The Changing Library Education Landscape: A Case for Development at the Undergraduate Level

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The Undergraduate Library Program Landscape

• Background information
• The Bachelor of Library Informatics Program at NKU
The Need for Undergraduate Library Degrees

• IPEDS (Integrated Postsecondary Education Data System) – National Center of Education (latest stats 2012/13)

<table>
<thead>
<tr>
<th>Degree/Date</th>
<th>2009/10</th>
<th>2010/11</th>
<th>2011/12</th>
<th>2012/13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate</td>
<td>112</td>
<td>160</td>
<td>159</td>
<td>181</td>
</tr>
<tr>
<td>Bachelor</td>
<td>85</td>
<td>96</td>
<td>95</td>
<td>102</td>
</tr>
<tr>
<td>Master</td>
<td>9448</td>
<td>7729</td>
<td>7443</td>
<td>6983</td>
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<tr>
<td>Doctorate</td>
<td>64</td>
<td>50</td>
<td>60</td>
<td>50</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th></th>
<th>Current No. of Jobs</th>
<th>Job Growth Outlook 2014-24</th>
<th>Employment Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Librarians</td>
<td>143,100</td>
<td>2%</td>
<td>2,700</td>
</tr>
<tr>
<td>Library Technicians</td>
<td>210,700</td>
<td>5%</td>
<td>11,200</td>
</tr>
</tbody>
</table>
Need for Further Study

• Rise in the number of Undergrads seeking library science degrees
• Trend of pushing skills once assigned to librarians down to the library technician level
• Growth in the need for library technicians
• Changing roles in market demand for a more educated workforce
• Higher growth for library technicians vs. librarians
Analysis Methodology

• Determination of number of degree granting institutions
• Website analysis of institutions
• Survey to institutions
Website Review Results

• Courses
  • General introduction – 38 courses (25 Associate, 13 Bachelor)
  • Public services/reference – 116 courses (74 Associate, 42 Bachelor)
  • Technical services – 86 courses (56 Associate, 30 Bachelor)
  • Management – 32 courses (17 Associate, 15 Bachelor)
  • Computer – 74 courses (29 Associate, 45 Bachelor)
  • Internet/Web – 20 courses (11 Associate, 9 Bachelor)
  • Capstone/Topical – 94 courses (53 Associate, 41 Bachelor)
  • “Special” (a catchall category for classes which did not meet other criteria) – 140 courses (75 Associate, 65 Bachelor)

• Analysis
Survey Questions

- Name of the institution
- Type of degree(s) offered (Associate and/or Bachelor)
- Is a minor in library studies offered
- Name of degree
- Is the program: online only, hybrid, face-to-face only
- Estimated percentage of online vs face-to-face (if answered hybrid in question above)
- Number of faculty teaching in the program
- Number of library-related courses are in your program (Associate and Bachelor)
- Minimum number of hours required to graduate with a degree in your program
- Percentage of those who teach in the program who are full-time vs. adjunct
- Estimated number of graduates per year
- Estimated percentage of currently enrolled students who are employed in a library
- Estimated number of students enrolled full vs. part-time
- How do you market your program (open text question)
- Other comments (open text question)
Survey Response Analysis

• Combination (Associate and Bachelor) responses
  • Name of degree, degree type, student employment, FT/PT employment

• Associate Degree responses
  • # instructors, #courses, % FT vs. adjunct instructors, # graduates/year

• Bachelor Degree responses
  • # instructors, #courses, % FT vs. adjunct instructors, # graduates/year

• Course offering discussion
Global Undergraduate Library Education

- Canada
- Latin/South America
- UK/Europe
- Middle East/Africa
- India/Asia Pacific
- New Zealand/Australia
- International Federation of Library Associations and Institutions (IFLA)
Recommendations

• Differentiation between practical and theoretical training
• Careful consideration for the number of degree levels
• Consideration of “non-library” skills
• Broadening of LIS education
• Consideration of internships as a core program requirement
• Maximization of the distance learning element
• Need to involve LIS educators, students, and employers in the LIS program development
• Need for a dynamic curriculum
• Acknowledgement of international efforts
References


References (cont.)


International Federation of Library Associations and Institutions (2012). Guidelines for Professional Library/Information Educational Programs.


