UNIVERSITY OF ALBERTA
SCHOOL OF LIBRARY AND INFORMATION STUDIES

Employment Survey of 2019 MLIS Graduates

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SURVEY BACKGROUND

In December 2020, the School of Library and Information Studies (SLIS) conducted its 31st annual employment survey of graduates of the Master of Library and Information Studies (MLIS) program at the University of Alberta. The phrase '2019 graduates' includes graduates who convocated in November 2018 or in June 2019.

The survey was sent to sixty-five potential respondents with forty-two responding for a response rate of 65%. Six respondents indicated that they had not been employed in the LIS sector since graduation and one respondent exited the survey prior to answering questions regarding their employment, therefore the maximum sample size for most of the questions is thirty-six.

Graduates were queried about their job search; job specifics including employment classification, salary, responsibilities, and employer type information; their preparedness for the job market; and job satisfaction. All respondents were queried about their *first* Library and Information Science (LIS) related positions post-graduation. The focus of this survey is to understand graduates' experiences in finding employment after graduation, however the time lag of 18-24 months between survey administration and graduation provides an additional opportunity to consider additional employment data from those respondents who have moved on to subsequent employment opportunities. Where applicable, respondents were queried about their *current* Library and Information Science (LIS) related positions - any use of this data is clearly identified.

This survey follows the same format as the 2016 - 2018 surveys and therefore direct comparisons can be made (except as indicated) although sample sizes varied from year to year. This survey is the first to cover a time period that includes the COVID-19 pandemic. The pandemic was declared in March 2020, sixteen months after November 2018 graduates and nine months after June 2019 graduates, respectively, had graduated. The survey does not

specifically query about pandemic impacts on the employment experiences, however interpretation of results should consider the possible impacts that pandemic measures may have had on employment opportunities and experiences.

Thanks to SLIS Assistant Chair (Academic Professional Officer) Izabela Martyniak for liaising with Alumni Relations and the FOIP office for survey distribution and ethics approval.

KEY FINDINGS

- 86% of respondents have been employed at some time since graduation in the LIS sector. This is the lowest rate in five years.
- Arts continues to outweigh all other prior degree areas, however not as significantly as in previous years. Lower than past years, there was only one respondent who held an MA degree; higher than past years, three respondents entered the program with PhDs.
- Over one-half of entrants to the MLIS program came with prior library, archives, or other information agency experience, with 76% of students participating in LIS-related experience during their degree. Employment related opportunities were identified as the most effective factors in securing post-degree employment.
- One-third of respondents had secured their post-degree LIS-related employment before entering the program, with 65% securing related employment prior to graduation. A higher proportion of online students had jobs entering the program, a gap that widened significantly by graduation when 50% of on-campus students and 79% had secured jobs.
- Public libraries and academic institutions are the largest employers of MLIS graduates, together accounting for nearly ¾ of first jobs after graduation. At the time of the survey, public libraries and academic institutions accounted for an equal number of graduate placements.
- Forty-five percent of respondents have changed jobs since their first employment experience, with a net shift into full-time permanent employment. (A job change can include change in job status for the same work, a different position with the same employer, or a change of employer.) This is significantly lower than each of the last three years when two-thirds of respondents had changed jobs since their first employment experience.
- Although 72% of respondents were Satisfied or Very Satisfied with their current positions, 61% are still seeking more satisfactory work.
- There were a number of job responsibilities identified by 40% or more of respondents as being relevant in their first positions: 'Research/Consultation', 'Programming – Library', 'Collections', 'Information Literacy Instruction', 'Circulation', and 'Outreach Community Development'.
- Annual salaries increased, but monthly salaries for full-time temporary or contract positions decreased. Average salaries for initial jobs post-graduation were $64,867/year for full-time permanent positions; $4,452/month for full-time temporary or contract positions.
- Slightly less than half of the graduates are employed in Alberta. On-campus students accounted for 3/4 all Edmonton-based jobs The proportion of jobs outside of the western provinces continues to increase.
- The term 'librarian' – or variant – occurs in 23 of the first job titles, accounting for at least 70% of graduates attaining first employment related to traditional library services. This compares to 73% of respondents finding first jobs with public libraries or academic institutions.
- 53% of jobs secured required an American Library Association accredited degree.

RESPONDENT DEMOGRAPHICS

MLIS Offering

Online 43%	On-campus 57%

Gender Identity

1 (Non-binary)
11 (Male)
30 (Female)

■ Female ■ Male ■ Non-binary
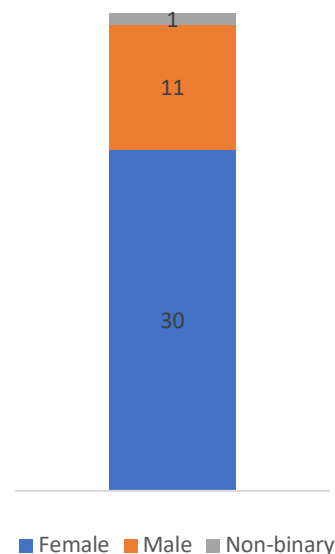
Teaching and Learning Stream

Forty (95%) of the respondents completed the course-based MLIS learning stream and two were in the MA/MLIS combined learning stream.

MLIS course based	95%	40
MLIS thesis based	0	0
MA/MLIS combined	5%	2
MBA/MLIS combined	0	0

Last Prior Degree

	2019	*2018*	*2017*	*2016*	
Arts	**62%**	66%	80%	76%	↓
- MA	**2%**	28%	20%	13%	
- BA	**60%**	38%	59%	63%	
Science	**12%**	13%	2%	0	
Education	**14%**	9%	13%	17%	
PhD	**7%**	0	0	3%	

Arts outweighs all other prior degree areas, however not as significantly as in previous years. Unlike the trend of past years, the proportion of masters degrees dropped significantly with only one respondent indicating an MA as a last prior degree. Of the six education degrees tallied, there was one masters degree and five bachelors degrees. Of the five science degrees tallied, there was one masters degree and four bachelors degrees. Three respondents indicated a PhD was their last prior degree; no subject area information was included in their responses. Single degrees included a law degree and a HBa. There was one Library and Information Technician diploma.

Majors identified included: English (16); history (8); anthropology (4); science (4); language other than English (3); and sociology (3); with political science, linguistics, psychology, religious studies, art and design, intermediate/secondary education, biophysics, fine art, archeology, communication studies, and engineering each mentioned singly.

Library, Archives, or Other Information Agency Experience

| Prior to entering MLIS program	During MLIS program
52%	**76%**
On-campus 50%	On-campus 89%
Online 54%	Online 67%
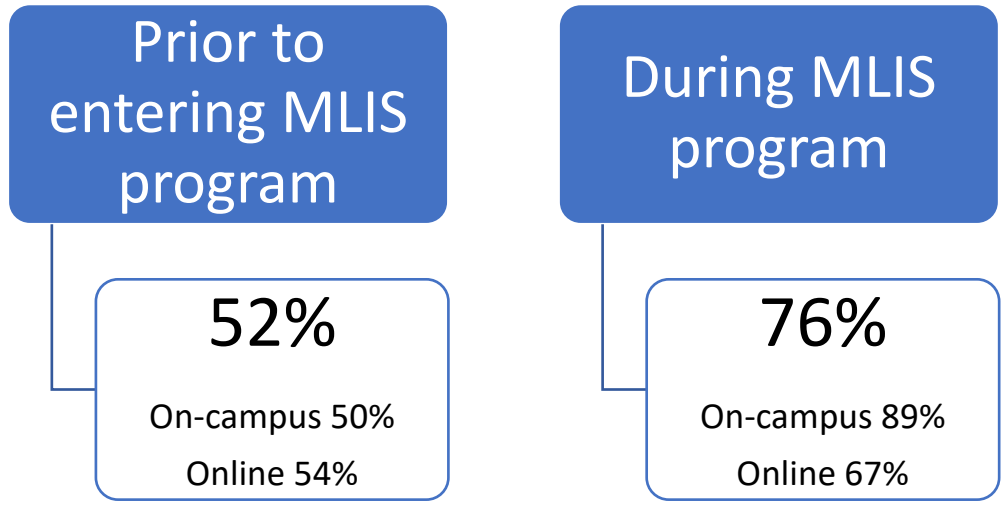
Slightly over one-half of entrants to the MLIS program came with prior library, archives, or other information agency experience. This is a slight decrease (-4%) compared to the previous year. During the program, 89% of on-campus students and 67% of online students participated in LIS-related experience during their degree. Combined, this is a 12% decrease from the previous year and is most pronounced for the online cohort.

GRADUATE EMPLOYMENT EXPERIENCE

LIS Employment

Thirty-six respondents (86%) have been employed at some time since graduation in the LIS sector. Of the six respondents indicating that they had not been employed in the LIS sector since graduation, three are seeking work in the LIS sector, two are satisfactorily employed in another field and one has indicated that they are not interested in pursuing library work at this time.

% Employed in LIS

2013	2014	2015	2016	2017	2018	2019
83%	80%	91%	97%	96%	94%	86%
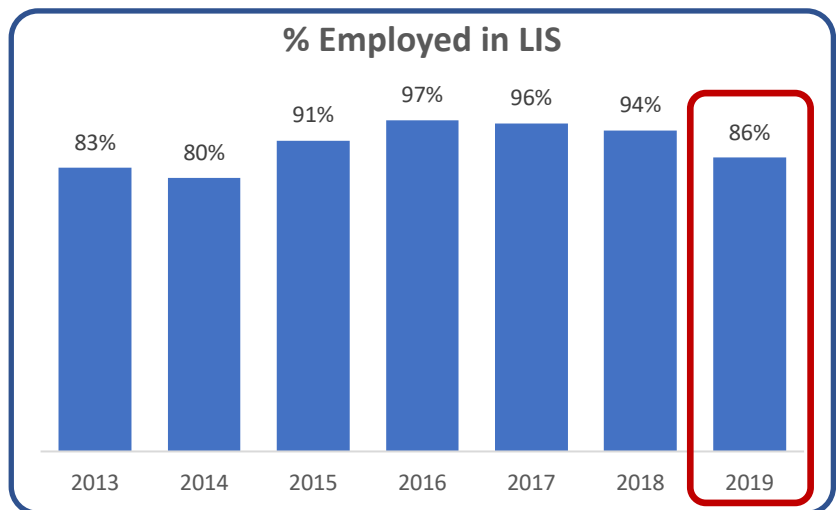
Location
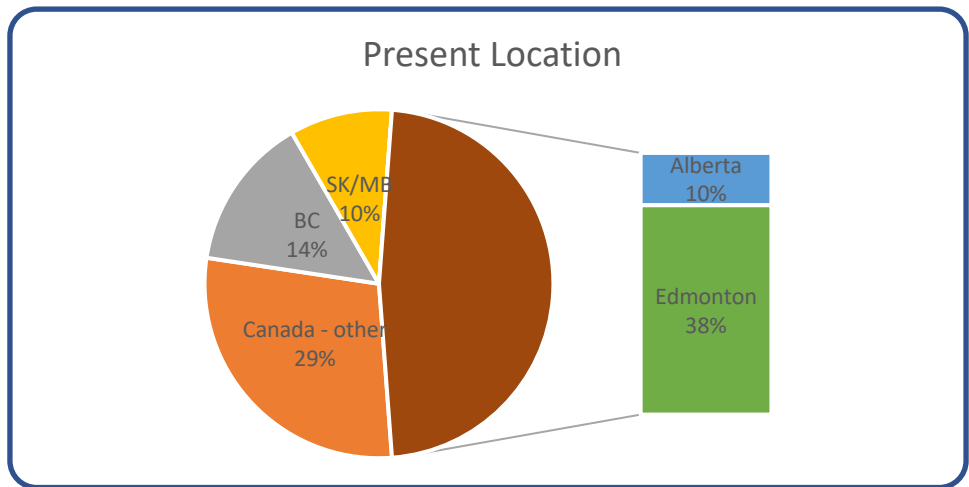
At less than 50%, twenty graduates are based in Alberta, six are in BC, three are in Manitoba, and one is in Saskatchewan.

National placements outside of western Canada continue to grow relative to other areas, reflecting the extended reach of the online offering. Of the twelve 'Canada-other' placements, eleven (accounting for 26% of respondents) were in Ontario and one was in the Yukon.
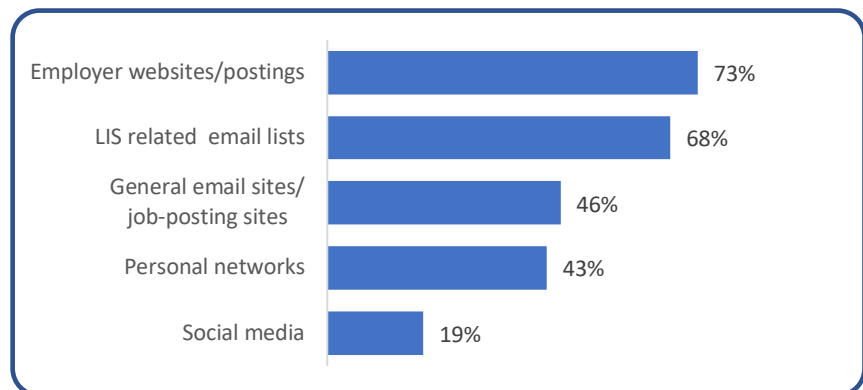
	2019	*2018*	*2017*	*2016*
Edmonton	**38%**	41%	52%	43%
AB − not Edm	**10%**	16%	6%	20%
SK/MB	**10%**	3%	11%	3%
BC	**14%**	13%	9%	13%
Canada − other	**29%**	25%	15%	13%

2019	*On-campus*	*Online*	*TOTAL*
Edmonton	12	4	16
AB − not Edm	2	2	4
SK/MB	1	3	4
BC	2	4	6
Canada − other	1	11	12
	18	24	42

Expectedly, results track differently for on-campus and online respondents. Twelve of the sixteen Edmonton placements were for on-campus graduates; Alberta-based placements were split evenly between the online and on-campus respondents.

Job Search Resources

Employer websites/postings and LIS-related email lists such as Jerome and the Partnership Board were the most used job search resources used by respondents in their job search.

Employer websites/postings	73%
LIS related email lists	68%
General email sites/ job-posting sites	46%
Personal networks	43%
Social media	19%

Importance of SLIS Experiences

Using a 5-point scale with 1 being 'Not Important', 3 being 'Moderately Important' and 5 being 'Very Important', respondents were asked to rate the importance of SLIS experiences in securing first employment. Experiences included:
  - MLIS course work
  - MLIS practicum
  - LIS related on-campus employment opportunities (e.g. Employment with UAL, RA-ship)
  - On-campus student leadership involvement (e.g. LISSA, FLIF, Partner's Week, FIP, GSA Association, Curriculum Committee)
  - Networking with graduates and other professionals during time as a student (e.g. GELA, CAPAL, SLA, ELLA)
  - Previous LIS employment experience

Where the selection was not applicable to a respondent's experience, they had the option to select 'Not applicable' (N/A).

		_N/A_
Campus employment	3.43	30%
Previous employment	3.33	18%
MLIS Course Work	3.00	-
MLIS Practicum	2.60	39%
Networking	2.52	24%
Student Leadership	2.22	30%

Results indicate that employment related experience, both campus-related and from previous employment, was most effective in securing first jobs post-degree. Where respondents had changed jobs, the score for the importance of previous employment rose to 4.40. As the survey question is not worded to limit previous LIS employment experience to pre-degree experience, it is likely that this higher score includes the experience gained in respondents' first post-degree positions. The importance for other experiences remained fairly stable between first jobs and current jobs.

It should be noted that the on-campus student leadership category is not restricted to on-campus students; online students can, and have, participated in LISSA, Partner's Week, FIP, and the Curriculum Committee. Within the campus employment selection, Graduate Research Assistant positions are available to both on-campus and online students, however, employment with the University of Alberta Libraries under the collaborative work program required enrollment in a full-time program and was therefore restricted to qualifying on-campus students.

Time to Secure First Jobs

Approximately one-third of respondents had secured their post-degree LIS-related employment before entering the program, with 65% securing related employment prior to graduation.

Legend:
- Before entering MLIS program
- Before completing MLIS program
- After completion, to 3 months
- After completion, 3 to 6 months
- After completion, 6-12 months
- After completion, 12+ months

Year	Before entering MLIS program	Before completing MLIS program	After completion, to 3 months	After completion, 3 to 6 months	After completion, 6-12 months	After completion, 12+ months
2019	34%	31%	11%	9%	9%	6%
2018	33%	27%	20%	10%	7%	3%
2017	20%	20%	29%	14%	16%	
2016	10%	41%	28%	14%	7%	
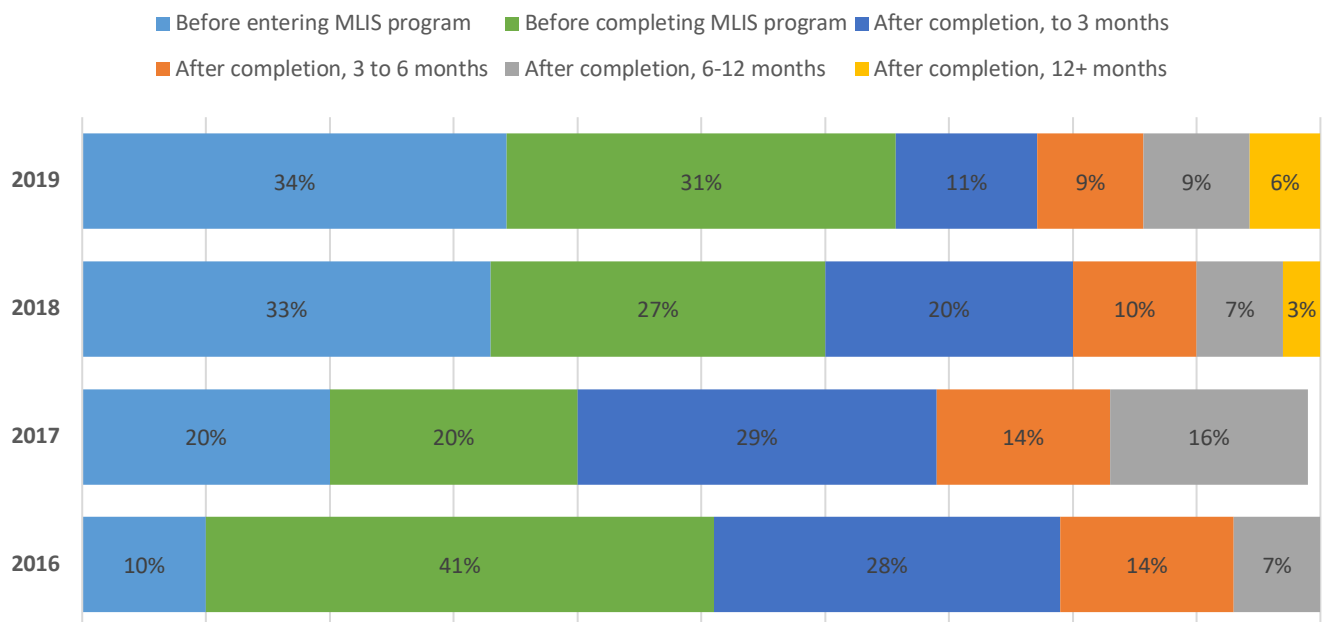
Note: The 2016 and 2017 employment surveys had an upper-end timeframe of 'After completion, 6+ months'. Starting with the 2018 survey, this timeframe was capped to 'After completion, 6-12 months' and the 'After completion, 12+ months' option was added.

When interpreting these results, it important to recognize that this question is only answered by those graduates who had secured LIS-related employment sometime prior to the administration of the survey; the six respondents who had not find LIS-related employment are not reflected in the results to this question.

If on-campus and online cohorts are considered separately, a greater proportion of online students had jobs entering the program, and greater than twice the proportion found post-degree employment prior to completing the MLIS program.

	On-campus	Online
Before entering MLIS program	31%	37%
Before completing MLIS program	19%	42%
After completion, to 3 months	13%	11%
After completion, 3 to 6 months	19%	0
After completion, 6-12 months	13%	5%
After completion, 12 + months	6%	7%

Employer Type

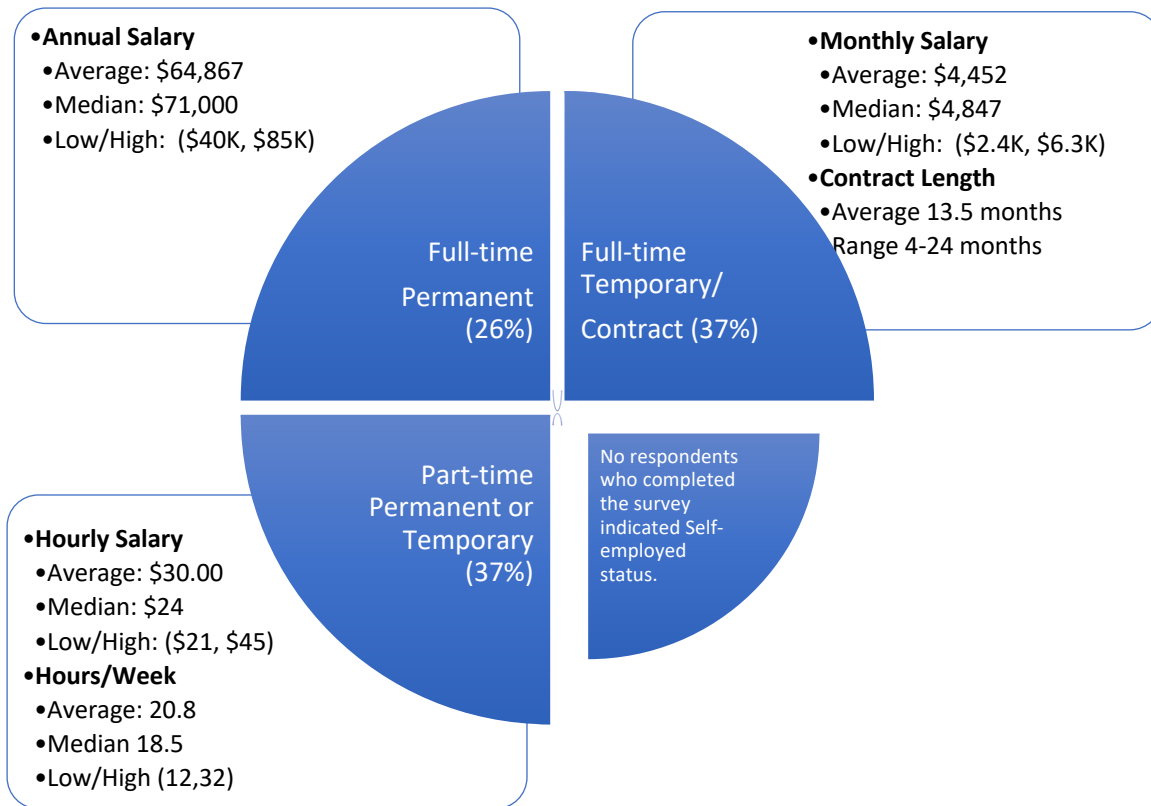| Public Library 39%	Academic 33%	Others 27%
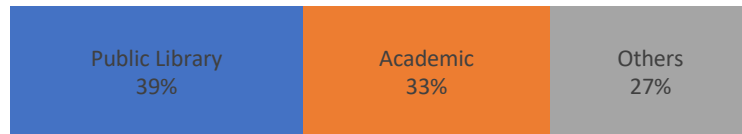
Public libraries and academic libraries (which includes university, college, research, and theological institutions) remain the dominant employer types for first jobs for MLIS graduates, accounting for 73% of first placements. Two graduates found first jobs in the non-profit sector, while one each were employed in the

	2019	*2018*	*2017*	*2016*
Public Library	**39%**	43%	31%	52%
Academic	**33%**	33%	31%	17%
Government	**3%**	10%	12%	10%
Non-profit	**6%**	-	19%	10%
Corporate/Business	**-**	-	5%	4%
Museum/Archive	**3%**	3%	2%	4%
K-12 School	**3%**	3%	-	4%
Legal	**-**	3%	-	-
Med/Pharm/Science	**3%**	3%	-	-

government, museums/archives, K-12 school, and medical/pharmaceutical/scientific sectors. Three respondents choose the 'Other' category and indicated that they had found employment with a Crown corporation, a regional library system, and tutoring.

Employment Parameters

- **Annual Salary**
  - Average: $64,867
  - Median: $71,000
  - Low/High: ($40K, $85K)

- **Monthly Salary**
  - Average: $4,452
  - Median: $4,847
  - Low/High: ($2.4K, $6.3K)
- **Contract Length**
  - Average 13.5 months
  - Range 4-24 months

Full-time Permanent (26%)

Full-time Temporary/ Contract (37%)

Part-time Permanent or Temporary (37%)

No respondents who completed the survey indicated Self-employed status.

- **Hourly Salary**
  - Average: $30.00
  - Median: $24
  - Low/High: ($21, $45)
- **Hours/Week**
  - Average: 20.8
  - Median 18.5
  - Low/High (12,32)

The part-time statistics in the above diagram include only those respondents with part-time permanent or part-time temporary jobs who were <u>not</u> working more than one job concurrently. This is consistent with results from previous years and should be used for comparison purposes. However, with eight of fifteen respondents (53%) in this category indicating that they worked more than one job concurrently, it is more reflective to include all part-time work, therefore the response data was further analyzed to determine the following results when <u>all</u> first job part-time work is factored in:

	Hourly Salary	*Hours/week*
Average	$24.87	18.58
Median	$24.00	18.75
Range	$15 - $45	4-32

The following table presents the mean/median for annual and monthly salaries for first positions after graduation from the last five employment surveys. The results indicate a continued increase in full-time permanent salaries (a 2.3% increase from 2018 to 2019), however after an upward trend, 2019 versus 2018 average full-time temporary/contract salaries decreased six percent. This data must be interpreted cautiously as the number of respondents in each category is relatively small.

2015		2016[1]		2017		2018		2019	
Annual Salary – Full-time Permanent									
Mean	Median	Mean	Median	Mean	Median	Mean	Median	**Mean**	**Median**
$57,265	$57,194	$63,474	$61,000	$56,345	$55,000	$63,178	$65,000	**$64,867**	**$71,000**
Monthly Salary – Full-time Temporary/Contract									
Mean	Median	Mean	Median	Mean	Median	Mean	Median	**Mean**	**Median**
N/A	$3,950	$4,119	$4,050	$4,249	$4,789	$4,840	$5,020	**$4,552**	**$4,847**

ALA

Respondents reported having a total of 66 positions in the library and information sector since graduation, of which 53% required an American Library Association accredited degree.

Job Titles

The first column indicates the job titles for the first jobs that respondents were hired into post-graduation. Where respondents indicated that they had changed positions, the second column lists the jobs that they were employed in at the time of the survey (their current job).

1st Job	Current Job
Metadata Librarian	
Adult Services & Local History Librarian	Library Support Services Technician
School Library Technician	Teacher-Librarian
Library Assistant	
Leave Vacancy Replacement Librarian	Collections Librarian
Research Assistant	
Librarian	
Information Technologist	
Librarian	Librarian
Library Assistant	Community Librarian
Librarian	
Academic Library Resident	Metadata Librarian
Library Manager	

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[1] Salary data published in the 2016 Employment Survey included both First Job and Current Job information; the data presented here only includes First Job reporting.

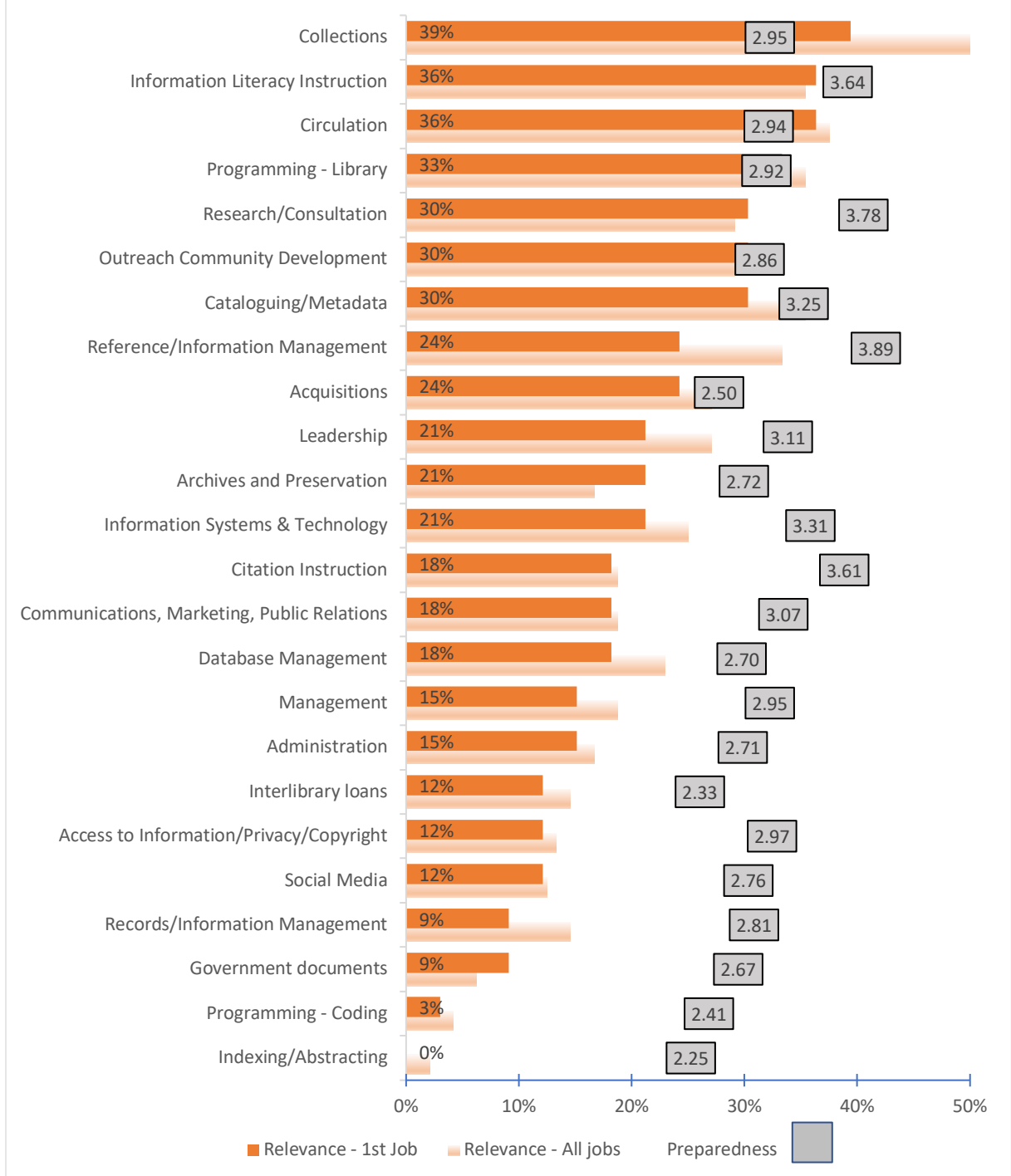|	
Adult Services & Local History Librarian	Library Support Services Technician
Librarian I	
Temporary Part-time Librarian	Permanent Part-time librarian
Clinician	Learning Commons Librarian
Archival Assistant	Information Management Analyst
Web Archivist	
Library Manager	
Director of Library Services	
Library Assistant	Coordinator, Customer Experience
Public Services Librarian	
Customer Service Specialist	Library Director
Science Liaison Librarian	
Intern	Metadata Librarian
Project Manager	
Library Technician	
Public Service Assistant	Administrative Assistant
Student Librarian	Librarian 1
Research Assistant	
Client Services Librarian	
Customer Service Librarian – Adult Services	

The term 'librarian' – or variant – occurs in 23 of the first job titles, accounting for at least 70% of graduates attaining first employment related to traditional library services. This compares to 73% of respondents finding first jobs with public libraries or academic institutions.

Job Responsibilities

Surveying respondents about job responsibilities, allowing for multiple selections, provides a more granular and accurate examination of the job activities being carried out than can be deduced from only considering job titles. The following chart ranks the prevalence of each responsibility by the percentage of respondents indicating that it is an activity that they perform in their jobs.

The solid (orange) bar indicates the responses based on first jobs only with the shaded (orange) bar indicating the impact of considering first jobs plus current jobs where respondents had changed jobs since graduation. The grey squares indicate how prepared respondents felt upon graduation in each responsibility area, based on a 5-point scale with 1 being 'Not At All', 3 being 'Somewhat' and 5 being 'Adequate'.

Job Responsibilities - Relevance and Preparedness

Category	Relevance - 1st Job	Preparedness
Collections	39%	2.95
Information Literacy Instruction	36%	3.64
Circulation	36%	2.94
Programming - Library	33%	2.92
Research/Consultation	30%	3.78
Outreach Community Development	30%	2.86
Cataloguing/Metadata	30%	3.25
Reference/Information Management	24%	3.89
Acquisitions	24%	2.50
Leadership	21%	3.11
Archives and Preservation	21%	2.72
Information Systems & Technology	21%	3.31
Citation Instruction	18%	3.61
Communications, Marketing, Public Relations	18%	3.07
Database Management	18%	2.70
Management	15%	2.95
Administration	15%	2.71
Interlibrary loans	12%	2.33
Access to Information/Privacy/Copyright	12%	2.97
Social Media	12%	2.76
Records/Information Management	9%	2.81
Government documents	9%	2.67
Programming - Coding	3%	2.41
Indexing/Abstracting	0%	2.25

Legend: ■ Relevance - 1st Job   ■ Relevance - All jobs   ▢ Preparedness

'Collections', 'Information Literacy Instruction', 'Circulation', and 'Programming – Library' were all identified by at least one-third of respondents as being relevant to their first jobs. Over the four-year history of collecting this data, these responsibilities have consistently been highly

ranked. When subsequent job responsibilities are factored in, Cataloguing/Metadata and 'Reference/Information Management' also exceed the 33% threshold. Archives and Preservation is the only responsibility that has shown an uninterrupted upward trend, while Reference/Information Management is the only responsibility to have shown an uninterrupted downward trend, in relevance.
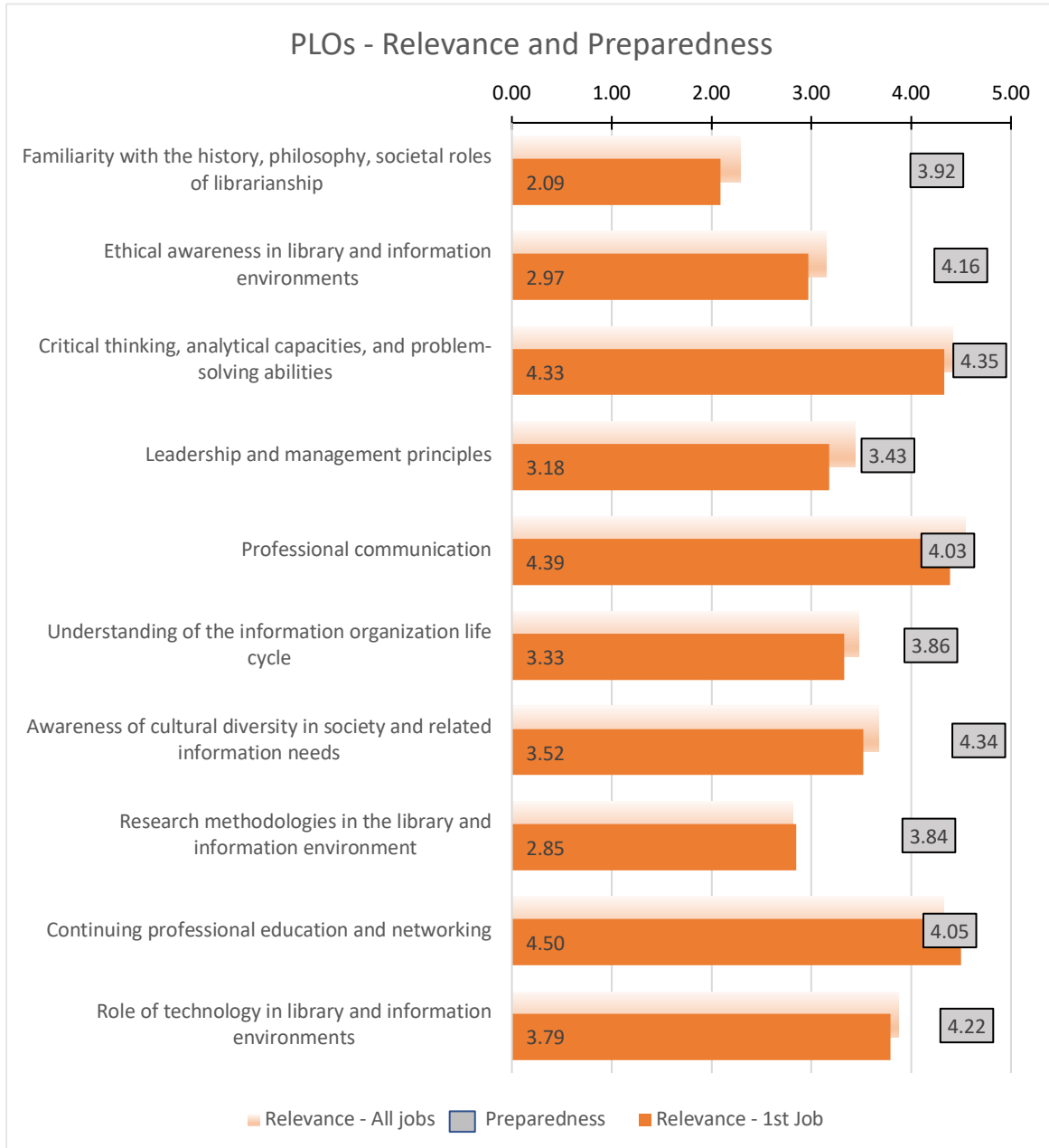
Respondents also identified the following areas of relevance that were not listed as survey options: customer service (2 respondents); technical support (2 respondents); data curation; research data management; data librarianship; editing, writing, fact-checking; and tutoring.

Responsibilities – 1st job	2019	2018	2017	2016	Change 2019 vs 2018
Collections	39%	40%	32%	34%	
Information Literacy Instruction	36%	40%	27%	24%	
Circulation	36%	40%	25%	21%	
Programming – Library	33%	43%	-	-	↓
Programming	-	-	20%	41%	
Research/Consultation	30%	43%	43%	17%	↓
Outreach Community Development	30%	40%	23%	24%	↓
Cataloguing/Metadata	30%	13%	20%	17%	↑
Reference/Information Management	24%	33%	30%	55%	↓
Acquisitions	24%	3%	16%	7%	↑
Leadership	21%	17%	20%	28%	
Archives and Preservation	21%	10%	9%	7%	↑
Information Systems & Technology	21%	3%	23%	7%	↑
Citation Instruction	18%	-	-	-	
Communications, Marketing, Public Relations	18%	13%	25%	24%	↑
Database Management	18%	10%	20%	7%	↑
Management	15%	13%	18%	17%	
Administration	15%	7%	20%	10%	↑
Interlibrary loans	12%	17%	5%	3%	↓
Access to Information/Privacy/Copyright	12%	7%	23%	10%	↑
Social Media	12%	3%	23%	21%	↑
Records/Information Management	9%	10%	20%	17%	
Government documents	9%	0	9%	3%	
Programming – Coding	3%	0	-	-	
Indexing/Abstracting	0	0	7%	3%	

Changes in direction of 5% (of total respondents) or more from 2018 graduates to 2019 graduates are indicated with arrows, with changes equal to or greater than 10% (of total respondents) indicated in red (decrease) or green (increase).

'Citation Instruction' was added as a response choice in the 2019 survey. The choice of 'Programming' as a Job Responsibility was further delineated into 'Programming – Library' and 'Programming – Coding' in the 2018 survey.

Knowledge and Competency Areas

The following chart presents data related to the Program Level Learning Outcomes (PLOs) that guide curriculum design in the MLIS program. Respondents were asked to assess the importance of these knowledge and competency areas in helping them secure their first positions and their current positions on a 5-point scale with 1 = 'Not important', 3 = 'Moderately important', and 5 = 'Very important',. Preparedness at the time of graduation for each area was assessed on a 5-point scale with 1 being 'Not At All', 3 being 'Somewhat' and 5 being 'Adequate'.

PLOs - Relevance and Preparedness

Competency Area	Relevance - 1st Job	Preparedness
Familiarity with the history, philosophy, societal roles of librarianship	2.09	3.92
Ethical awareness in library and information environments	2.97	4.16
Critical thinking, analytical capacities, and problem-solving abilities	4.33	4.35
Leadership and management principles	3.18	3.43
Professional communication	4.39	4.03
Understanding of the information organization life cycle	3.33	3.86
Awareness of cultural diversity in society and related information needs	3.52	4.34
Research methodologies in the library and information environment	2.85	3.84
Continuing professional education and networking	4.50	4.05
Role of technology in library and information environments	3.79	4.22

Legend: Relevance - All jobs · Preparedness · Relevance - 1st Job

Relevance ratings remain consistent between First Jobs (solid orange bar) and All Jobs (shaded orange bar) with 'Continuing professional education and networking', 'Professional communication' and 'Critical thinking, analytical capacities, and problem-solving abilities' each scoring above 4.0. These three PLOs scored amongst the highest for preparedness (each above 4.0), suggesting alignment between programming priorities and job requirements. 'Role of technology in library and information environments' and 'Ethical awareness in library and information environments' also received ratings above 4.0 for preparedness. The relevance rating for 'Continuing professional education and networking' is significantly higher in the 2019 graduates survey than it was in previous years, while 'Familiarity with the history, philosophy, societal roles of librarianship' continues to be ranked as the least relevant PLO across all four surveys.

| Knowledge & Competency Areas	Relevance – 1st positions				Preparedness – 1st positions		
	2019	2016-18 Average			**2019**	2016-18 Average	
Familiarity with the history, philosophy, societal roles of librarianship	**2.09**	2.21	↓		**3.92**	4.12	↓
Ethical awareness in library and information environments	**2.97**	3.17	↓		**4.16**	4.32	↓
Critical thinking, analytical capacities, and problem-solving abilities	**4.33**	4.43	↓		**4.35**	4.49	↓
Leadership and management principles	**3.18**	3.41	↓		**3.43**	3.83	↓
Professional communication	**4.39**	4.38			**4.03**	4.22	↓
Understanding of the information organization life cycle	**3.33**	3.03	↑		**3.86**	3.73	↑
Awareness of cultural diversity in society and related information needs	**3.52**	3.82	↓		**4.34**	4.36	
Research methodologies in the library and information environment	**2.85**	3.22	↓		**3.84**	4.25	↓
Continuing professional education and networking	**4.50**	3.25	↑		**4.05**	4.16	↓
Role of technology in library and information environments	**3.79**	3.95	↓		**4.22**	4.04	↑
Changes in direction of .10 or more compared to the 3-year average of the 2016, 2017, and 2018 surveys are indicated with arrows, with changes equal to or greater than .25 indicated in red (decrease) or green (increase).							

Subsequent Employment

Forty-five percent of respondents indicated that their job at the time of the survey was not their first job after graduation. This is significantly lower than each of the last three years when two-thirds of respondents had changed jobs since their first employment experience.

Fifteen respondents provided information which allowed tracking of their employment status from their first job to their current position. The following table summarizes their changes in employment status. A job change can include a change in job status for the same work, a different position with the same employer, or a change of employer. The data is collected for first job and current job (at the time of survey administration), therefore interim job changes are not captured.

		Current job			
		Part-time Permanent and/or Temporary	Full-time Temporary	Full-time Permanent	TOTAL 1st Job
1st job	Part-time Permanent and/or Temporary	3	-	5	8
	Full-time Temporary	1	1	4	6
	Full-time Permanent	-	-	1	1
	TOTAL- Current Job	4	1	10	15

Of the eight part-time permanent and/or temporary employees who changed jobs, five found full-time permanent jobs and three found different part-time work. Four full-time temporary employees found full-time permanent positions. One full-time permanent employee changed jobs but remained in full-time permanent employment.

The average annual salary of the new permanent full-time positions was $61,816 (median = $62,081, range = $46,000 to $84,000). There was not a sufficient sample size to determine salary data for full-time temporary employees. The average hourly salary of the new temporary full-time positions was $27.40 (median = $25.00, range = $15 to $37). The average number of hours worked per week was 19.4 (median = 20 hours; range = 10-30 hours).
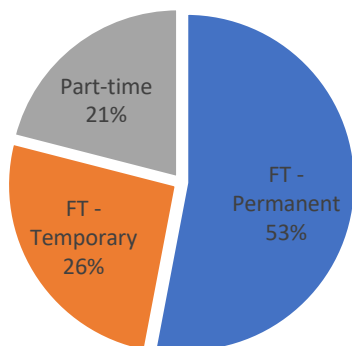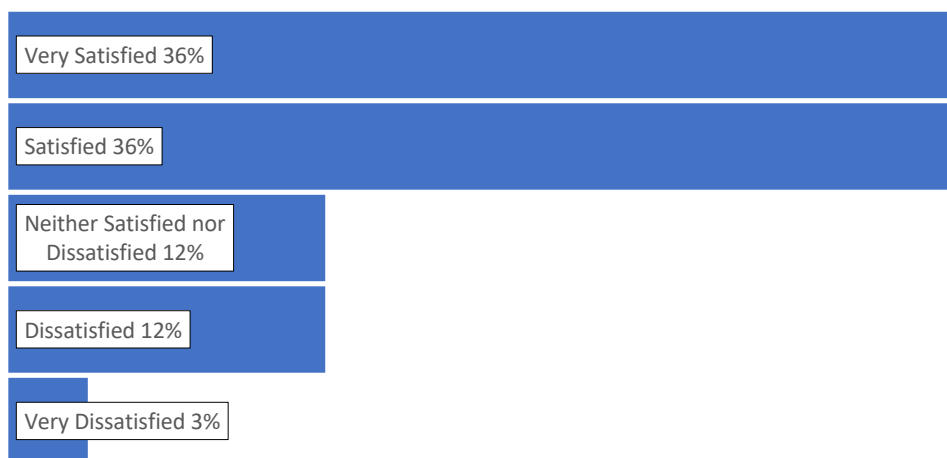

At the time of the survey and accounting for these job changes, of the 35 respondents who provided information about their employment status, eighteen (53%) were in full-time permanent positions; nine (26%) were in full-time temporary positions; and eight (21%) were in part-time permanent and/or temporary positions.

Only respondents who had been employed at some point since graduation in the LIS sector answer job-specific questions in the survey, therefore this distribution does not include those six respondents who did not attain LIS-related employment (including three indicating that they were still looking in the field).

		Current job								
		Public Library	Academic	Government	Non-profit	Museum/ Archives	K-12	Med/Pharm/Science	Other	TOTAL 1st Job
	Public Library	6	1	-	-	-	-			7
	Academic Institution	-	4	-	-	-	-	-	-	4
	Government	-	-	-	-	-	-	-	-	-
1st job	Non-profit	-	-	-	-	-	-	-	1	1
	Museum/ Archive	-	-	1	-	-	-	-	-	1
	K-12 School	-	-	-	-	-	1	-	-	1
	Med/Pharm/Science	-	-	-	-	-	-	-	-	-
	Other	-	-	-	-	-	1	-	-	1
	TOTAL–Current Job	6	5	1	-	-	2	-	1	15

Of thirteen respondents with first positions at public libraries, seven of them had changed positions at the time of the survey; of these seven, six were still employed at public libraries, and one had shifted to academic employment. Four graduates in academic first jobs shifted employment, but none left the academic institution category. With these shifts, at the time of the survey, academic institutions and public libraries each employed 12 graduates.

Current Job Satisfaction

Very Satisfied 36%

Satisfied 36%

Neither Satisfied nor Dissatisfied 12%

Dissatisfied 12%

Very Dissatisfied 3%

Although 72% of respondents indicated that they were satisfied or very satisfied with their work, 61% indicated that they are seeking more satisfactory work. This is close to the average for the past four years which has ranged between 52% and 67%.

61%

| Seeking More Satisfactory Work | Not Seeking |

39%
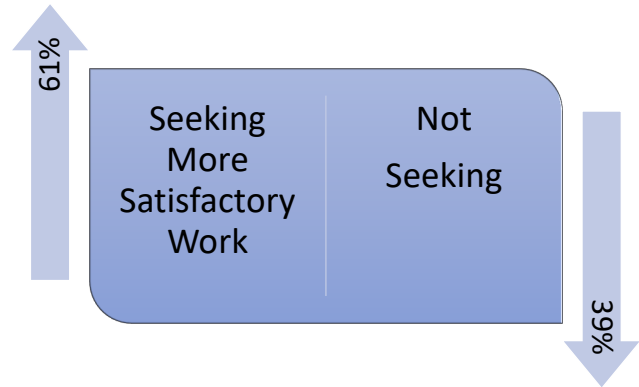
Sixteen respondents seeking alternative work indicated that they were looking for full-time permanent work; desired salary ranged from $35,000 to $100,000. Of those who specified (with multiple answers allowed), ten respondents indicated that they were looking for work in academic libraries, four indicated public libraries, two indicated health sciences, two indicated government and one each indicated archives, research, metadata, and cultural organization. Two respondents indicated that they would be interested in full-time temporary work, and one respondent expressed interest in part-time employment.

Type of work, status of employment, pay, and location were cited by respondents as reasons for seeking more satisfactory work.

Examination of the responses for the on-campus and online cohorts separately reveals similar levels of job satisfaction but indicate that a greater proportion of on-campus graduates are seeking more satisfactory work:

On-campus

33%

67%
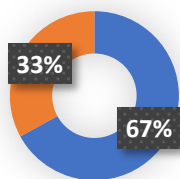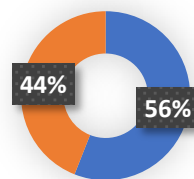
- Seeking
- Not Seeking

Online

44%

56%

Continuing Professional Development Activities

Nearly 60% of respondents reported participation in continuing professional development activities. Participating in courses/training was the most prevalent activity followed by conferences and webinars.

Respondent comments about how well their MLIS program prepared them for employment in the library and information sector

The technical courses such as Information Architecture and Digital Libraries prepared me for the current work I am doing. I wished there were more varieties of these courses with hands on skills in the program.

I don't believe this degree prepared me well for employment. I encourage the program to focus on specific, tangible skills rather than high-level concepts and theories. There should be greater on-job learning, for example, an opportunity to participate in at least two practicums. There was not an opportunity to learn many of the skills noted in this survey, either because the course was only offered once every two years and the prerequisites did not allow for it, or because the class was outright not offered. As well, it would be beneficial to students to be allowed to access both online and in-class learning.

I feel very underprepared for practical library work, and feel even more underprepared for library specific job searching and interviews. I can't even remember why I wanted to work in this field anymore.

In hindsight, the program is well positioned as a professional program for existing LIS workers who wish to advance their careers, however for those without a LIS background, they will never have the foundational work that traditional libraries require. The UAL employment opportunities address this somewhat, but those in the part-time program do not have access to this important experiential opportunity.

Changed thinking in different perspectives, improved writing skills

While the MLIS program adequately covered several knowledge and competency areas, the program did an extremely poor job of covering actual skill areas.

My work in libraries before/during my MLIS prepared me more than the course work.

I found the MLIS program to be very public library-focused, and I do not work, nor do I plan to work, in a public library system.

The MLIS program did not prepare me for employment in the library and information sector other than provide me with some extra-curricular opportunities that opened doors for me and led to where I am currently. I have had to learn most of what I need in order to be successful for my job on my own. Arguably the MLIS program has hampered mine and my fellow cohort members in finding jobs due to the amount of people the program accepts, which has lead to a market flooded with applicants.

Though public libraries was touched upon during my degree, there was more content related to working in a academic library setting. More than one course focused on public libraries would be helpful, especially on small, rural public libraries, where the head librarian usually does a little of everything (ie. acquisitions, cataloguing, budgeting, grant writing, management of staff, working with a board of directors, etc.). All in all, U of A offered an AMAZING MLIS program, and I couldn't have appreciated my experience more.

Once I was on the job I appreciate the courses that focused on the more practical aspects of the job, such as children's programming and information literacy instruction. I also appreciated the LIS foundations course that I could go back to for an overall sense of purpose.

I've learned more on the job I think. The practicum and on campus jobs did more for me.

While there are number of practical lessons and experiences that I had, notably in the metadata class, though the archival and instruction classes I also took were also useful to varying degrees, there is an overall problem that overall the course work tends to the theoretical and even the classes themselves tend to be far more theoretical then practical. While understanding the theory is

important for understanding why we are doing the things that we are doing, we also at some point need to understand what we are doing. While I understand the variance in practice between the institutions creates a issue with teaching the practical as a student needs to learn a new system basically every time that they start a new job, it would not hurt to much to have some more practical lessons so when asked the question "have you done this before" the graduates can say yes. This is where some of the lessons I learned in the program will be helpful- there is only so much explicate knowledge that we can learn and that will be useful, without also learning some tacit knowledge of the practicalities that go along with the work. I did enjoy the depth of knowledge that this program provides, and the theory work is a lot of fun, this is supposed to be a professional program but it seems to focus its teaching on a narrow scope of positions that need a lot of theory and managerial roles. There is a much broader diversity of roles that now require these or similar degrees that tend to be a lot more practical in nature and "in the trenches" so to speak. Part of the problem when I went through was the classes that were offered were themselves very theoretical and while their are more practical in the class catalogue, they were not offered while I was there, or I was unable to take them due to the need to take the prerequisites in my first term. I think it would help a lot of students to either announce courses for the next year at the start of a year so that they can plan better, or survey the students at the start and end of the first semester to see what they want to take next year and adapt the course catalogue more to the needs of the student. There is another problem with the program preparing my for work, while having a teacher or two be less then helpful or even hostile does accurately reflect the job market and learning to deal with difficult people is a skill, it does hamper learning and for the particular class that I had with that prof, and weakened both my willingness to learn and my understanding of that subject(databases). This left me less prepared for a increasingly important part of this sector, and I feel that a school should ensure its profs are skilled at teaching, not just good at researching, and have more polices in place for students to provide feedback, especially for first time, or early career professors so that they can adapt and aid the students better.

I don't think the MLIS program prepared me well enough for employment upon graduation. More emphasis needs to be on practical skill building/how to use information systems, because these are skills employers want prior experience in during hiring.

Would have loved to take a basic library finance course to assist with budgeting preparedness

I found that in attempting to defend its usefulness in this day and age, the program as a whole was somewhat defensive about its emphasis on theory. I am still shocked and mildly concerned that the practicum was not a mandatory part of the non-thesis degree. I feel like I walked into the degree with a large amount of previous LIS experience which was the biggest reason I actually ended up with a job. Without that foundation, I would have been lost. I found that student leadership opportunities were emphasized out of proportion to opportunities like the yearly job shadowing or project-based courses (cannot stress enough that DH's Project Management course was an unbelievable opportunity).

It really helped that I was working while taking it and applying everything immediately.

The majority of my skills and experience that were relevant to my employment have been through the MA DH program and previous job experience rather than the MLIS. The MLIS felt more like a piece of paper necessary to get a position. Some skills I built through the DH program and job experience were: programming/coding (this was not done through any of my MLIS courses), research data management and the research data lifecycle, project work within a team, and training/leadership.

I feel this MLIS, only scratched the surface of these topics, not enough to give me confidence or strong knowledge base

Upon finishing the MLIS, I felt (and still feel) extremely middle-of-the-road in terms of preparedness. Jobs in the sector either ask for library techs, which I'm now 'overqualified' for and do not have the practical knowledge to apply for; or they ask for 5+ years of library management experience. This program aims to be 'generalist' and leaves students with a grocery list of courses taken but no way to prove they have any experiences with the subject matters of these courses. The best quality of the program is that it opens opportunity for students to get work, internships, and practicums. However, these jobs rarely lead to longer-term positions, as they are usually grant-funded positions, where the organizations have no way of hiring students/new grads otherwise. I see this program mostly benefitting people who already hold a position in a library/information organizations and can advance their position through holding this degree.

There is a lack of jobs in the library field. I feel overwhelmingly underprepared for non-library specific jobs so it would be nice to have had some diversity or more opportunities to learn about jobs outside of the field. I have had to learn about that on my own.

Many of my courses involved practical assignments that have helped me in my current role. However, there were some factors beyond coursework that made finding employment easy: 1) Previous work experience - I had worked as a teacher for 5 years prior to my job. Having previous professional experience was an asset to seeking a new position.   2) Practicum - I was able to find a practicum position that directly led to my employment and provided me with a project that I could speak to during my interview.   3) RA position - This position ended up leading to an ongoing volunteer job that has put me in touch with LIS professionals from around the world. I also practiced and honed research skills that are essential in my current position.   4) Part time position - Because I was an online student, I could work part time in the field. I could put to use the skills I was learning in school and gain experience in the field. This has been invaluable and has also helped me build a supportive professional network.   5) Online learning - The online learning stream prepared me for the world of remote, asynchronous learning. I graduated with the ability to structure online webinars, courses and other presentations for library staff which is a major component of my current job. Online learning also made me hone my organizational skills and manage my own timetable and projects effectively, as the learning was asynchronous and I had to make sure I was taking responsibility for my learning. I spoke to these skills in my interview and they have helped me stay on top of my work with little intervention from my supervisor.

Thanks to all who responded to the annual survey and trusted the School with personal data, particularly salary and wage information, for this aggregate analysis that preserves individual privacy.