Colorado Paraprofessionals

discipline specific conferences  
 (i.e. art librarians, women's  
 studies)  
 ILL; Colo Academic  
 Consortium  
 lifelong learning Assoc.  
 LOEX possibly  
 MLA, MCMLA, CCML - every  
 year  
 NASIG

none  
 OLAC, ILS Vendor usergroups -  
 national and regional.  
 Various Colorado lib. Assoc.  
 meetings  
 Region Trng Mtgs  
 SIG  
 Sirsi  
 Sirsi Super Conf  
 SLA & ACRL

## Barriers to training and conference attendance

Reasons why academic library workers have not participated in training events or conferences during the past three years, ALL that apply (N=94)



Barriers to training, academic library workers, ALL that apply (N=94)	Number	Percent
Topics not related to my work	24	25.5%
Home responsibilities	13	13.8%
Do not have time	12	12.8%
Other, please specify	11	11.7%
No funds available from my library	10	10.6%
Not interested	6	6.4%
No substitute to cover for me	4	4.3%
Recently hired	3	3.2%
Other job	0	0.0%
<b>Respondents reporting one or more barriers to attendance</b>	<b>43</b>	<b>45.7%</b>

Academic library workers were the most likely to report that training topics did not relate to their work. Home responsibilities also ranked higher than in other types of libraries. “Other” barriers to attendance reported by academic library workers:

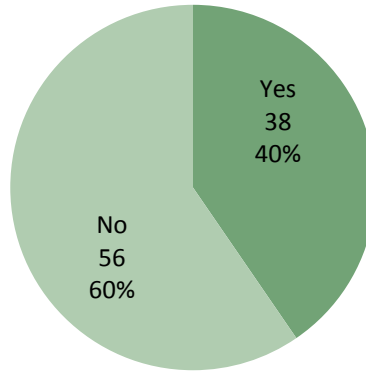
Facult - Level Librarians Frown Upon It.  
have only been here a short time  
I'm a student worker  
Just started

never invited to  
New employee-temp  
no information  
no one presented the possibility to me.

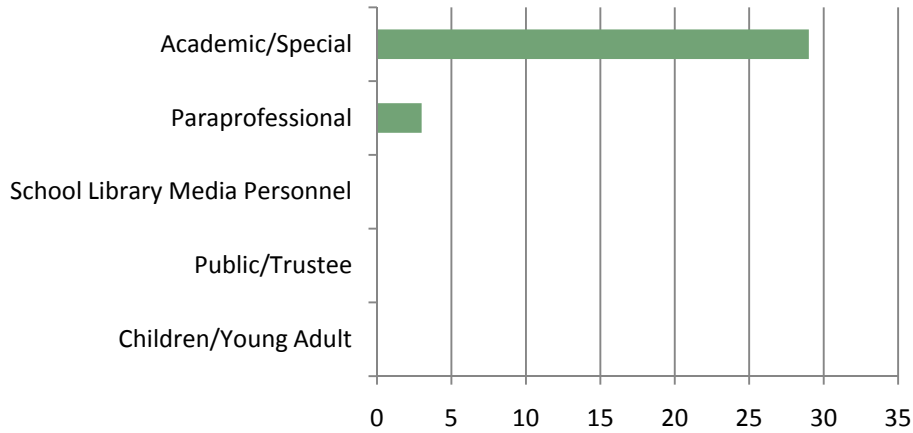
not offered to temp employees so far to drive  
staff is not encouraged to go - only faculty

# Wyoming Library Association involvement

Wyoming Library Association membership, academic libraries (N=94)



Academic libraries, WLA members, section membership, ALL that apply (N=38)

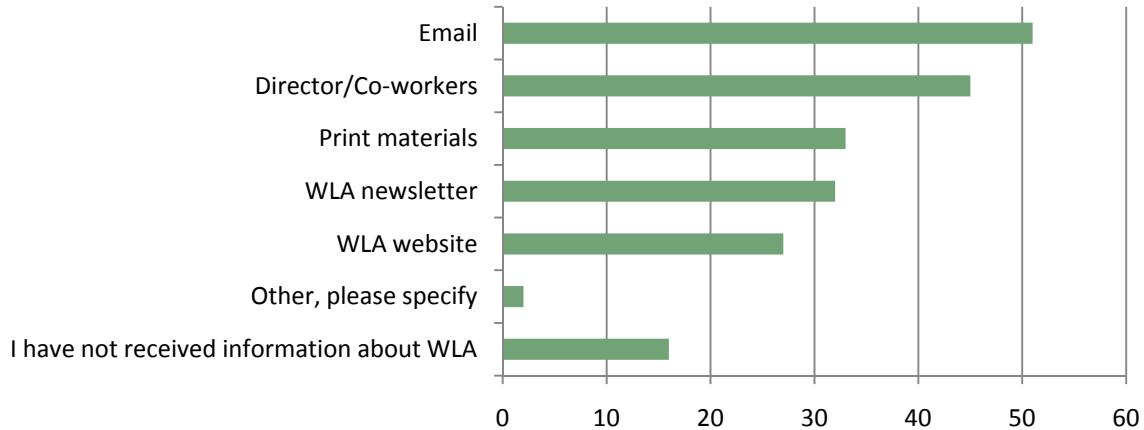


Academic libraries, WLA members, section membership, ALL that apply (N=38)		
Section	Number	Percent
Academic/Special	29	76.3%
Paraprofessional	3	7.9%
Children/Young Adult	0	0.0%
Public/Trustee	0	0.0%
School Library Media Personnel	0	0.0%
<b>None, or none marked</b>	<b>8</b>	<b>21.1%</b>

Thirty of 38 academic library WLA members (78.9%) reported belonging to a special section; all but one belonged to the Academic/Special section.

Service to WLA as an officer or committee member at any level was reported by 19 of 38 (50%) academic library WLA members. Two respondents reported that they were not members, but indicated that they had served in some capacity.

**How academic library workers receive information from or about WLA, ALL that apply (N=94)**

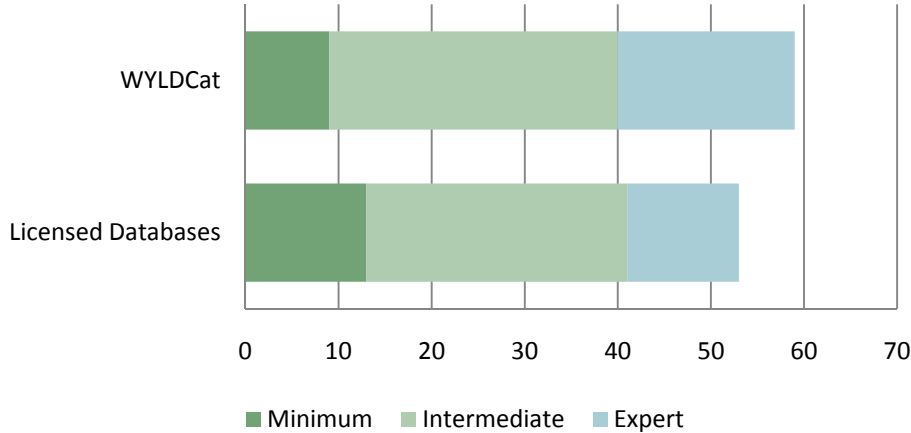


<b>How academic library workers receive information from or about WLA, ALL that apply (N=94)</b>		
<b>Source</b>	<b>Number</b>	<b>Percent</b>
Email	51	54.3%
Director/Co-workers	45	47.9%
Print materials	33	35.1%
WLA newsletter	32	34.0%
WLA website	27	28.7%
Other, please specify	2	2.1%
<b>I have not received information about WLA</b>	<b>16</b>	<b>17.0%</b>

Most academic library workers receive WLA information by email or from their director or co-workers. Only one item was listed as an “other” source of information about WLA: “other academic directors.”

## WYLD training needs

Self-reported skill levels, WYLDCat and licensed databases, academic libraries (N=94)



WYLD function	Minimum	Intermediate	Expert	N=
WYLDCat	9 (15.3%)	<b>31 (52.5%)</b>	19 (32.2%)	59
Licensed Databases	13 (24.5%)	<b>28 (52.8%)</b>	12 (22.6%)	53

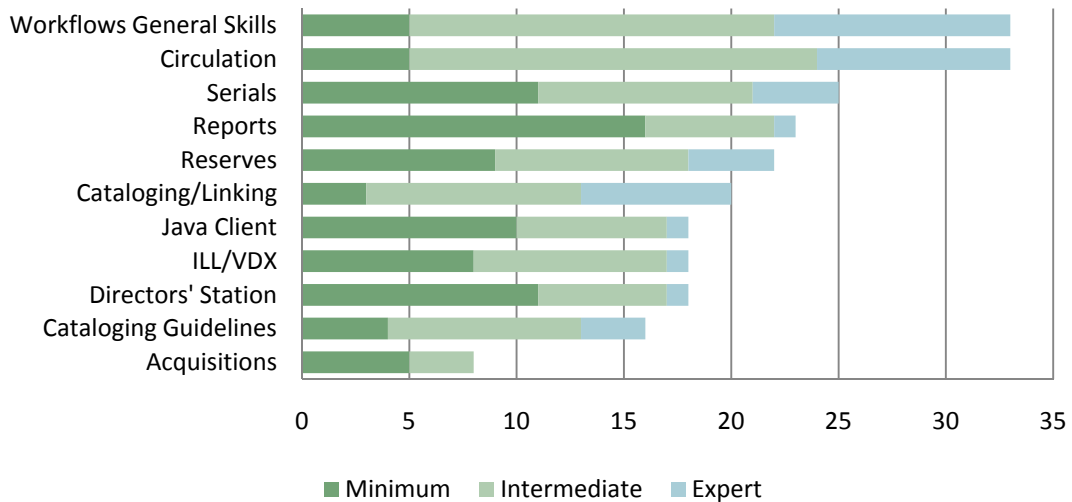
Question 26 asked respondents to rate their skill level as “Minimum,” “Intermediate,” or “Expert” on 13 different WYLD (Wyoming Libraries Database) functions. They were also asked if they would like to receive training on these functions.

A distinction has been made between the functions in general use and those only available to WYLD members. WYLDCat and the licensed databases are freely accessible to all Wyoming libraries. All other functions are only used by WYLD member libraries that participate in the statewide integrated library system.

Survey responses were coded to differentiate WYLD from non-WYLD libraries. There were 37 responses from academic WYLD libraries (the community colleges) and 57 responses from the University of Wyoming, the only non-WYLD academic library.

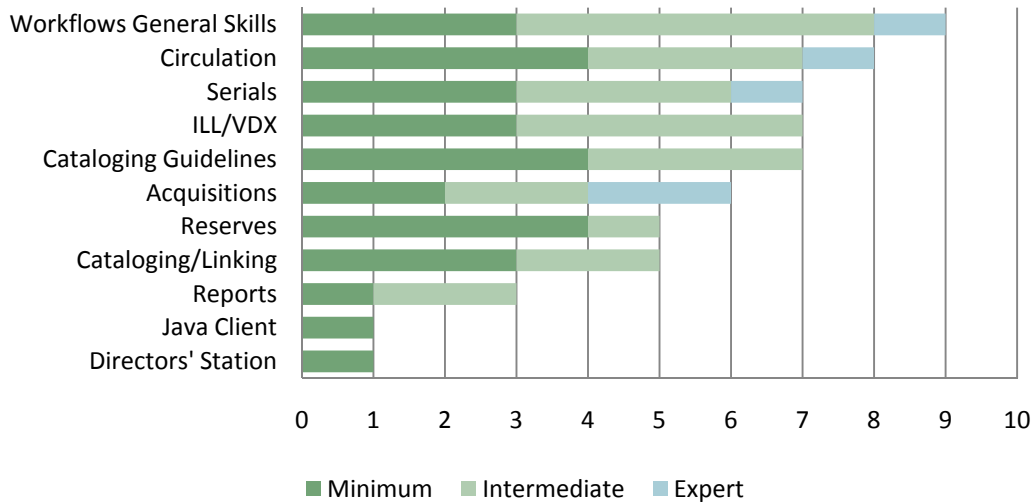
Even though non-WYLD libraries do not use the WYLD system, many non-WYLD respondents ranked their skill level on one or more functions, and requested training on system functions. Data is presented separately for WYLD and non-WYLD libraries.

**Self-reported skill levels, WYLD functions,  
WYLD academic libraries (N=37)**



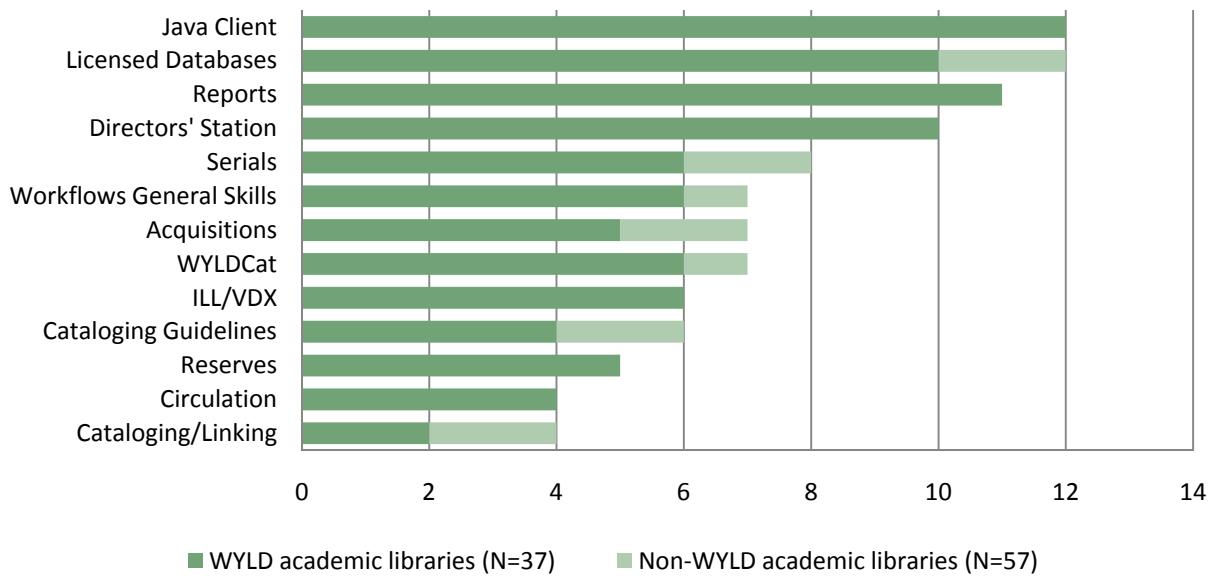
WYLD function	Minimum	Intermediate	Expert	N=
Circulation	5 (15.2%)	<b>19 (57.6%)</b>	9 (27.3%)	33
Workflows General Skills	5 (15.2%)	<b>17 (51.5%)</b>	11 (33.3%)	33
Serials	<b>11 (44.0%)</b>	10 (40.0%)	4 (16.0%)	25
Reports	<b>16 (69.6%)</b>	6 (26.1%)	1 (4.3%)	23
Reserves	<b>9 (40.9%)</b>	<b>9 (40.9%)</b>	4 (18.2%)	22
Cataloging/Linking	3 (15.0%)	<b>10 (50.0%)</b>	7 (35.0%)	20
Directors' Station	<b>11 (61.1%)</b>	6 (33.3%)	1 (5.6%)	18
ILL/VDX	8 (44.4%)	<b>9 (50.0%)</b>	1 (5.6%)	18
Java Client	<b>10 (55.6%)</b>	7 (38.9%)	1 (5.6%)	18
Cataloging Guidelines	4 (25.0%)	<b>9 (56.3%)</b>	3 (18.8%)	16
Acquisitions	<b>5 (62.5%)</b>	3 (37.5%)	0 (0.0%)	8

**Self-reported skill levels, WYLD functions,  
non-WYLD academic libraries (N=57)**



WYLD function	Minimum	Intermediate	Expert	N=
Workflows General Skills	3 (33.3%)	<b>5 (55.6%)</b>	1 (11.1%)	9
Circulation	<b>4 (50.0%)</b>	3 (37.5%)	1 (12.5%)	8
Cataloging Guidelines	<b>4 (57.1%)</b>	3 (42.9%)	0 (0.0%)	7
ILL/VDX	3 (42.9%)	<b>4 (57.1%)</b>	0 (0.0%)	7
Serials	<b>3 (42.9%)</b>	<b>3 (42.9%)</b>	1 (14.3%)	7
Acquisitions	<b>2 (33.3%)</b>	<b>2 (33.3%)</b>	<b>2 (33.3%)</b>	6
Cataloging/Linking	<b>3 (60.0%)</b>	2 (40.0%)	0 (0.0%)	5
Reserves	<b>4 (80.0%)</b>	1 (20.0%)	0 (0.0%)	5
Reports	1 (33.3%)	<b>2 (66.7%)</b>	0 (0.0%)	3
Directors' Station	<b>1 (100.0%)</b>	0 (0.0%)	0 (0.0%)	1
Java Client	<b>1 (100.0%)</b>	0 (0.0%)	0 (0.0%)	1

### Academic library requests for training on WYLD functions (N=94)



WYLD function	WYLD academic libraries (N=37)	Non-WYLD academic libraries (N=57)	All academic libraries (N=94)
Licensed Databases	10	2	12
Java Client	12	0	12
Reports	11	0	11
Directors' Station	10	0	10
Serials	6	2	8
WYLDCat	6	1	7
Acquisitions	5	2	7
Workflows General Skills	6	1	7
Cataloging Guidelines	4	2	6
ILL/VDX	6	0	6
Reserves	5	0	5
Cataloging/Linking	2	2	4
Circulation	4	0	4
<b>Number of workers requesting training on one or more functions</b>	<b>23</b>	<b>5</b>	<b>28</b>
<b>Percent of workers requesting training on one or more functions</b>	<b>62.2%</b>	<b>8.8%</b>	<b>29.8%</b>

In WYLD academic libraries, 62.2% of workers requested training on one or more WYLD functions.