Digital Librarian, Cybrarian, or Librarian with Specialized Skills: Who Will Staff Digital Libraries?

Linda Marion

Abstract
This exploratory study examined 250 online academic librarian employment ads posted during 2000 to determine current requirements for technologically oriented jobs. A content analysis software program was used to categorize the specific skills and characteristics listed in the ads. The results were analyzed using multivariate analysis (cluster analysis and multidimensional scaling). The results, displayed in a three-dimensional concept map, indicate 19 categories comprised of both computer related skills and behavioral characteristics that can be interpreted along three continua: (1) technical skills to people skills; (2) long-established technologies and behaviors to emerging trends; (3) technical service competencies to public service competencies. There was no identifiable “digital librarian” category.

"... what is a digital library? Conceptions differ. Approaches differ. Realizations differ." (Saracevic).1

"Advances in all these technologies are underway, but are not yet coordinated and targeted at the task of creating a digital librarian." (Carbonell).2

What specific skills does a digital librarian need to function effectively? Is a digital librarian only one who maintains a digital collection? What is the difference between a digital librarian, a systems librarian, and a reference librarian who supports web-based course delivery? Is "digital librarian" an identifiable job? The answers to these and similar questions are varied and disjunctive. It is not surprising that the definition of digital librarian is unclear given that it nests within the field of digital libraries that is rapidly evolving and inventing itself.

Although authors write about job competencies they consider essential in an automated library environment, there is no research that systematically examines the current job requirements for librarians working in that environment. Examining job ads is an established method of assessing what employers consider important in hiring new staff. While job ads do not identify the characteristics of the individuals hired, they do provide a picture of current trends in desired qualifications and skills. In other words,

Linda Marion is a doctoral student at Drexel University. E-mail: Linda.Marion@drexel.edu.
job ads represent an idealized picture of employers' wishes for new personnel, and thus, employers' vision of the future. Nesbitt found that online job boards are increasingly popular resources used by library job seekers. Presumably, the individual looking for a technologically oriented job would be particularly drawn to such a resource.

This study explored the content of online employment ads to determine the content and boundaries of librarianship. The goal of this study was to identify the skill sets currently associated with technologically oriented library jobs in order to:

- aid librarians interested in current job requirements; and
- assist managers in defining the skills needed for new personnel.

Background

Existing literature on the subject of job requirements for computer related library jobs consists of: (1) articles about technical and personal competencies, and (2) content analyses of job ads.

Librarians’ job competencies

The literature on job competencies for the technologically oriented librarian consists of two major streams: those that focus on the knowledge base (professional skills) and those that focus on attributes or attitudes (personal characteristics).

Roy Tennant, a leading proponent of developing digital librarians, published a list of skills he considers necessary for those who create and manage digital collections and services. These skills are knowledge of:

- imaging technologies;
- optical character recognition (OCR);
- markup languages, including HTML, SGML, and XML;
- cataloging and metadata;
- indexing and DB technology;
- user interface design;
- programming;
- Web technology; and
- project management.

In a subsequent article Tennant acknowledged that the rapid rate of change in technology meant that certain skills might be obsolete in a short time. To remedy this, he recommended that employers seek librarians with the following attributes or personal traits:

- capacity to learn constantly and quickly;
- flexibility;
- innate skepticism;
- propensity to take risks;
- abiding public service perspective;
- good interpersonal skills;
- skill at enabling and fostering change; and
- capacity for and desire to work independently.

Content analyses of job ads

Several longitudinal studies, tracking change over decades, have examined employment ads to assess how much and what kind of change has occurred in library positions.

Hong Xu concluded that, as technology use increased in libraries between 1970 and 1990, the requirements for reference librarians and catalogers have become more similar and both groups require increased computer skills. Xu noted that there was an overall trend toward “holistic librarians” with titles and responsibilities reflecting functional definitions rather than the traditional library job categories.

Zhou performed a systematic quantitative analysis of trends in demand for computer related skills for academic librarians from 1974 to 1994. He devised a thirteen-point checklist for computer related skills appearing in job ads that include knowledge of, or experience with, the following aspects:

- bibliographic utilities, such as OCLC or RLIN;
- automated library systems;
- online database searching, such as Dialog;
- microcomputer applications;
- mainframe computer applications;
- CD-ROM products;
- computer languages or programming;
- computer hardware;
- possession of a degree in computer science;
- networks, such as LAN or WAN;
- Internet searching;
- resources in electronic formats; and
- image technology or multimedia.

Zhou found that the technological job requirements changed over time as new technology appeared and was implemented. When technology was new, it was more likely to be mentioned in ads. As a particular form of technological skill, such as Internet searching, becomes commonplace, it was less likely to be mentioned. Besides devising a useful scale for assessing computer-related skills, Zhou’s research supports the idea that job ads are one early indicator of innovation in the profession.
Smith and Lynch⁸ used Zhou’s scale and Tennant’s list of behavioral characteristics in a recent investigation of the changing nature of work in academic libraries in the 1980s and 1990s. They found that required computer-related skills increased over time. Additionally, most jobs in their data set listed general, rather than specific, computer skills; for example, “working with resources in electronic formats” or “knowledge of computerized systems”. Mention of behavioral traits, such as “creativity”, “enthusiasm”, and “flexibility” also increased over time. The researchers discovered that “combination” jobs that shift from traditional specialist to more complex functionalist positions rose in their sample.

Questions Guiding This Study

1. What specific technical skills and behavioral characteristics are listed in current online job ads for professional librarians?
2. Can a subset of these ads be classified as digital librarian jobs?

Methods

This exploratory study examined 250 online academic librarian employment ads posted during 2000 to determine current requirements for technologically oriented jobs. The ads were selected from the ACRL online job board, C&RL News, and LIS programs’ job boards. Two criteria determined inclusion in the study. First, because this study focuses on job requirements for professional librarians, the job had to require an ALA approved Master’s degree. Second, the ads needed multiple mentions of “electronic”, “virtual”, “technology”, or more specific terms potentially relevant to computer related librarian skills and qualifications. In other words, in order to capture the most technologically oriented jobs, an ad needed to include more than a single reference to “knowledge of computers” or a similar general phrase.

The author conducted a pilot study in May 2000. The original data set included ads encompassing public, school, and special library jobs as well as academic jobs. Preliminary analysis of the data revealed that public and school library jobs and senior administrative positions in all settings overwhelmingly mentioned only very general technologically related requirements, such as “familiarity with computers” or “knowledge of automated library systems”. Special library jobs presented a different picture than academic positions and will be analyzed separately. Therefore, this paper reports on an analysis of academic library jobs.

A content analysis software program, WordStat⁹, was used to categorize the specific skills and characteristics listed in the online ads for academic libraries. The coding categories were derived from a combination of sources: (1)

<table>
<thead>
<tr>
<th>Category Label</th>
<th>Examples of Dictionary Terms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Automated Library System</td>
<td>Integrated library system, Innovative Interfaces</td>
</tr>
<tr>
<td>Bibliographic Utilities</td>
<td>OCLC, RLIN, MARC</td>
</tr>
<tr>
<td>Collegial</td>
<td>Collaborative, Interested in partnerships, consultative</td>
</tr>
<tr>
<td>Computer Hardware</td>
<td>PC, network, microcomputer, Mac</td>
</tr>
<tr>
<td>Distance Education</td>
<td>Asynchronous education, online education</td>
</tr>
<tr>
<td>Diversity</td>
<td>Work effectively with multicultural staff, faculty, and/or students</td>
</tr>
<tr>
<td>E-Library</td>
<td>Digital library, electronic library, virtual library</td>
</tr>
<tr>
<td>Emerging Trends</td>
<td>Newly emerging, newly evolving</td>
</tr>
<tr>
<td>Energetic</td>
<td>Enthusiastic, highly motivated</td>
</tr>
<tr>
<td>Environment</td>
<td>Rapidly changing or complex environment</td>
</tr>
<tr>
<td>E-Resources</td>
<td>Electronic journals, databases, digital, online, computerized resources</td>
</tr>
<tr>
<td>Independent</td>
<td>Self-directed, self-managed</td>
</tr>
<tr>
<td>Innovative</td>
<td>Creative, visionary, interested in leading-edge</td>
</tr>
<tr>
<td>Interpersonal Skills</td>
<td>Communication, oral, verbal, written presentation, organization skills</td>
</tr>
<tr>
<td>Leadership</td>
<td>Leader, leads, leading</td>
</tr>
<tr>
<td>Public Service</td>
<td>Commitment to; consumer, user, or client focused</td>
</tr>
<tr>
<td>Programming Languages</td>
<td>Java, XML, Perl, SQL</td>
</tr>
<tr>
<td>Teamwork</td>
<td>Work effectively as part of a team</td>
</tr>
<tr>
<td>Website</td>
<td>Creation, organization, maintenance, development, support of web pages and web site</td>
</tr>
</tbody>
</table>
a frequency count of the most commonly mentioned relevant terms in the ads; (2) Zhou's thirteen-point checklist of computer-related skills; and (3) Tennant's lists of personal attributes and technical skills. (See Table 1 for a list of the categories).

Katherine W. McCain10, 11 used examination of classification terms, such as headings or descriptors, for structural analysis of a knowledge domain. In order to examine the structure of the employment market for librarian jobs, the terms analyzed in this study are those derived from the content analysis of the job ads in the data. The frequency counts of category labels were converted into a matrix of similarity (correlation) values, which indicates the relative similarity or dissimilarity of pairs of terms. The use of correlations rather than raw frequency counts has the effect of compensating for large differences in frequency counts for commonly occurring terms. While large frequency counts are themselves a measure of influence, the present research is concerned with the structure of the job market; thus, a measure of co-occurrence similarity provides more useful information. The result is a "co-occurrence profile" of category labels that forms the basis for further data analysis. This technique is related to cocitation analysis. (See McCain12 for a detailed explanation of cocitation and co-word techniques).

The structure of the correlation matrix was explored using two multivariate techniques: cluster analysis (SimStat13, a statistical analysis program) to identify clusters of terms with similar co-occurrence patterns, and multidimensional scaling (SimStat) to produce a three-dimensional display of the data.

Results

Cluster Analysis

The hierarchical agglomerative clustering approach used in this study begins by joining two terms whose patterns are the most similar according to the distance criterion chosen in this study—average linkage. Subsequent terms are joined to existing clusters and the clusters are combined until one cluster is formed that encompasses the entire set of terms. The results are displayed in a dendrogram, in which (moving from left to right) the more similar the terms are, the sooner they are clustered and the shorter clusters form.

Figure 1. Hierarchical Cluster Analysis

<table>
<thead>
<tr>
<th>Label</th>
<th>CASE</th>
<th>Num</th>
<th>10</th>
<th>15</th>
<th>20</th>
<th>25</th>
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<td>1</td>
<td>+</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>WEBSITE</td>
<td>2</td>
<td>+</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>COLLEGIALTY</td>
<td>3</td>
<td>+</td>
<td>+</td>
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<td></td>
</tr>
<tr>
<td>LEADERSHIP</td>
<td>6</td>
<td>+</td>
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<tr>
<td>INNOVATIVE</td>
<td>4</td>
<td>+</td>
<td>+</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>ENVIRONMENT</td>
<td>5</td>
<td>+</td>
<td></td>
<td></td>
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<tr>
<td>PUBLI_C_SERVICE</td>
<td>7</td>
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<tr>
<td>TEAMWORK</td>
<td>8</td>
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<tr>
<td>ENERGETIC</td>
<td>11</td>
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</tr>
<tr>
<td>INDEPENDENT</td>
<td>9</td>
<td>+</td>
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<tr>
<td>DIVERSITY</td>
<td>13</td>
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<tr>
<td>BIB_UTILITIES</td>
<td>12</td>
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<tr>
<td>COMP_HARDWARE</td>
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<tr>
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<tr>
<td>DIST_EDUC</td>
<td>19</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>EMERGNG_TREND</td>
<td>18</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
the spatial distance between the linkages. (See figure 1.) There is no "best" number of clusters. The vertical line on the dendrogram partitions the set of terms into the number of clusters that most clearly informs the discussion.

At the six-cluster level, three coherent groups emerge. Three terms ultimately link to the rest of the cluster but remain separate at this level. The largest cluster represents a core of 11 skills and characteristics in the set of employment ads. Most of the terms refer to behavioral and personality characteristics and only one category refers to computer related skills. The computer-related category, Website, refers to creation, organization, and maintenance of websites and web pages. This second cluster to emerge consists of the most technically oriented skills found in the ads. This group includes knowledge of computer languages, computer hardware and networking, and electronic resources. The third cluster consists of Bibliographic Utilities and Automated Library Systems. Finally, Distance Education, knowledge of Emerging Trends, and Electronic (or digital) Libraries are isolates.

**Multidimensional Scaling**

Multidimensional scaling (MDS) uses the same proximity (correlation) matrix as cluster analysis to study the underlying structure of the data. Often used jointly with cluster analysis, MDS produces a two- or three-dimensional map in which similarity of the ads’ co-occurrence patterns are represented by spatial proximity on the map. The MDS map (figure 2) contains a three-dimensional map for the category set (R = .81, stress = .24). The cluster boundaries are those shown in Figure 1 (six cluster level); the three isolated terms are boxed to distinguish them. The map shows the superimposed category clusters from the dendrogram as loops around groups of terms. The axes of the map are interpreted by examining the term and cluster placement. Categories with many links to others tend to be centrally located on the map while those that are weakly linked or with a few focused ties are at the periphery.

Three-dimensional maps are very difficult to represent adequately on a two-dimensional page, hence only two axes are display here. The axes represent underlying dimensions in the data set. The horizontal axis (X) represents a varia-
tion of an oft-noted phenomenon on cocitation maps; that is, a continuum from technical domain knowledge on the far left to applications of domain knowledge on the far right (see McCain14). In this case, the categories are arranged on a continuum from the technically oriented focus on programming languages on the left to a public service focus on the right. The Y-axis represents a time dimension from longer established skills at the top of the map to the newest categories of skills at the bottom. Thus, Bibliographic Utilities, one of the earliest automated areas in the academic library, appears at the top. Emerging Trends, Diversity, and Electronic Libraries, representing the newest skill categories found in the job ads, are placed at the bottom. Diversity, representing the ability to work effectively with diverse multicultural staff and patrons, reflects the relatively recent prominence of this personality characteristic. The Z-axis (not shown) displays a continuum from technical service to public service positions in the academic library.

The most centrally located categories on the map are Website, Interpersonal Skills, Independent, and Teamwork. These terms refer respectively to the creation and maintenance of web pages and web sites; possession of excellent interpersonal, communication, and organizational skills; the ability to perform independent creative work; and, the ability to work effectively as part of a team.

Discussion

The results of this study provide a coherent picture of the job skills, both technical and behavioral, currently deemed desirable by prospective employers. The results also illustrate the usefulness of using content analysis and co-word analysis methods for establishing a baseline for exploring the field of librarianship.

This study provides support for Tennant's15 focus on behavioral characteristics and some of his recommendations for computer related skills as well as for Smith and Lynch's16 findings. The latter researchers noted that behavioral characteristics, such as “excellent communication skills” and “leadership” became increasingly visible during the 1980s and 1990s. In the 2000 job ads these types of phrases occurred very frequently, with Interpersonal Skills the most frequently occurring category overall. Skills like Teamwork and Collegiality reflect a new organizational focus in libraries that echoes the business management literature. Experience and acceptance of Diversity was an oft-mentioned characteristic, representing the newest and welcome addition to necessary qualifications for employment.

Although the Core cluster of skills included only one computer related category, Website, terms related to web pages and web sites occurred with the second highest frequency exceeded only by Interpersonal Skills. Clearly, the academic library world has wholeheartedly accepted the necessity for working with the online environment. Employers are clearly eager to hire librarians with web skills. A representative job ad would indicate that employers are looking for an interpersonally skilled individual, knowledgeable about web applications, able to work effectively both independently and as part of a team.

The Technical cluster most closely resembles some skills associated with Systems Librarians. As Smith and Lynch19 and Zhou18 indicated, computer savvy skills are in demand, especially for those who are knowledgeable about networking and computer languages, such as Java and Perl.

The results of this study did not provide evidence for an identifiable digital librarian job category. Rather the evidence points to an increasingly and a rapidly changing automated library environment. The job titles vary a great deal, often with little resemblance to traditional job titles. Xu19 noted a trend toward “holistic librarians” with titles and responsibilities reflecting functional definitions rather than traditional library job categories. Smith and Lynch20 found a similar trend they labeled “combination” jobs. Worth watching will be the newly emerging areas of distance education and digital libraries. Possibly, these topics, together with increasing emphasis on digital resources, will lead to the emergence of a definitive digital librarian. These findings of this study argue for the ongoing monitoring of job skills appearing in job ads as a useful perspective on current trends in librarianship.

Notes


Cybrarian, or Librarian with Specialized Skills: Who will Staff Digital Libraries?


Research Day 2000. Reporting to the Associate University Librarian for Digital Initiatives & Services, the Head of Digital Scholarship manages a team of four, and coordinates the relationship with two Systems staff. The Head oversees the Libraries' Digital Scholarship program, which can include outreach to faculty and service via the Digital Studio, and manages key relationships with university departments and partners such as the Center for Teaching Excellence, Institute for Liberal Arts, and ITS Research Services.

ALA-accredited Master's degree in Library or Information Science or an advanced degree in an appropriate subject discipline is required.

Exceptional technology skills, knowledge of current trends, and ability to evaluate and apply new technologies. Cybrarian, or Librarian with Specialized Skills: Who will Staff Digital Libraries?


Make a suggestion. Did you find mistakes in interface or texts? Or do you know how to improve StudyLib UI? Feel free to send suggestions.
Cybrarian, or Librarian with Specialized Skills: Who will Staff Digital Libraries? in ACRL Tenth National Conference, Vol1. pp. 142-149, March 2001. [10] R. L. Mittal, “Library Administration Theory and Practice”, Jagdamba Offset Printers, reprint 1996, ISBN : 81-200-0373-X (HB), ISBN : 81200-0374-8 (PB). Make a suggestion. Did you find mistakes in interface or texts? Or do you know how to improve StudyLib UI? Feel free to send suggestions. LIBRARIANS Abstract Usability in digital libraries is often focussed on end-user interactions such as searching and browsing. In this chapter we describe usability issues that face the digital librarian in creating and maintaining a digital library. The Greenstone digital library software suite is used as an example to examine how to support digital librarians in their work. Marion, L. (2001). Digital librarian, cybrarian, or librarian with specialized skills: Who will staff digital libraries? In H. Thompson (Ed.), Crossing the Divide: Proceedings of the Tenth National Conference of the Association of College and Research Libraries, March 15-18, 2001, Denver, CO. (pp. 143-149), Chicago, IL: American Library Association. Digital age librarians are equipped with traditional librarian skills, such as research, curating sources and media literacy, which are more important than ever, as well as the skills to lead their districts in digital transformation. The idea of a librarian has evolved greatly to be the one who is talking about digital citizenship, the difference between fake news and real news, good sources of information, all of those things we are seeing are greatly lacking in today’s society, says Elissa Malespina, outgoing president of ISTE’s Librarians Network and Future Ready New Jersey’s task force leader. Librarians are uniquely positioned to be the leaders in teaching all that. Our jobs have evolved, and we have to evolve with it. Digital Libraries in Education. Specialized training course. Study Guide The IITE specialized training course Digital Libraries in Education has been developed in the frame of UNESCO cross-cutting theme project Methodologies for Digital Libraries. The project aims to give an overview of current and future technologies and applications for digital libraries (DL) including ethical, social, pedagogical, organizational, and economic aspects as well as their impact on learning, cultural, and scientific activities.