Academic Job Placements In Library And Information Science Field: A Case Study Performed On ALISE Web-Based Postings / By Dr. Hossam Eldin Mohamed Refaat Abouserie. Department of Library and Information Science, Faculty of Arts, Helwan University, Egypt, 2010. Email: Hossam_usa@yahoo.com

Abstract

The study investigated and analyzed the state of academic web-based job announcements in Library and Information Science Field. The purpose of study was to get in depth understanding about main characteristics and trends of academic job market in Library and Information science field. The study focused on web-based version announcement as it was fast, moderate and reliable. The study focused on one of the worldwide and most used web site in the Library and Information Science field; ALISE (Association for Library and Information Science Education)[*]

The study adopted the quantitative methodology collecting thirty nine academic announcements including sixty positions on ALISE and were posted in a six months period. The study analyzed the main points included in job announcements such as, descriptions, responsibilities, qualifications, materials submissions, equal opportunity employer, salaries, etc. The study found that web-based job announcements varied from one posting to another. Some announcements indicated all points in detail, while others where summarized and missed important information. Positions announcements were posted online and were available worldwide to reach wider faculty from all over the globe. Web-based job announcements could be retrieved through directories, search engines and meta-search engines. Academic job announcements posted on the web varied in size from few paragraphs to few pages., as some job announcements were written in brief, while others were written in detail. Academic web-based announcements varied from one institution to another. Some schools post one position for each announcement, while others posted several positions in each announcement. The majority of web-based job announcements on ALISE related to schools in the United States. Fewer announcements related to schools in different countries such as England, Canada, Puerto Rico, Singapore, etc. Most schools provided detailed information about positions describing required

[*] ALISE is a non-profit organization that serves as the intellectual home of university faculty in graduate programs in library and information science in North America. Its mission is to promote excellence in research, teaching, and service and to provide an understanding of the values and ethos of library and information science. ALISE serves 500 individual members and more than 60 institutional members, primarily in the United States and Canada. Available at <http://www.alise.org/mc/page.do?sitePageId=54781&orgId=ali>

qualification, main responsibilities and duties. For the basic ranks, it was found that the most required faculty rank in web announcement was the assistant professor rank, while the least required rank was the full professor rank. For assistant ranks, it was found that lecturers and researchers were not considered much in academic job announcements. The Library Science field was the major focus of schools, followed by Information Science and Telecommunication, followed by Archives and preservation fields. The basic required tasks for all schools were teaching, research and service. The teaching and research tasks were of equal importance, followed by the service task. Average course overload for faculty member applying for current vacancies was two courses per semester. The ability to conduct scholarly research and a strong record of publication were considered much. However, the ability to attract grants and lead major projects were the least mentioned requirements in most web based job descriptions. The major degrees in most web-based announcements were PhD in Library and Information Science or equivalent and an ALA accredited master degree or equivalent. None of the web based announcements indicated any information about bachelor degree. The majority of web announcements did not provide information about the salary offered. The majority of web announcement provide information about the Equal Opportunity Employer statement either in abbreviations or in details. Major faculty submissions could be either in traditional format as regular mail, or electronic format as email or websites. It was found that electronic submissions of materials and applications through emails and websites were preferred over traditional submissions through regular mail. Some web announcements had a deadline date and were posited for a certain time, while others were open till the positions were filled. Most schools provided information about the university atmosphere and the environment surrounding the university to encourage and attract candidates to apply. Interviews with candidates were made either in schools or through annual conference meetings. The positions posted were of three types 1) Non tenure positions, 2) Tenure positions, and 3) Nine months appointments. Schools used to accurately review posted applications by interviewing candidates, contacting three references at least and checking criminal history of candidates to select the most suitable candidates for available positions.

Literature Review

Studies in Library and Information Science job placements have been explored from different angles and for various purposes. The following part reviews various studies in job placement in Library and Information Science area .

1- New information management work in a changing world: An Australian survey. Willard, Patricia, Mychalyn, Janette. International Journal of Information Management. Kidlington: Oct 1998. Vol. 18, Iss. 5; pg. 315, 13 pgs[1]

The knowledge, skills, formal qualifications and experience of successful applicants for a subset of the information management jobs advertised in a daily newspaper in Sydney from April to June 1996 were investigated. The subset included jobs which were shaped by new information technology, which were not part of any established profession or career, and which utilized information management knowledge and skills of the type which may be gained through Library and Information Studies education. Some traditional LIS skills, most notably skills in organizing and retrieving information and in assessing information needs, were reported to be essential for many of the jobs. The jobs investigated were diverse as were the qualifications of successful applicants. The link between qualifications and job was not obvious, which suggests that applicants may have needed to make the case for the appropriateness of their qualifications and experience.

2- Your Successful LIS Career: Planning Your Career, CVs, Interviews and Self Promotion. Richard Turner. New Library World. London: 2001. Vol. 102, Iss. 4/5; pg. 183, 1 pgs

The practical aspects of finding jobs, applying for them including the CV and how to deal with interviews were explored in subsequent chapters. The book covered issues such as applying for internal promotion, changing sectors, returning to work after a break, going freelance and working from home. Getting a new job was not really the end of the matter as it was important to look at one change as a part of a wider career plan which needs constant review. This book reiterated the need to update skills to develop professionally and the need to question where your career is at present and where it needs to go. [2]

[1] Dissertation Abstracts International, Available at <http://proquest.umi.com/pqdweb?did=38563358&sid=21&Fmt=2&clientId=45596&RQT=309&VName=PQD>

[2] Dissertation Abstracts International, Available at <http://proquest.umi.com/pqdweb?did=248040451&sid=10&Fmt=3&clientId=45596&RQT=309&VName=PQD>

3- Straight from the Stacks: A Firsthand Guide to Careers in Library and Information Science/The Image and Role of the Librarian. Elizabeth Connor. Journal of the Medical Library Association. Chicago: Jul 2004. Vol. 92, Iss. 3; pg. 379, 2 pgs[3]

The book served two purposes: to promote librarianship as a viable career option and to provide useful, practical information to practicing librarians curious about other career opportunities. This upbeat work spotlighted the career paths taken by thirty-three public, school, academic, and special librarians working in traditional and nontraditional settings. The typical reader would be delighted with how Kane weaves her insightful commentary into the riveting firsthand accounts. The collective talent, experience, and wisdom were impressive and beautifully conveyed. Profiles were supplemented with useful information describing the work environment, typical duties, education and training, recommended memberships, and bibliographic notes for each type of librarian. Practical advice included recommended library school courses, professional organizations, professional publications, and opportunities for promotion. Most of the profiles feature a photograph of the librarian.

4- Perceptions of the information professions: A study of students in the Master of Information Studies Program at a Canadian University . Wendy M. Duff, Joan M. Cherry, Nalini Singh. Archival Science. Dordrecht: 2006. Vol. 6, Iss. 2; p. 171 (22 pages)

The study provided a preliminary report of a 5-year study that looks at graduate students' perceptions of the information professions, and examines if and how perceptions changed as they progress through their program of study, as well as over the years. The survey population was made up of students in the three streams of study (archives, information systems, and library and information science) at the Faculty of Information Studies (FIS) at the University of Toronto. The data, gathered from three iterations of a self-administered questionnaire over one and a half years, included demographic profiles, as well as students' views on the social status of various professions, including archivists and records analysts. Also included were students' views on how much computing knowledge was required, salary expectations, career prospects, expectations for career and personal achievements, and reasons for pursuing the master's degree. The study examines differences between students in different streams of study, and differences between groups of respondents surveyed at different points in time.

[3] Dissertation Abstracts International, Available at <http://proquest.umi.com/pqdweb?did=889787411&sid=24&Fmt=3&clientId=45596&RQT=309&VName=PQD>

5- The nether world of academic librarians: Issues of classification, educative mission, and sense of place. by Bernstein, Alan Michael, Ed.D., Valdosta State University, 2009[4]

This study examined correlations between academic librarian organizational classification and sense of place (defined as job satisfaction and personal motivation) and sense of involvement with the educative mission of the institution. Further, this study examined whether there were significant correlations between academic librarian career path and their sense of place and sense of involvement with the educative mission. An abundance of literature on academic librarians' organizational classification maintains librarians ought to be classified as faculty with commensurate rights and privileges. An often tacit implication of this position is academic librarians classified as faculty were (or would be) happier and had a greater sense of involvement with their school's educative mission. The study surveyed 372 academic librarians at colleges and universities in the University System of Georgia. Analysis of surveys found there were no statistically significant correlations between organizational classification and sense of place or between organizational classification and sense of involvement with the institution's educative mission. Analysis of surveys further found that there were no statistically significant correlations between career path and sense of involvement with the institutional educative mission and there was a slight positive correlation between career path and sense of place. It was concluded though there was strong support and justification for academic librarians being classified as faculty, an academic librarian's sense of place or sense of involvement with the institutional educative mission was not dependent on such classification.

6- Leaving librarianship: A study of the determinants and consequences of occupational turnover. by Rathbun-Grubb, Susan R., Ph.D., The University of North Carolina at Chapel Hill, 2009 , 217 pages.[5]

The purpose of this study was to better understand occupational turnover among librarians and archivists by examining the careers of individuals who had left or intended to leave the profession, in order to identify the factors associated with turnover, and to discover the career outcomes of those who left. Occupational turnover rated for this sample were low. Only

[4] Dissertation Abstracts International, Available at <http://proquest.umi.com/pqdweb?did=1993337071&sid=19&Fmt=2&clientId=45596&RQT=309&VName=PQD>

[5] Dissertation Abstracts International, Available at <http://proquest.umi.com/pqdweb?did=1837879881&sid=6&Fmt=2&clientId=45596&RQT=309&VName=PQD>

13% had left the profession, and only 2% indicated that they would leave the field within three years for reasons other than retirement. Good work relationships and opportunities for career development and advancement were important to job satisfaction, and most respondents were satisfied with their LIS work and career. Those who intended to leave or had already left cite low salaries, overwork, bureaucratic or poor management, a lack of opportunities for advancement, and the unavailability of flexible scheduling or part time work as influences on their turnover decisions. Geographical mismatches or conflicting work and family responsibilities also played a role in turnover decisions. Of those who had left library and archival work, their career outcomes were typically positive, and 91% were satisfied with their current employment

Introduction

The Internet has portrayed job market activities.[6] Much attention has been paid to how the Internet is transforming job markets. The Internet is transforming labor markets, altering the way workers look for jobs, and the way firms recruit workers. More than 2,000 Internet job search sites now exist. [7] Therefore, the Internet has impacted job search behavior.[8]

One of the main areas that has been directly affected is the job announcement. In the past job announcements used to be published in traditional paper formats materials like newspapers, journals, magazines, etc. Traditional paper format announcements have many shortages like: taking time to be posted, reaching narrower audiences, including a certain amount of payment, remaining for a short time period, etc.

At the current information age, it has been easier to use the Internet to announce about current vacancies. The Internet has helped to a great extent in overcoming past shortages. It has been possible to reach wider audiences, exist for a longer period, save time, money, effort, etc. This study focuses on academic web-based job announcements in the Library and Information Science field.

Importance of web-based job announcements

Web-based job announcement can be considered a moderated way distribution list. It includes many benefits such as;

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6 Business use of the Internet in New Zealand: an exploratory study. Walter Abell and Leon Lim. Lincoln University, 1996 <http://dspace.lincoln.ac.nz/dspace/bitstream/10182/878/1/ac_rr_1996_03.pdf>

7 Job search methods: Internet versus traditional. by Peter Kuhn , Mikal Skuterud, Available at <http://www.questia.com/googleScholar.qst;jsessionid=LkGBjXpT5vqvTyYbcVTSvyQFPKfFHPrk0qtk6JRy22SdR1y19zx6!1073163657!1338458297?docId=5001170683>

8Betsey Stevenson. The Internet and Job Search. 2008, Available at <http://papers.ssrn.com/sol3/papers.cfm?abstract_id=1111979>

1- Flexibility: Web-based job announcement is a flexible process. It can be posted from anywhere at any time. It does not need a publisher to be posted. It does not take much time to be online.

2- Exiting for a longer time period: Web-based job announcement can be posted on the web for a longer time period at lower or no cost at all. It can be posted on the web until the position is filled. Unlike, the traditional announcement that stays for a short time period, and needs to be repeated in different sources at different times to reach wider audiences.

3- Reaching wider audiences: Unlike traditional announcement that has a limited number of audiences. Web announcement is assessed worldwide by wider audiences at different location on the globe. It can be retrieved by Internet search directories, search engines and meta search engines, such as Yahoo, Google, Meta-find, etc.

4- Two way communications: Web announcement helps to a great extent in facilitating communications among faculty members. Applications can be submitted online in less time period and communication is done instantly.

5- Overcoming size limitations: Traditional paper announcement is restricted by a predetermined space; however, web announcement is not restricted by any size limitation. Therefore, the web-based announcements can range from few paragraphs to few pages, where detailed, hyperlinked information can be posted.

Basic contents of web announcements

Web announcements can take various shapes such as; announcement about various events, upcoming conferences, calls for papers, new journals, programs, workshops, funding, fellowships, etc. Based on the shape of the web announcement, the contents vary. Web job announcement include many points such as; job title, job code, job reference, job descriptions, basic responsibilities, required qualifications, preferred qualifications and compensations, contact information, mailing address, etc.

Library and Information Science field has many web sites specialized in job announcement either related to academic areas or related to nonacademic areas. Academic ranks include many positions such as, Professors, associate professors, assistant professors, and lecturer. Nonacademic job placements include various positions; such as librarian, information specialists, archivists, etc. This study focused on analyzing academic web based job

announcements posted on ALISE association, as it helped in investigating and understanding the current trends of the job market at the academic environments.

ALISE History

A permanent organization was established and identified as the Association of American Library Schools (AALS), based on outcomes of The Round Table voted in 1915. The Association has provided a forum for library educators to share ideas, to discuss issues, and to seek solutions to common problems. The original association grew out of a series of informal meetings of library school faculty at American Library Association conferences. In 1983, the Association changed its name to its present to American Library and Information Science Education, ALISE.[9]

Methodology

This study embraced quantitative methodology technique. This technique was used to gather quantitative data - information dealing with numbers and anything that was measurable. Statistics, tables and graphs, were often used to present the results of these methods The main tool used to collect data was the web based job announcement posed in ALISE web site. As it was the best tool to specify schools needs and requirements.

The study covered six months period from (August/ 14/ 2009 to January /12/ 2010). All job placements at this period were collected and analyzed. Library job posting on the Internet include: Academic Positions; Archive / Record Management Positions; Federal Libraries Positions; Individual Library Sites Positions; Placement Services; School Library Media Positions; Special Libraries / Subject Specialists Positions.[10] This study focused on the first point the Academic Positions in the Library and Information Science field. The study did not focus on general web sites as they contain general announcements and may not concentrate on Library and Information Science Field.

Sample of the study included Thirty nine academic job placements in Library and Information Science field were collected through the ALISE web site. They included sixty positions of various ranks. The study covered basically academic web based announcements posted in ALISE association website. Announcements posted on ALISE were worldwide and

9 Promoting excellent in library and information science education, Available at <http://www.alise.org/mc/page.do?sitePageId=55519&orgId=ali>

10 Library job posting on the Internet, Available at <http://www.libraryjobpostings.org/libraryjobs.htm>

were not restricted to a specific area. However, it was been found that most job announcement on ALISE were related to schools in the United States of America. It was also found that fewer number of announcements related to schools in different countries, such as Canada, England, Singapore, Puerto Rico, etc. The study aimed to obtain information about the following points:

1- The most required academic job title in Library & Information Science field,

2- The basic required qualifications for academics in Library & Information Science field,

3- The basic tasks of the academic job announcements,

4- The main tasks and responsibilities of candidates,

5- The average wages or salaries for job titles,

6- Ways of materials submissions,

7- Equality in employment in academic web-based job announcements.

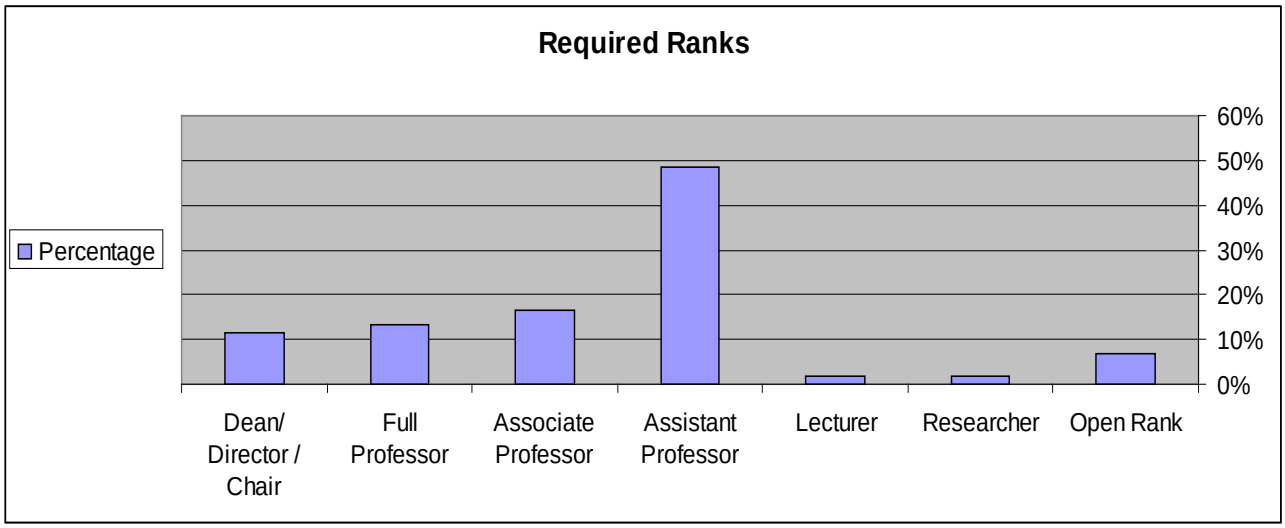
Required Ranks

The study collected 39 web-based job announcements including 60 academic positions. These positions could be classified into two main types; basic ranks and assistant ranks. For the basic ranks, the study found the assistant professor rank to be the most required position, 48.33%, followed by the associate professor rank, 16.66 %, followed by the full professor rank, 13.33%. The reason behind this might be that assistant professor rank could perform all the academic tasks, teach, research and service and would obtain the least payment. However, for the assistant ranks, the study found the researcher and lecturer ranks to be required equally. The study found that assistant ranks were the least required ranks in the academic job announcements. The reason behind this might refer to that their roles were restricted to assisting in teaching or research tasks. See table (1) for details.

Table (1) Distribution of required faculty ranks

Rank	Open Rank	Researcher	Lecturer	Assistant Professor	Associate Professor	Full Professor	Dean/ Director/ Chair	Total
Number	4	1	1	29	10	8	7	60
Percentage	6.66%	1.69 %	1.69 %	48.33 %	16.66 %	13.33 %	11.66 %	100 %

Form (1) Distribution of required faculty ranks



Position Type: Tenure System[11]

Tenure is associated with more senior job titles such as Professor and Associate Professor. A junior professor will be promoted to such a tenured position with demonstrating a strong record of published research, teaching, and administrative service.[12] The academic tenure system is intended to guarantee the right to academic freedom: it protects teachers and researchers when they dissent from prevailing opinion, openly disagree with authorities of any sort, or spend time on unfashionable topics.[13]

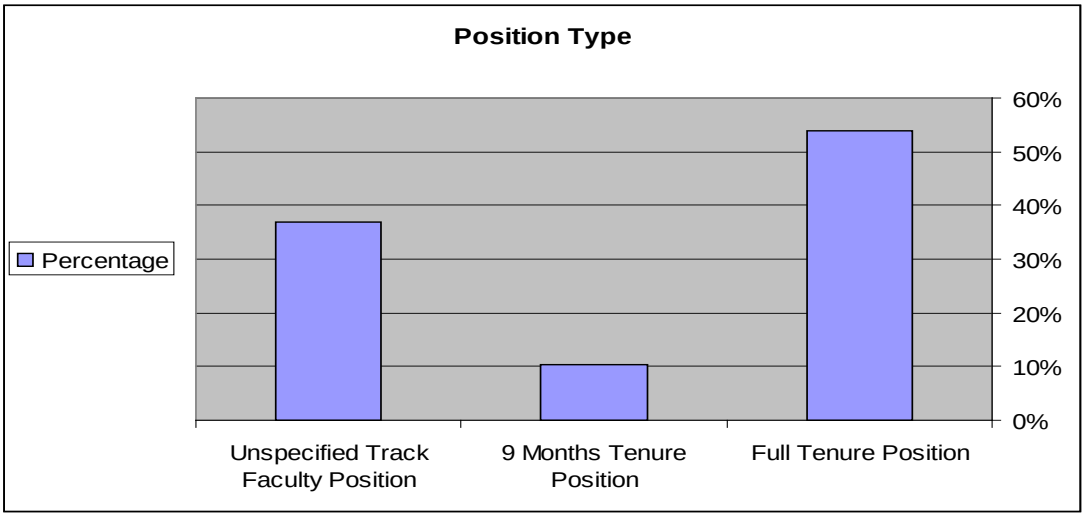
The study found that types of positions at web announcement were either full tenure stream positions 53.84 % or Nine months positions 10.25 %. The study also found that 36.89 % did not indicate the position type, as shown in the following table. The reason behind posting unspecified track faculty positions might refer to the temporary needs of schools for these positions. See table (2) for details.

Table (2) Distribution of faculty position type

Position Type	Full Tenure Position	Nine Months Tenure Position	Unspecified Track Faculty Position	Total
Number	21	4	14	39
Percentage	53.84 %	10.25 %	36.89 %	100 %

[11] Tenure commonly refers to life tenure in a job and specifically to a senior academic's contractual right not to have their position terminated without just cause. Tenure <http://en.wikipedia.org/wiki/Tenure>
[12] Academic tenure, from Wikipedia, the free encyclopedia, Available at <http://en.wikipedia.org/wiki/Tenure>
[13] Academic tenure, from Wikipedia, the free encyclopedia, Available at <http://en.wikipedia.org/wiki/Tenure>

Form (2) Distribution of faculty position type



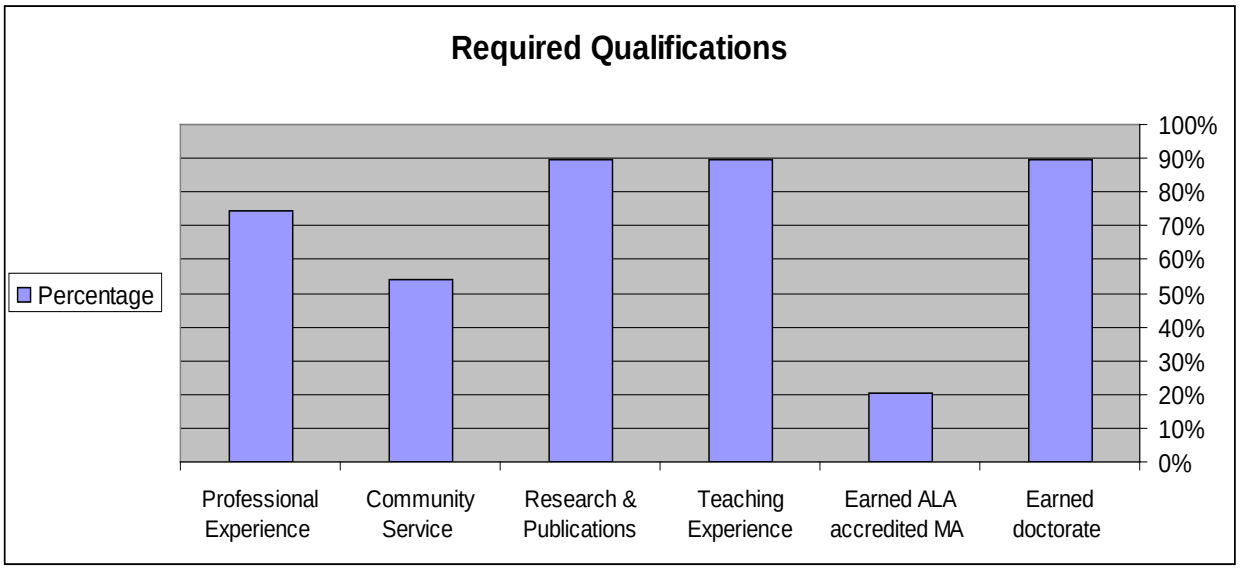
Qualifications

The study found that the required qualifications could be divided into six points that can be classified into two main types: 1) Academic tasks; 2) Degrees and professional experience. For the tasks, it was found that teaching experience either face to face or online was indicated most by the majority of schools, 51 times, followed by research and publications, 44 times, followed by commitment to community service, 21 times. However, for degrees and professional experience, it was found that an earned doctorate in Library and Information Sciences was required most by schools, 34 times, followed by Professional experience (program/course management and design, libraries and information centers, 23 times, followed by an earned ALA accredited MLS/MS/MA or equivalent, 6 times. See table (3) for details.

Table (3) Distribution of faculty required qualifications

Serial	Required Qualifications	Frequencies	Percentage
1	An earned doctorate in LIS or equivalent	35	89.74%
2	An earned ALA accredited MLS/MS/MA or equivalent	8	20.50%
3	Teaching experience(face to face and online)	35	89.74%
4	Research & Publications	35	89.74%
5	Commitment to community service	21	53.84%
6	Professional experience (program/course management and design, libraries and information centers, etc)	29	74.35%

Form (3) Distribution of faculty required qualifications



Faculty Tasks and Responsibilities

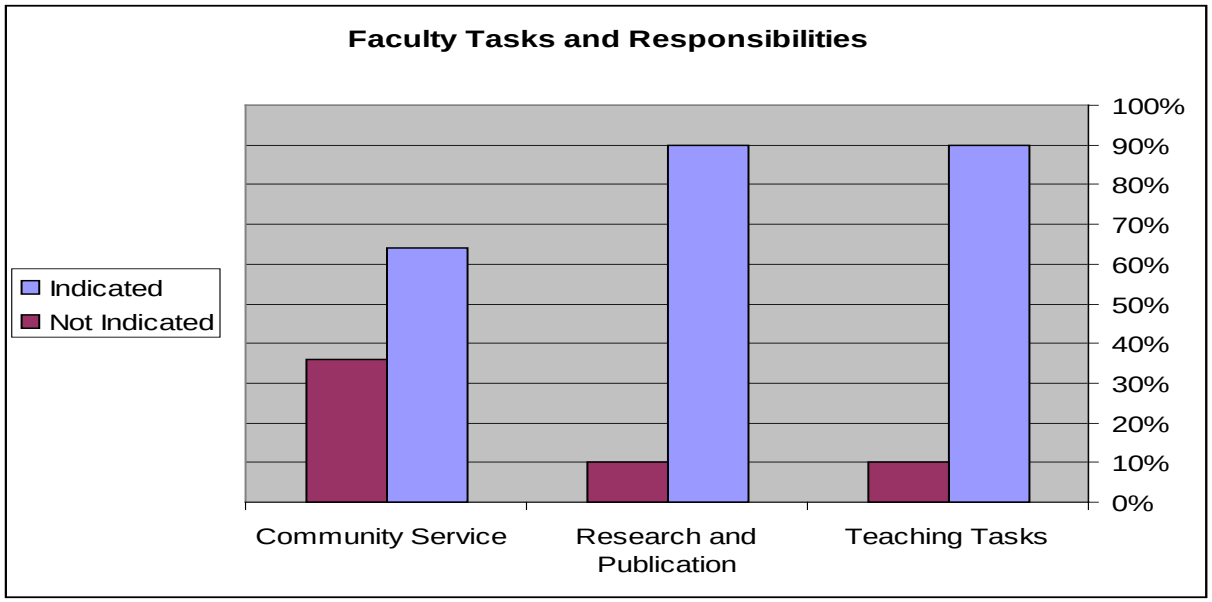
In most universities faculty members are expected to teach, research, and perform community service.[14] The study found teaching and research were of equal importance in web-based job announcements, 89.74% for each; followed community service, 64.1%. See table (4) for details.

Table (4) Distribution of faculty tasks and responsibilities

Tasks	Indicated	Percentage	Not Indicated	Percentage
Teaching Tasks	35	89.74%	4	10.26%
Research and Publication	35	89.74%	4	10.26%
Community Service	25	64.1%	14	35.89%

14 Michael E. Whitman, Anthony R. Hendrickson, Anthony M. Townsend. research commentary. academic rewards for teaching, research, and service: data and discourse information systems research Vol. 10, No. 2, June 1999, pp. 99-109, Available at <http://isr.journal.informs.org/cgi/content/abstract/10/2/99>

Form (4) Distribution of faculty tasks and responsibilities



Teaching and Research

Faculty are involved in the teaching of instructional courses at undergraduate and postgraduate level, as well as in personal research and in the supervision of students undertaking higher degrees. Another major activity is the provision of short courses designed to meet the very high standards which are required for qualified teachers and other professionals which graduate from the department.[15]

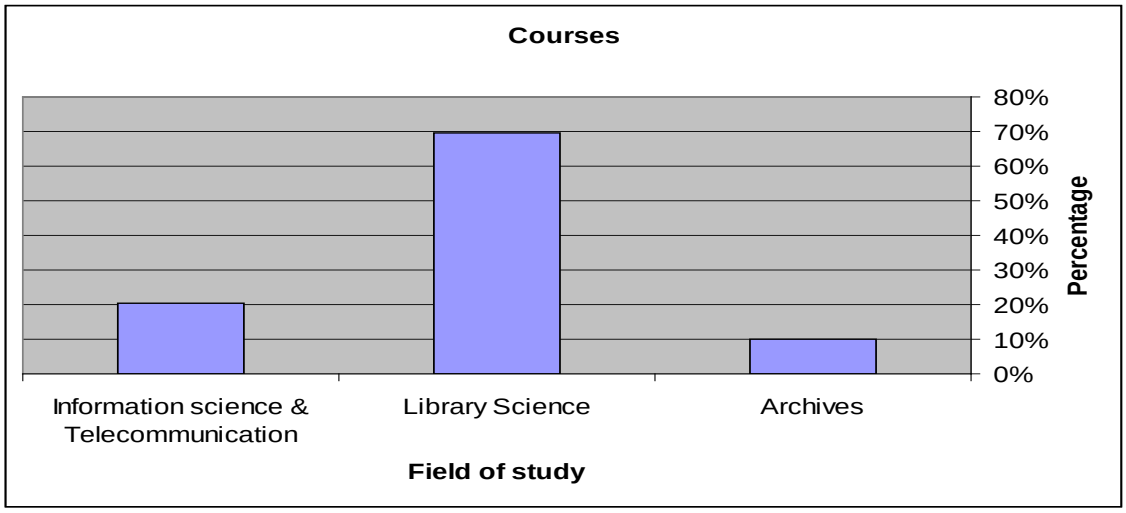
The study found that job announcements varied in determining courses to be taught and research areas to be conducted, in that. some schools indicated their areas of Interest while others did not determine their areas of interests. However, the distribution of teaching and research areas according to the field of study found these interests to be divided into three main branches: Library Science, 69.75%, Information Science and Telecommunication, 20.36%, and Archives, 9.87%.See table (5) for details.

[15]University of Strathclyde Faculty of Education. From Wikipedia, the free encyclopedia, Available at <http://en.wikipedia.org/wiki/University_of_Strathclyde_Faculty_of_Education#Faculty_Activities>

Table (5) Distribution of schools areas of interests

Field	Archives	Library Science	Information Science & Telecommunication	Total
Number	16	113	33	162
Percentage	9.87 %	69.75 %	20.37%	100 %

Form (5) Distribution of schools areas of interests



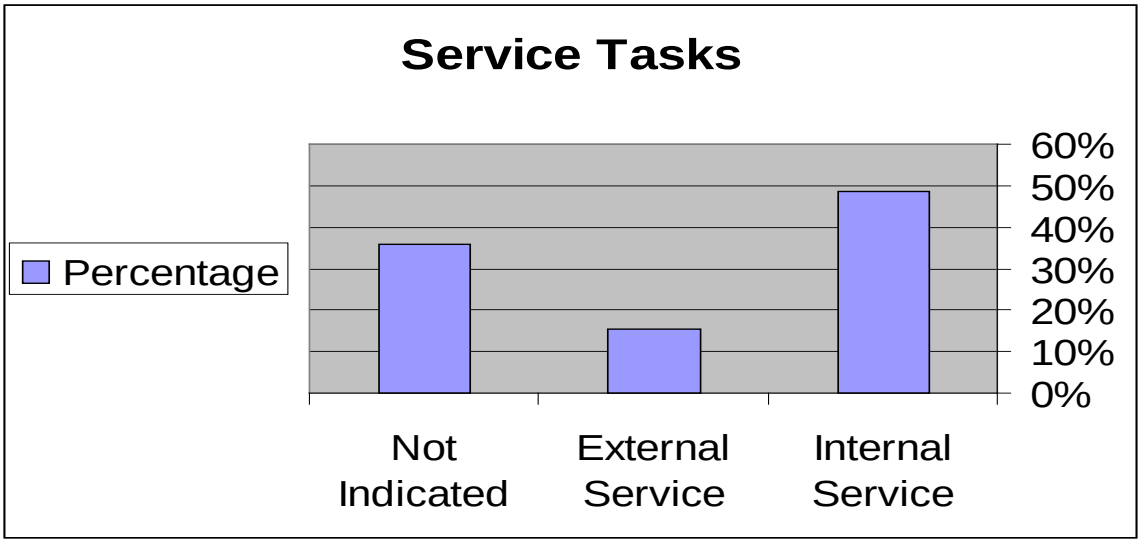
Services

The study found that service was the least focus of schools, as 14 schools, 35.89% did not provide any information regarding it. However, 25 schools, 64.09% indicated various types of service, either internal or external, faculty applying for the position should consider. See table (6) for details.

Table (6) Distribution of Internal and External Service

Service	Internal Service	External Service	Not Indicated	Total
Number	**19**	**6**	**14**	**39**
Percentage	**48.71%**	**15.38%**	**35.89%**	**100%**

Form (6) Distribution of Internal and External Service



Materials Submissions

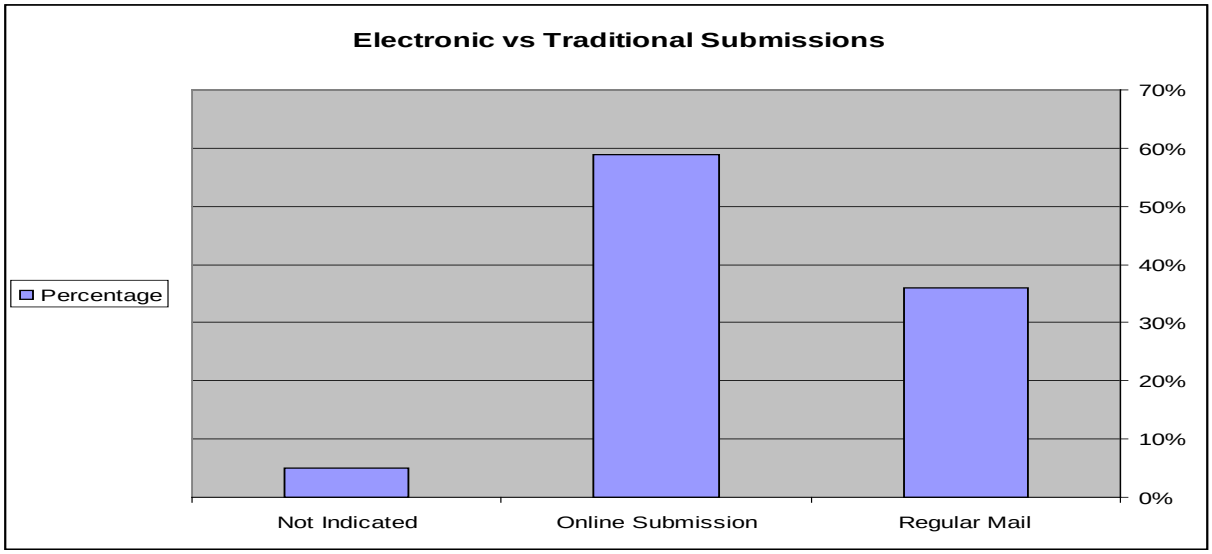
The study found that schools indicated their mailing addresses, electronic mails and websites in order to receive applications from candidate faculty. The study found that most schools prefer to receive application through online submissions that include emails and websites, as electronic submissions are fast, secure and reliable. See table (7) for details.

Table (7) Distribution of various ways of Material Submission

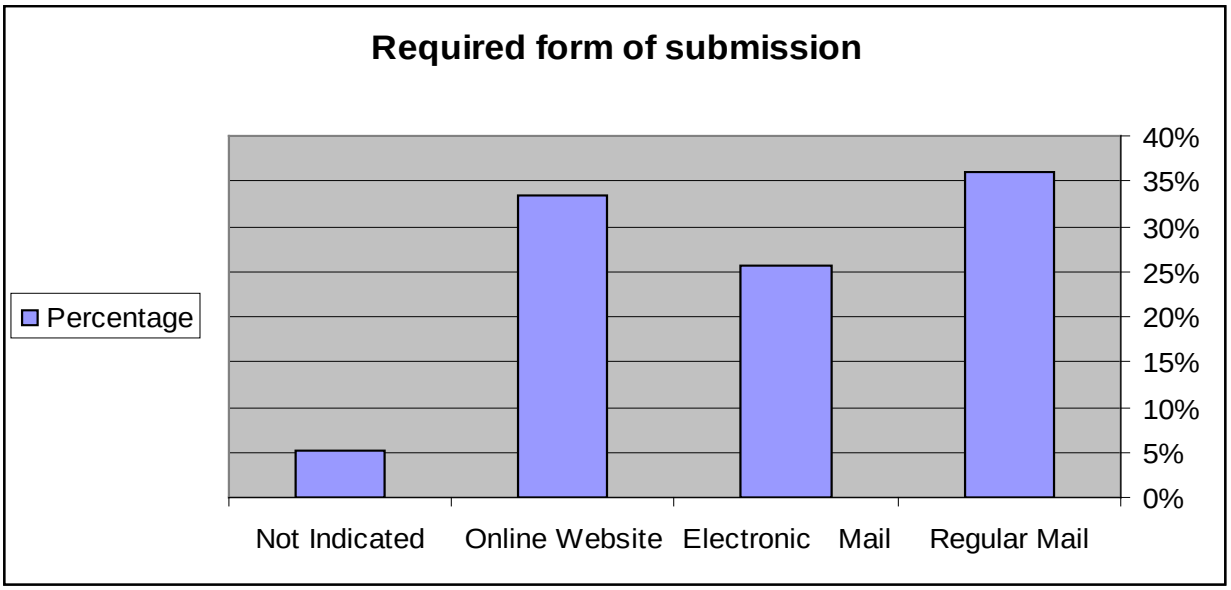
Material Submission	Regular Mail	Online Submission		Not Indicated	Total
		E-Mail	Website		
Number	14	10	13	2	39
Percentage	35.89%	25.64%	33.33%	5.12 %	100 %
		58.97%			

Form (7) Distribution of various ways of Material Submission

Electronic vs. Traditional



Form (8) Distribution of various ways of Material Submission



Required Materials

The study found that the required materials for most job announcement include the following: 1- A complete resume / curriculum vita, 2- A Cover letter of application, 3- Copies of qualification documents, 4- Names of three references, 5- Unofficial Transcripts, 6- Research Agenda, 6- Three representative publications, 7- A statement of teaching and research interests, 8- Background checks.

Period of announcement

The study found that the period of announcement is determined in all web-based job announcements. It was also found that some schools indicate that the announcement will be available on the web until the position is filled.

Interviews

During the employment interview, the interviewer meets with the candidate to evaluate their skills, capabilities, and level of experience.16 The study found that 7 schools out of 39 make interviews with candidates to select qualified faculty. However forms of interview could be classified into two main types:

The first type was made during the yearly meetings of ASIS&T and ALISES conferences where a possible chance to talk and discuss positions with interested applicants can be achieved, 5 schools.

The second type was done where faculty were required to give a public presentation on their current research, or a topic to be determined by the search committee, 2 schools.

Salary and wages

The study found that most schools, 36 schools, did not provide information about salaries, rather most schools indicated that the salary was negotiable, commensurate with experience or qualifications, or unspecified.

The study found that only three universities out of thirty nine universities indicated the minimum salaries provided per each rank per year. These universities were The University of Florida, Wayne State University and the Queens College, as indicated in table (8). See also table (9) for detail information about median salary in the United States.

Table (8) Distribution of salaries according to rank

Salaries	Lecturer	Assistant Professor	Associate Professor	Full Professor	Dean / Director
Ranges	40.000 $	60.000 $	80.000 $	100.000 $	140.000$

[16] Personal Interviews, Available at <http://www.himjobs.com/interview_tips/persinterviews.htm>

Table (9) Median salary of faculty positions in the United States [17]

Rank	Lowest median	Highest median	Overall median
Assistant Professor	$45,927	$81,005	$58,662
Associate Professor	$56,943	$98,530	$69,911
Full Professor	$68,214	$136,634	$98,974

Equal Opportunity Employer Statement[*]

The study found that most web job announcements indicated the Equal Opportunity Employer statement either in abbreviated letters such as, EOE/M/F, AA/ADA/EOE or in detail sentences, such as "The school is committed to equity in employment and diversity. It welcomes applications from indigenous peoples, visible minorities, ethnic minorities, persons with disabilities, women, persons of minority sexual orientations and gender identities, and others who may contribute to further diversification".

However, the study found that Canadian schools give priority to Canadian citizens and permanent residents, as the following statement was indicated "Canadians and permanent residents will be given priority".

Conclusions and Suggestions

1- Detailed and Brief Announcements

Web-based job announcements varied from one posting to another. Some announcements indicated all points in detail, while others were summarized and missed important information. Establishing a standard form might help in unifying the basic format of web-based job announcements, and overcoming missing important data.

17 Professors in the United States, from Wikipedia, the free encyclopedia, Available at <http://en.wikipedia.org/wiki/Professors_in_the_United_States#cite_note-HigherEdJobs.com._.282006.29._Faculty_Median_Salaries_by_Discipline_and_Rank_.282005-06.29.-20>

[*] Equal opportunity employer, affirmative action employer that means all people of color, women, veterans, and persons with disabilities to apply.

2- World Wide Availability and Retrieval

Positions announcements were posted online and available worldwide to reach wider faculty from all over the globe. Web-based job announcements could be retrieved through directories, search engines and meta-search engines.

3- Size Limitations

Academic job announcements posted on the web varied in size from few paragraphs to few pages, as some job announcements were written in brief, while others were written in details. Therefore, it might be concluded that web job announcements were preferred over traditional announcements, where web job announcements were not restricted to size limitations.

4- Number of Announcements

Number of academic web-based announcements varied from one institution to another. Some schools post one position for each announcement, while others posted several positions in each announcement.

5- Announcements and Countries

The majority of web-based job announcements on ALISE related to schools in the United States. Fewer announcements related to schools in different countries such as England, Canada, Puerto Rico, Singapore, etc. Therefore, exchanging faculty from different parts of locations became obvious.

6- Position Description

Most schools provided detailed information about positions describing required qualification, main responsibilities and duties.

7- Announcements and Faculty Rank

For the basic ranks, it was found that the most required faculty rank in web announcement was the assistant professor rank, while the least required rank was the full professor rank. For assistant ranks, it was found that lecturers and researchers were not considered much in academic job announcements.

8- Announcements and Major

The Library science field was the major focus of schools, followed by Information Science and Telecommunication, followed by Archives and preservation fields.

9- Announcements and Tasks

The basic required tasks for all schools were teaching, research and service. The teaching and research tasks were of equal importance, followed by the service task. In that faculty members were encouraged to serve the surrounding environment by performing and involving in community activities. Community service included internal academic activities and external community activities.

10- Average Course Overload

Average course overload for faculty member applying for current vacancies was two courses per semester.

11- Research and Grant Research

The ability to conduct scholarly research and a strong record of publication were considered much. However, the ability to attract grants and lead major projects were the least mentioned requirements in most web based job descriptions.

12- Announcements and Degrees Required

The major degrees, schools focus on, in most web-based announcements were PhD in Library and Information Science or equivalent and an ALA accredited master degree or equivalent. None of the web based announcements indicated any information about bachelor degree.

13- Salary and Compensations

The majority of web announcements did not provide information about the salary offered. Unspecified, negotiable, commensurate with qualifications and experience were the expressions provided for this part of most announcements. Salaries would be determined during personal interviews.

14- Equal Opportunity Employer

The majority of web announcement provide information about the Equal Opportunity Employer statement either in abbreviations or in details. This might be to encourage faculty members from different groups, races, ethnics, religions, etc to apply.

15- Material Submissions

Major faculty submissions could be either in traditional format as regular mail, or electronic format as email or websites. It was found that electronic submissions of materials and

applications through emails and websites were preferred over traditional submissions through regular mail. The reason might refer to that electronic submissions were fast, reliable and secure.

16- Deadline Dates

Some web announcements had a deadline date and were posited for a certain time, while others were open till the positions were filled.

17- University Environment

In addition to basic information in each announcement, like job description, duties, responsibilities, most schools provided information about the university atmosphere and the environment surrounding the university to encourage and attract candidates to apply.

18- Personal Interview

Interviews with candidates were made either in schools or through annual conference meetings.

19- Position Types

The positions posted were of three types 1) Non tenure positions, 2) Tenure positions, and 3) Nine months appointments. These variations might provide schools with the opportunity to keep suitable faculty in position and eliminate unsuitable

20- Review Process

Schools used to accurately review posted applications by interviewing candidates, contacting three references at least and checking criminal history of candidates to select the most suitable candidates for available positions.

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Appendix: Web-Based Announcement At ALISE Organization

Assistant/Associate/Full Professor

University of North Carolina at Greensboro: Assistant Professor (November 13, 2009)

University of South Carolina - Columbia: Multiple tenure track faculty positions at the assistant professor level (November 20, 2009)

The Catholic University of America:

Assistant/Associate Professor (Tenure track) (December 11, 2009)

Faculty Positions: Assistant/Associate Professors (Tenure track) (December 11, 2009)

Drexel University: Full-time Faculty Positions (August 14, 2009)

Emporia State University: Assistant or Associate Professors (October, 9, 2009)

Fairfield University: tenure-track faculty in school library media (December, 4, 2009)

Florida State University:

Tenure Track Faculty Position (October, 5, 2009)

Assistant in Information Studies (October, 9, 2009)

University of Florida: Head of the Price Library of Judaica (September 4, 2009)

University of South Florida: Two Assistant Professor Positions (October 9, 2009)

Georgia Southern University: Assistant Professor of Instructional Technology (September 11, 2009)

Indiana University Bloomington: Faculty Positions(open rank) (September 18, 2009)

Kent State University: Assistant Professor (December 11, 2009)

University of Kentucky: Assistant Professor (December 11, 2009)

Louisiana State University: Assistant Professor (Two positions/Tenure-track) (December 11, 2009)

University of Maryland College Park:

Assistant Professor in Cloud Computing (October 27, 2009)

Assistant Professor for Learning Sciences and Technology (December 11, 2009)

McGill University: Assistant Professor, Tenure-track(November 30, 2009)

University of Michigan: Faculty Search Assistant/Associate/Full Professor (November 6, 2009)

University of Southern Mississippi: Assistant Professor, tenure-track (November 6, 2009)

Nanyang Technological University: Assistant or Associate Professor (3 positions) (August 14, 2009)

Northern Illinois University: Assistant Professor Instructional Technology (November 18, 2009)

University of North Texas:

Professor and Department Chair (December, 4, 2009)

Professor and Department Chair (December, 11, 2009)

University of Pittsburgh:

Tenure-stream Faculty Position (November 20, 2009)

Tenure-stream Faculty Position (December 11, 2009)

University of Puerto Rico: Assistant Professor (December 21, 2009)

Rutgers University: One or more tenure-track positions at the assistant, associate or full professorship level (January 12, 2010)

Sam Houston State University:

Department Chair at Professor/Associate Professor level - Tenure Track (December 4, 2009)

Assistant Professor level - Tenure Track (December 4, 2009)

St. Johns University: Tenure Track Faculty Member (January 6, 2010)

University of Tennessee: Assistant Professor Position (December 4, 2009)

University of Toronto: Assistant/Associate/Full Professor (December 21, 2009)

University of North Texas: Professor and Department Chair (November 6, 2009)

Valdosta State University:

Assistant Professor of Library and Information Science 1of2 (October 27, 2009)

Assistant Professor of Library and Information Science 2of2 (October 27, 2009)

Wayne State University:

Assistant/Associate/Full Professor (November 5, 2009)

Assistant/Associate/Full Professor Tenure Track (December 11, 2)

Lecturer/Librarian/Researcher

University of Florida:

Psychology/Sociology Librarian (November 6, 2009)

Senior Associate Dean of University Libraries (January, 8 2010)

University of Illinois at Urbana-Champaign:

Health Communication Post-Doctoral Researcher (November 13, 2009)

Queens College:

Lecturer_Graduate School of Library and Information Studies (November 13, 2009)

Texas A&M University: Business Librarian (Search Extended) (August 21, 2009)

Dean/Director

University of British Columbia: Director (October 19, 2009)

St. Catherine University: Dean (December 21, 2009)

University of Denver: Endowed Chair in Innovative Learning Technologies (January 21, 2010)

Indiana University - Indianapolis: Executive Associate Dean (September 16, 2009)

University of Oklahoma: Director (November 6, 2009)

San Jose State University: Director (October 5, 2009)