UNIVERSITY OF ALBERTA
SCHOOL OF LIBRARY AND
INFORMATION STUDIES

Employment Survey of 2018 MLIS Graduates

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SURVEY BACKGROUND

In Fall 2019, the School of Library and Information Studies (SLIS) conducted its 30th annual employment survey of graduates of the Master of Library and Information Studies (MLIS) program at the University of Alberta. The phrase '2018 graduates' includes graduates who convocated in November 2017 or in June 2018.

The survey was sent to sixty potential respondents with thirty-four responding for a response rate of 57%; however, two of those surveys were eliminated for incompleteness, resulting in a usable response rate of 53% (32/60).

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 it is included, data referring to subsequent positions is clearly identified.

This survey follows the same format as the 2016 and 2017 surveys and therefore direct comparisons can be made (subject to considerations in the next paragraph) although consideration must be given to the fact that the 2017 sample is significantly larger (54 versus 30 respondents). Additionally, the following paragraph summarizes adjustments that were made in data collection. It was noted that ratings of the relevance of Job Responsibilities in 2017 appear to be more extreme – on both the lower and higher ends – than in 2016 and 2018, therefore it is recommended that year to year comparisons consider all three survey years.

A few minor changes have been made to the survey questions to make responses more meaningful:

- The 2018 survey is the first that allows for specific identification of on-campus and online cohorts, although the 2016 and 2017 surveys included both cohorts. Where specifically relevant or where there are significant differences, results are presented for both cohorts. It should be noted that such a break-out results in very small sample sizes for each cohort and caution drawing conclusions from such small sample sizes is warranted.
- The choice of 'Programming' as a Job Responsibility was further delineated into 'Programming – Library' and 'Programming – Coding'.
- Previous employment surveys had an upper-end timeframe of 'After completion, 6+ months'. This 2018 survey capped this timeframe to 'After completion, 6-12 months' and added the 'After completion, 12+ months' category.
- Respondents can now indicate where an experience was not applicable to them. For example, if a respondent did not do a practicum, they could select 'Not applicable' for that category. Previously, the respondent had the undefined choice of (1) choosing the lowest possible ranking or (2) skipping the category. The addition of 'Not applicable' provides more relevant data in two ways: (1) It provides an indicator of the number of the students partaking (or not) in a given opportunity, and (2) it isolates the assessment of the efficacy of that opportunity to those who participated in it. Because of this adjustment, results should not be directly compared to those of previous years.

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.
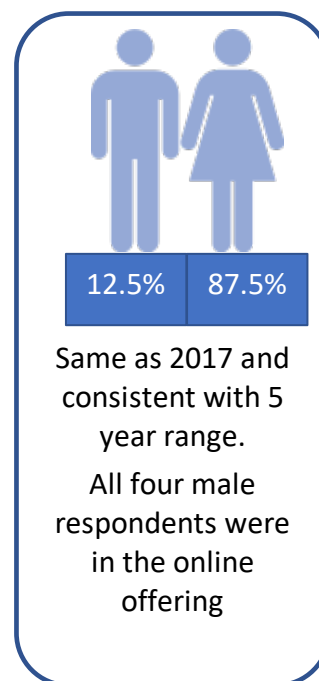
KEY FINDINGS

- 94% of respondents have been employed at some time since graduation in the LIS sector.
- Arts continues to outweigh all other prior degree areas, however not as significantly as in previous years. Within the arts categorization, the proportion of masters degrees has been increasing relative to bachelors degrees.
- Over one-half of entrants to the MLIS program came with prior library, archives, or other information agency experience, with 88% 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 60% securing related employment prior to graduation. A higher proportion of online students had jobs entering the program, with on-campus students nearly closing that gap by graduation.
- Public libraries, followed by academic institutions, are the largest employers of MLIS graduates, together accounting for over ¾ of first jobs after graduation. If subsequent job shifts are factored in, academic institutions are the largest employer 18-24 months post-graduation.
- Two-thirds 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.)
- Although 78% of respondents were Satisfied or Very Satisfied with their current positions, slightly over half 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'.
- Salaries increased in 2018 and have shown an upward trend over the past five reporting periods. Average salaries for initial jobs post-graduation were $63,178/year for full-time permanent positions; $4,840/month for full-time temporary or contract positions.
- Over half of the graduates are employed in Alberta. On-campus students accounted for nearly all Edmonton-based jobs; other Alberta jobs were filled by both online and on-campus students. The proportion of jobs in Eastern Canada appears to be increasing and were filled entirely by online graduates.
- The term 'librarian' – or variant – occurs in 19 of the first job titles, accounting for at least 68% of graduates attaining first employment related to traditional library services. This compares to over 3/4 of respondents finding first jobs with public or academic institutions.
- 59% of jobs secured required an American Library Association accredited degree.

RESPONDENT DEMOGRAPHICS

MLIS Offering

Online 44%	On-campus 56%

Gender

12.5%	87.5%

Same as 2017 and consistent with 5 year range.

All four male respondents were in the online offering

Teaching and Learning Stream

Twenty-nine (91%) of the respondents completed the course-based MLIS learning stream, two were in the MLIS thesis-based stream, with one completing a MBA/MLIS combined degree.

MLIS course based	91%	29
MLIS thesis based	6%	2
MA/MLIS combined	-	0
MBA/MLIS combined	3%	1

Last Prior Degree

	2018	2017	2016	
Arts	**66%**	80%	76%	↓
- MA	**28%**	20%	13%	↑
- BA	**38%**	59%	63%	↓
Science	**13%**	2%	0	↑
Education	**9%**	13%	17%	↓
Music	**9%**	0	0	↑

Arts outweighs all other prior degree areas, however not as significantly as in previous years. Within the arts categorization, the proportion of masters degrees has been increasing relative to bachelors degrees. Over the past three years, the proportion of education degrees has decreased, while science and music-related degrees factor more prominently than in previous years. Of the four science degrees tallied, there was one masters degree and three bachelors degrees. The three music-related degrees include two BMus and one bachelor of music therapy degree. Single degrees include bachelors in commerce and nursing. There was one Library and Information Technician diploma.

Majors identified included: English (8); anthropology (3); history (3): French language and literature (2); political science (2); film (2); linguistics (2); classics (2); music (2); science (2); with secondary education, Japanese and Chinese language, Native studies, performance, and mathematical science each mentioned singly.

Library, Archives, or Other Information Agency Experience
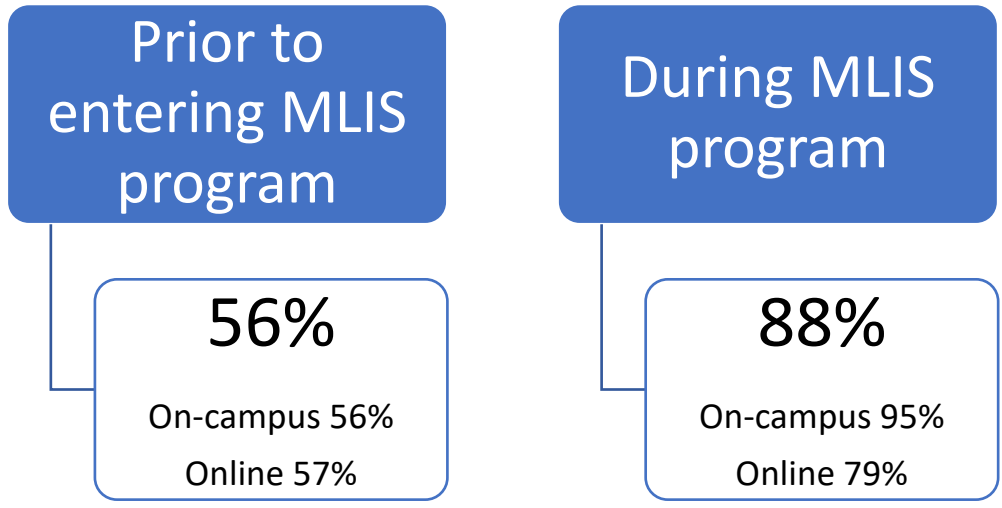
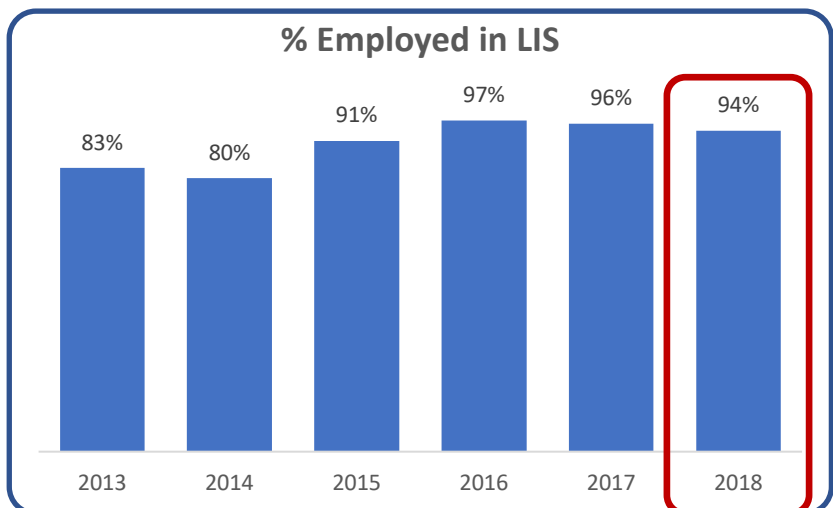| Prior to entering MLIS program	During MLIS program
56%	**88%**
On-campus 56%	On-campus 95%
Online 57%	Online 79%

Over one-half of entrants to the MLIS program came with prior library, archives, or other information agency experience. During the program, 95% of on-campus students and 79% of online students participated in LIS-related experience during their degree.

GRADUATE EMPLOYMENT EXPERIENCE

LIS Employment

Thirty respondents (94%) have been employed at some time since graduation in the LIS sector. Of the two respondents indicating that they had not been employed in the LIS sector since graduation, one is satisfactorily employed in another field and the other has indicated that they are not interested in pursuing library work at this time.

% Employed in LIS

2013	2014	2015	2016	2017	2018
83%	80%	91%	97%	96%	94%

Location

Present Location

- SK/MB 3%
- BC 12%
- Canada - other 25%
- International 3%
- Alberta - Total 57%
  - Alberta 16%
  - Edmonton 41%
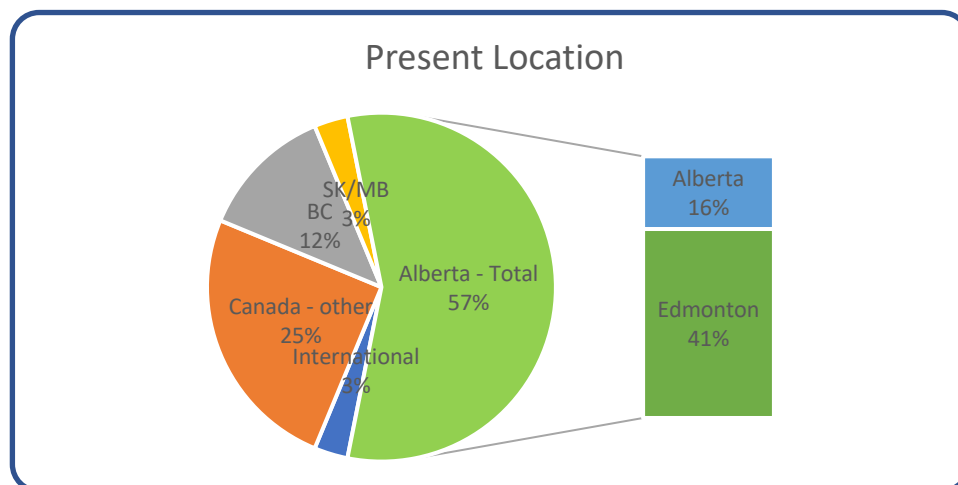
Similar to previous years, over half of respondents indicated that they were based in Alberta, although Edmonton accounted for a smaller proportion of total Alberta placements in 2018 than in 2017, but similar to 2016.

Compared to previous years, national placements outside of western Canada appear to be growing relative to other areas. Of the eight 'Canada-other' placements, seven were in Ontario and one was in Québec (Gatineau). The international respondent was employed in Belgium.

	2018	2017	2016	
Edmonton	**41%**	52%	43%	
AB – not Edm	**16%**	6%	20%	
SK/MB	**3%**	11%	3%	
BC	**13%**	9%	13%	
Canada – other	**25%**	15%	13%	↑
International	**3%**	0	0	
USA	**0**	6%	3%	

2018	On-campus	Online	TOTAL
Edmonton	12	1	13
AB – not Edm	3	2	5
SK/MB		1	1
BC	3	1	4
Canada – other		8	8
International		1	1
	18	14	32

Expectedly, results track differently for on-campus and online respondents. Twelve of the thirteen Edmonton placements were for on-campus graduates. On-campus graduates filled three of the five Alberta placements and three of the four BC placements. Online graduates had placements in all regions, and accounted for all of the Canada-other placements.

Job Search Resources

LIS-related email lists and employer websites/postings were each used by 79% of respondents in their job search. Of the four respondents selecting 'Other', three mentioned remaining with the organization that they were already employed by.

LIS related…	79%
Employer websites/…	79%
General email sites/…	50%
Personal networks	43%
Social media	29%
Other	14%
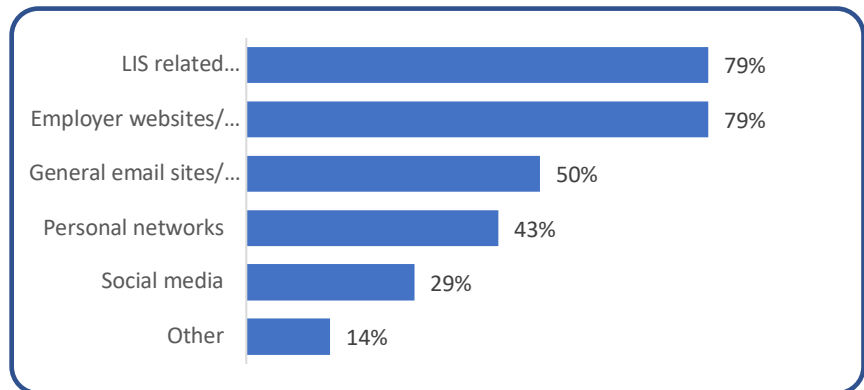
Importance of SLIS Experiences

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 your time as a student (e.g. GELA, CAPAL, SLA, ELLA)
  - Previous LIS employment experience

		N/A
Campus employment	3.65	41%
Previous employment	3.41	7%
MLIS Course Work	3.07	7%
MLIS Practicum	2.93	48%
Student Leadership	2.30	31%
Networking	1.92	17%

Results indicate that employment related – campus and previous - opportunities were most effective in securing post-degree employment.

A change was made to this year's survey to allow respondents to indicate where an experience was not applicable to them. This provides more relevant data in two ways: (1) it provides an indicator of the number of the students partaking in a given experience, and (2) it isolates the assessment of the efficacy of that opportunity to those who participated in it. For example, slightly less than ½ of respondents indicated that they did not do a practicum, and therefore did not rate the importance of the practicum experience. Because of this adjustment to this question of the survey, results should not be directly compared to those of previous years.

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 requires enrollment in a full-time program and is therefore restricted to qualifying on-campus students.

Time to Secure First Jobs

One-third of respondents had secured their post-degree LIS-related employment before entering the program, with 60% securing related employment prior to graduation.
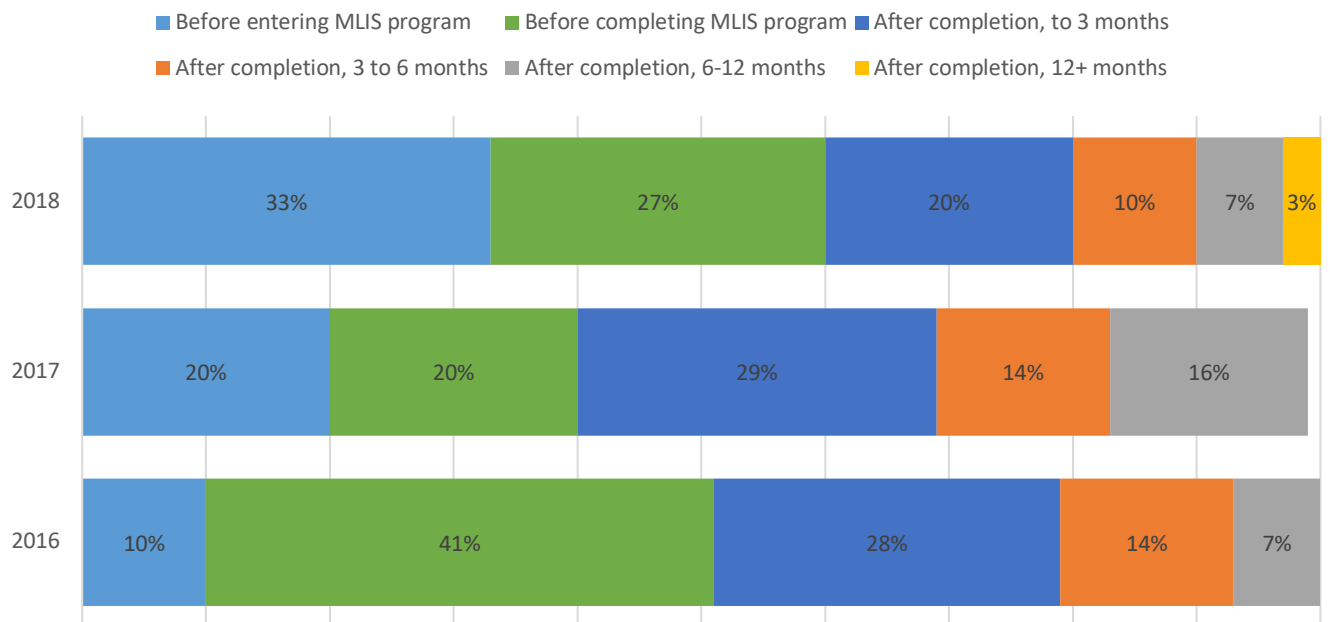
Previous employment surveys had an upper-end timeframe of 'After completion, 6+ months'. This 2018 survey capped this timeframe to 'After completion, 6-12 months' and added the 'After completion, 12+ months' option.

	On-campus	Online
Before entering MLIS program	25%	43%
Before completing MLIS program	31%	21%
After completion, to 3 months	19%	21%
After completion, 3 to 6 months	13%	7%
After completion, 6-12 months	13%	0
After completion, 12 + months	0	7%

If on-campus and online cohorts are considered separately, more online students had jobs entering the program, with on-campus students somewhat closing that gap by graduation.
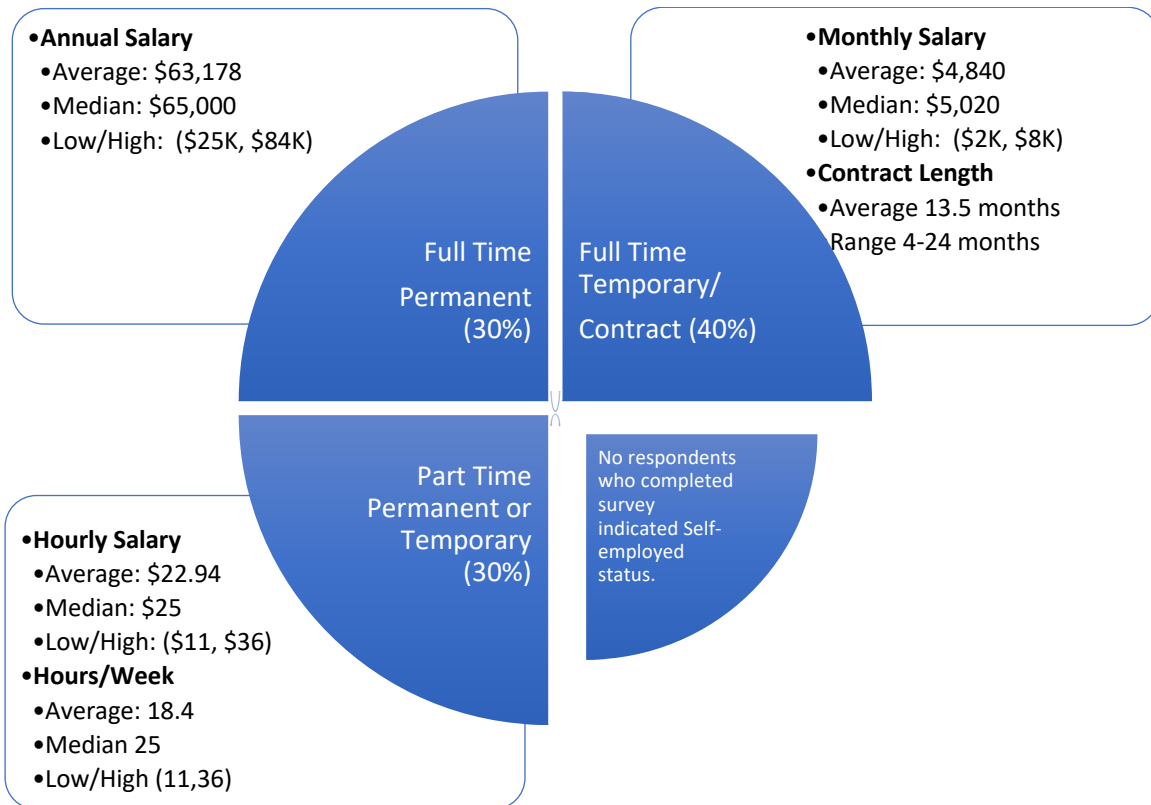
Employer Type

Public Library 43%	Academic 33%	Government 10%	Other 14%

'Other' includes one response for each of K-12 school, legal, medical/pharmaceutical/science, and university archives. Public libraries and academic libraries (which includes university, college, research, and theological institutions) remain the dominant employer types for first jobs for MLIS graduates, with their proportion increasing in 2018.

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

Employment Parameters

- **Annual Salary**
  - Average: $63,178
  - Median: $65,000
  - Low/High: ($25K, $84K)

- **Monthly Salary**
  - Average: $4,840
  - Median: $5,020
  - Low/High: ($2K, $8K)
- **Contract Length**
  - Average 13.5 months
  - Range 4-24 months

Full Time Permanent (30%)

Full Time Temporary/ Contract (40%)

Part Time Permanent or Temporary (30%)

No respondents who completed survey indicated Self-employed status.

- **Hourly Salary**
  - Average: $22.94
  - Median: $25
  - Low/High: ($11, $36)
- **Hours/Week**
  - Average: 18.4
  - Median 25
  - Low/High (11,36)

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 an overall increase in both full-time permanent and full-time temporary/contract salaries. This data must be interpreted carefully; with relatively small sample sizes, results can be easily skewed by outliers. This is the case for the 2018 annual salaries – the low/high range is very wide and one low salary, in particular, skews the overall results; when the low/high salaries are removed, the average salary rises to $65,714. (Although the monthly range is also wide, removing the low and high numbers results in little change to the mean salary.

2014		2015		2016[1]		2017		2018	
Annual Salary – Full-time Permanent									
Mean	Median	Mean	Median	Mean	Median	Mean	Median	**Mean**	**Median**
$61,572	$60,000	$57,265	$57,194	$63,474	$61,000	$56,345	$55,000	**$63,178**	**$65,000**
Monthly Salary – Full-time Temporary/Contract									
Mean	Median	Mean	Median	Mean	Median	Mean	Median	**Mean**	**Median**
N/A	$4,200	N/A	$3,950	$4,119	$4,050	$4,249	$4,789	**$4,840**	**$5,020**

ALA

Respondents reported having a total of 58 positions since graduation, of which 59% 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 are currently employed in.

First Job Title	Current Job Title
Archivist Assistant	Sessional Archivist
ICT Integration Specialist	ICT Integration
Library Assistant	Assistive technology specialist
Library Assistant	Policy Analyst
Librarian	
	Tech

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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.

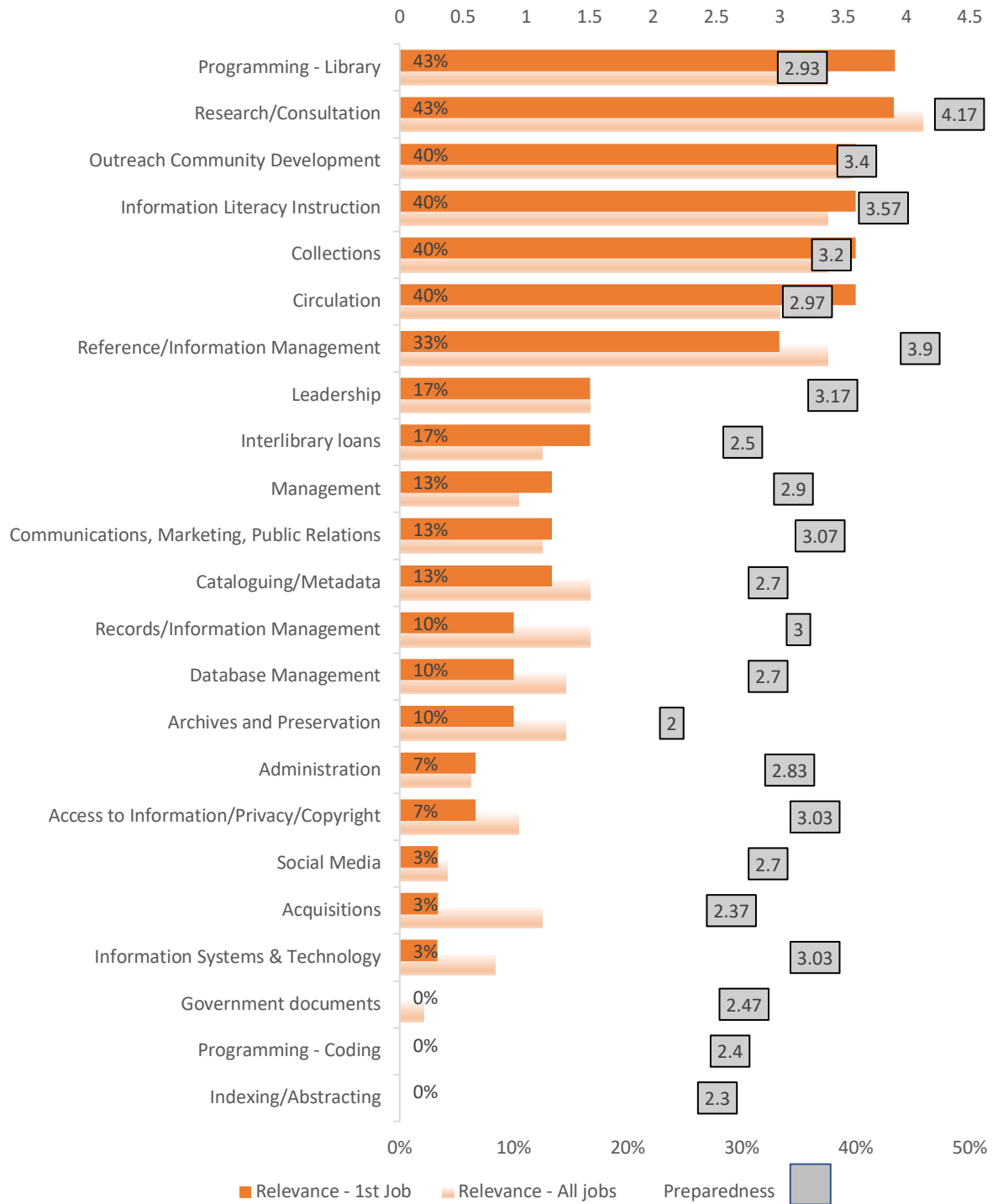|	
Neighbourhood Librarian	
Collections Assessment and Trends Intern Librarian	Licensing and Collections Assessment Librarian
Library Resident	Professional Librarian II
Indigenous Digital Initiatives Resident	
Project Archivist	Archivist
Metadata Creation Librarian	
Instruction Librarian	
Public Services Librarian	
Youth Services Specialist	Circulation Assistant
Research Assistant III	Information Specialist
Librarian	
Library assistant	
Film Classification Officer (GOA)	
Bibliothécaire Residente	Professional Librarian
Collections Assessment and Trends Intern Librarian	Licensing and Collections Assessment Librarian
Instruction Librarian	Instruction Librarian
Intern Librarian	Youth Services Librarian
Subject Specialist	
Acting Librarian, Adult Services	Librarian, Children and Teen Services
Library Services Associate	Librarian - Specialist in Teaching Methods and Techniques
Manager, Student Success Services	
Library Technician	Metadata Analyst
Public Service Librarian	

The term 'librarian' – or variant – occurs in 19 of the first job titles, accounting for at least 68% of graduates attaining first employment related to traditional library services. This compares to over 3/4 of respondents finding first jobs with public 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

Job Responsibility	Relevance - 1st Job	Preparedness
Programming - Library	43%	2.93
Research/Consultation	43%	4.17
Outreach Community Development	40%	3.4
Information Literacy Instruction	40%	3.57
Collections	40%	3.2
Circulation	40%	2.97
Reference/Information Management	33%	3.9
Leadership	17%	3.17
Interlibrary loans	17%	2.5
Management	13%	2.9
Communications, Marketing, Public Relations	13%	3.07
Cataloguing/Metadata	13%	2.7
Records/Information Management	10%	3
Database Management	10%	2.7
Archives and Preservation	10%	2
Administration	7%	2.83
Access to Information/Privacy/Copyright	7%	3.03
Social Media	3%	2.7
Acquisitions	3%	2.37
Information Systems & Technology	3%	3.03
Government documents	0%	2.47
Programming - Coding	0%	2.4
Indexing/Abstracting	0%	2.3

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

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'. Somewhat bridged by 'Reference/Information Management' identified by 33% of respondents, there is a gap to all other responsibilities that were identified by less than 20% of respondents as being relevant to their first positions. The top-end grouping of a number of responsibilities at 40% or greater is in contrast to past years, where there was a more gradual distribution of job responsibilities. The 2018 results may be consistent with a larger proportion of graduates attaining first employment with public or academic libraries.
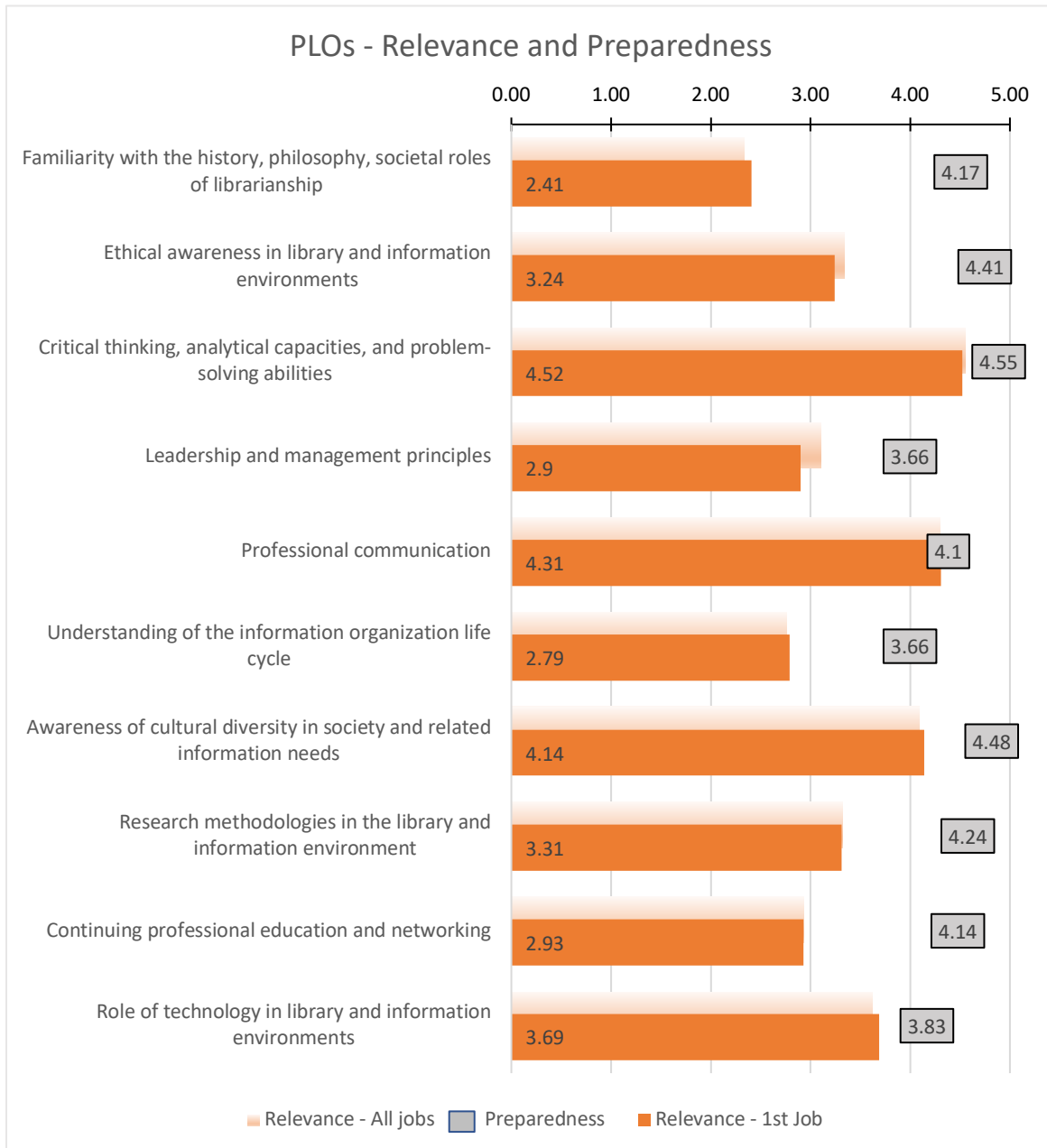
Responsibilities – 1st job	2018	2017	2016	Change
Research/Consultation	43%	43%	17%	↑
Programming – Library	43%			
Programming		20%	41%	
Collections	40%	32%	34%	↑
Information Literacy Instruction	40%	27%	24%	↑
Circulation	40%	25%	21%	↑
Outreach Community Development	40%	23%	24%	↑
Reference/Information Management	33%	30%	55%	↓
Leadership	17%	20%	28%	↓
Interlibrary loans	17%	5%	3%	↑
Communications, Marketing, Public Relations	13%	25%	24%	↓
Cataloguing/Metadata	13%	20%	17%	
Management	13%	18%	17%	
Database Management	10%	20%	7%	
Records/Information Management	10%	20%	17%	↓
Archives and Preservation	10%	9%	7%	
Access to Information/Privacy/Copyright	7%	23%	10%	
Administration	7%	20%	10%	
Acquisitions	3%	16%	7%	
Information Systems & Technology	3%	23%	7%	
Social Media	3%	23%	21%	↓
Programming – Coding	0			
Government documents	0	9%	3%	
Indexing/Abstracting	0	7%	3%	
Programming – Coding	0			

Changes in direction of 5% (of total respondents) or more over the 3-year period are indicated with arrows, with changes equal to or greater than 15% indicated in red (decrease) or green (increase).
The choice of 'Programming' as a Job Responsibility was further delineated into 'Programming – Library' and 'Programming – Coding' in the 2018 survey. Based on no respondents selecting Programming – Coding, the 2016 and 2017 Programming results are displayed adjacent to Programming – Library.

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

PLO	Relevance - 1st Job	Preparedness
Familiarity with the history, philosophy, societal roles of librarianship	2.41	4.17
Ethical awareness in library and information environments	3.24	4.41
Critical thinking, analytical capacities, and problem-solving abilities	4.52	4.55
Leadership and management principles	2.9	3.66
Professional communication	4.31	4.1
Understanding of the information organization life cycle	2.79	3.66
Awareness of cultural diversity in society and related information needs	4.14	4.48
Research methodologies in the library and information environment	3.31	4.24
Continuing professional education and networking	2.93	4.14
Role of technology in library and information environments	3.69	3.83

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

Ratings remain consistent between First Jobs (solid orange bar) and All Jobs (shaded orange bar) with 'Critical thinking, analytical capacities, and problem-solving abilities' identified as the most relevant, followed by 'Professional communication' and 'Awareness of cultural diversity in society and related information needs' ranked as the most relevant to first jobs.   These three PLOs scored amongst the highest for preparedness (each above 4.0, on average), suggesting alignment between programming priorities and job requirements. 'Familiarity with the history, philosophy, societal roles of librarianship' continues to be ranked as the least relevant PLO across all three surveys. The relevance of 'Leadership and management principles' and 'Role of technology in library and information environments' dropped substantially in the 2018 ratings. For the latter, 2016 data is not available due to an omission error in the survey.

Preparedness remained stable or slightly increased in most categories with 'Awareness of cultural diversity in society and related information needs' showing the largest overall increase and 'Leadership and management principles' incurring the largest decrease.

| Knowledge & Competency Areas	Relevance – 1st positions				Preparedness – 1st positions			
	2018	**2017**	2016	Change	**2018**	**2017**	2016	Change
Familiarity with the history, philosophy, societal roles of librarianship	**2.41**	1.74	2.48		**4.17**	4.16	4.03	
Ethical awareness in library and information environments	**3.24**	2.9	3.38		**4.41**	4.28	4.28	
Critical thinking, analytical capacities, and problem-solving abilities	**4.52**	4.57	4.21	↑	**4.55**	4.51	4.41	
Leadership and management principles	**2.9**	3.67	3.66	↓	**3.66**	3.93	3.9	↓
Professional communication	**4.31**	4.5	4.34		**4.10**	4.4	4.17	
Understanding of the information organization life cycle	**2.79**	3.23	3.07	↓	**3.66**	3.93	3.59	
Awareness of cultural diversity in society and related information needs	**4.14**	3.66	3.66	↑	**4.48**	4.42	4.17	↑
Research methodologies in the library and information environment	**3.31**	3.21	3.14		**4.24**	4.33	4.17	
Continuing professional education and networking	**2.93**	3.42	3.41	↓	**4.14**	4.31	4.03	
Role of technology in library and information environments	**3.69**	4.2	N/A	↓	**3.83**	4.26	4.03	
Relevance changes equal to or greater than .25 over the three-year period are indicated with arrows, with changes equal to or greater than .50 indicated in red (decrease) or green (increase).								

Subsequent Employment

Two-thirds of respondents have changed jobs since their first employment experience, providing some insight into early career progression.

Twenty 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	-	2	5	7
	Full-time Temporary	1	3	5	9
	Full-time Permanent	-	-	4	4
	TOTAL- Current Job	1	5	14	20

Of the seven part-time permanent and/or temporary employees who changed jobs, five found full-time permanent jobs and two found full-time temporary jobs. One full-time temporary employee changed to part-time work, while three took alternate full-time temporary positions, and five took full-time permanent positions. Four full-time permanent employees changed jobs, but remained in full-time permanent employment.
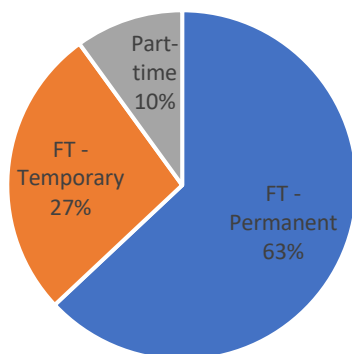
The average annual salary of the new permanent full-time positions was $64,236 (median = $71,500, range = $25,000 to $92,000).

The average monthly salary of the new temporary full-time positions was $4,115 (median = $4,181, range = $2,000 to $6,100). The average contract term was 17.75 months (median = 18 months; range = 11-24 months).

At the time of the survey and accounting for these job changes, of the 30 respondents who provided information about their employment status and were interested in LIS-related work, nineteen (63%) were in full-time permanent positions; eight (27%) were in full-time temporary positions; and three (10%) were in part-time permanent and/or temporary positions.
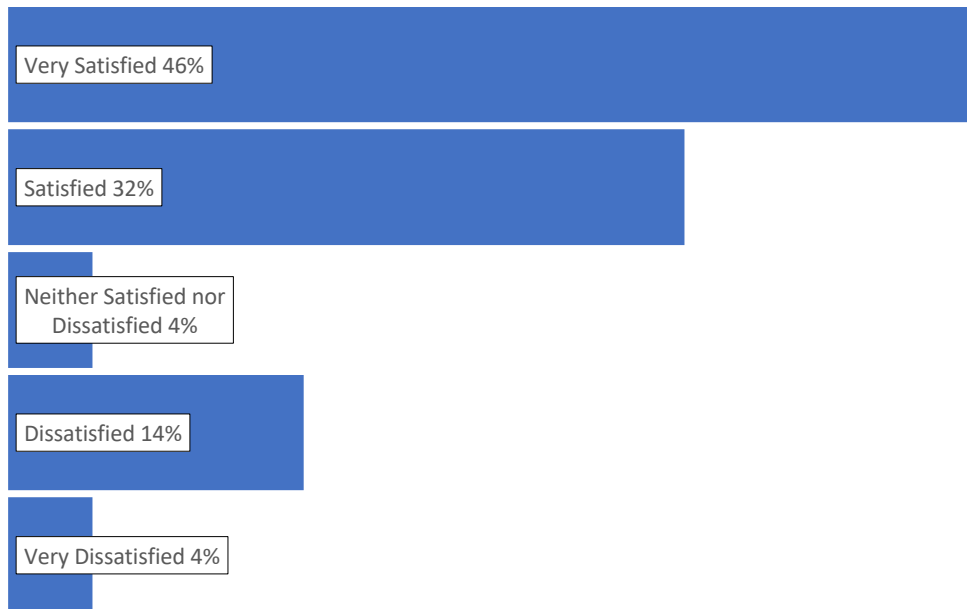
Job shifts across employer types resulted in a net loss of employment with public libraries and an increase at college/university/research/theological (academic) institutions.

		Current job								
		Public Library	Academic	Government	Non-profit	Museum/ Archives	K-12	Med/Pharm/Science	Unknown	TOTAL 1st Job
	Public Library	5	2	1	-	-	-	-	2	10
	Academic Institution	-	5	-	-	-	-	-	-	5
	Government	-	1	-	1	-	-	-	-	2
1st job	Non-profit	-	-	-	-	-	-	-	-	0
	Museum/ Archive	-	-	-	-	1	-	-	-	1
	K-12 School	-	-	-	-	-	1	-	-	1
	Med/Pharm/Science	-	-	-	-	-	-	1	-	1
	Unknown	-	-	-	-	-	-	-	-	0
	TOTAL–Current Job	5	8	1	1	1	1	1	2	20

Of thirteen respondents with first positions at public libraries, ten of them had changed positions by the time of the survey; of these ten, five were still employed at public libraries, two had shifted to academic employment, one went to government, and two did not indicate. Five graduates in academic first jobs shifted employment, but none left the academic institution category. In addition to the public library employees, one respondent originally employed by the government also joined an academic institution. With these shifts, at the time of the survey, academic institutions accounted for highest proportion of 2018 graduate employment at 43%, while public libraries were bumped into second place at 26%. Although there was more overall shifting between sectors in 2017, a net migration from public library employment and growth in the academic sector is consistent between 2018 and 2017.

The only other cross-industry movement occurred in the government sector – of the three respondents whose first position was with the government, two left (one each to the academic and not-for-profit sectors) and one was hired into government from the public library sector.

Current Job Satisfaction

Very Satisfied 46%

Satisfied 32%

Neither Satisfied nor Dissatisfied 4%

Dissatisfied 14%

Very Dissatisfied 4%

Although nearly 4 out of 5 respondents (78%) indicated that they were satisfied or very satisfied with their work, slightly over half (52%) indicated that they are seeking more satisfactory work. This is lower than in the two previous years (67% and 59% indicated that they were seeking more satisfactory work in the 2017 and 2016 surveys, respectively).

All respondents seeking alternative work indicated that they were looking for full-time permanent work; desired salary ranged from $40,000 to $75,000. Of those who specified (with multiple answers allowed), four respondents indicated that they were looking for work in public libraries, four indicated academic libraries, two indicated health sciences, and one each indicated university archives and legal. Four respondents also indicated that they would be interested in full-time, temporary work with the desired monthly salary ranging from $3,750 to $5,833/month.

52%

Seeking More Satisfactory Work

Not Seeking

48%
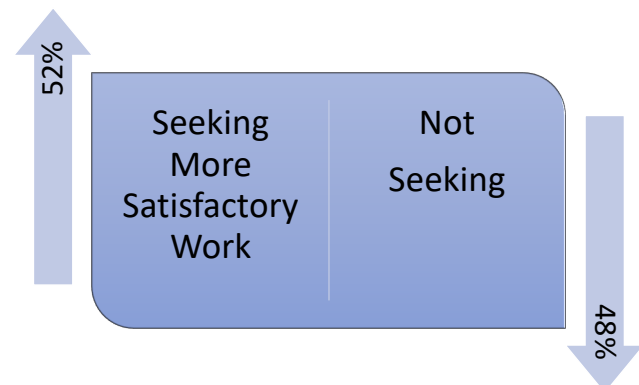
In addition to type of work, status of employment, and pay, other parameters cited by respondents for seeking more satisfactory work included wanting to be closer to family and friends, desire for medical and dental benefits, having been in current position too long, and always being open to improvement.
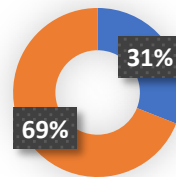
Examination of the responses for the on-campus and online cohorts separately reveals similar levels of job satisfaction, however, the on-campus cohort is more active in seeking to change positions:

On-campus

31%

69%
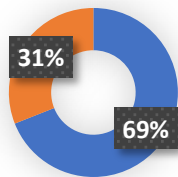
■ Seeking
■ Not Seeking

Online

31%

69%

Continuing Professional Development Activities

Nearly two-thirds of respondents reported participation in continuing professional development activities. Attending conferences was the most prevalent activity followed by online professional development/webinars, attending courses/training opportunities, and volunteer participation in LIS organizations.

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

A majority of the MLIS program didn't prepare me at all for employment in the library and information sector because of the program itself needs specialization as a generalized degree and no workplace experience is a recipe for failure. I only got experience working in a library because I did the practicum and made sure I did it in a library.   In all honesty the practicum (LIS 590) should be mandatory so the program can accurately say it prepared students who had no prior library experience upon entering the program for their profession! Additionally, being a SLIS Co-Op student for 2 years while I completed the program helped me get the sorely lacking hands on experience in the MLIS program.   For the courses themselves, everything was theoretical which is fantastic if you want to pursue a PhD or are fortunate enough to land a job that allows you do to research. LIS 532: Metadata was extremely useful and should be mandatory since you need to know various metadata schemas if you want a basic job in library and archives. Aside from Metadata and the practicum, the only other useful class was LIS 541: LIS Services in Culturally Diverse Society since it helped make myself and others in my cohort see how white our profession is and what we can do to rectify this without white guilt.

It really didn't. If anything the irrelevant education combined with the MLIS program admitting way to many students created difficulty upon graduation.

It was helpful in understanding theories behind librarianship but not as much in practical knowledge. Ie. more specialized courses would have been helpful and definitely more in-depth reference. I wish the practicum was mandatory.

The practical was the most useful part of my degree
I think it did to a certain degree, however with the unique nature of my job a lot of it was hands on learning and training through PD means.
It didn't. I feel like almost all classes were directed toward academic libraries (probably because the instructors never worked in public libraries), the management, leadership, and technology courses were all a joke. I only feel prepared in those areas because of my non-MLIS courses.
I didn't feel prepared for what was being requested from job qualifications due to lack of actual work experience
It put me in contact with people in the library and information sector and I was able to learn from their experiences. Being on campus with these peers and mentors was a major factor that contributed to my success. For this reason, I am glad I did not choose the online option.
There are some real blind spots in terms of: archives, cataloguing, library software/technology, and social justice. These areas may be learned in the job but not if your job does not touch those areas.
No
I used my current job as an unofficial co-op opportunity and made sure I chose projects etc. that related to that work. As such, the MLIS was good preparation for then competing for a librarian position.
very glad i completed the program gave me an incredible foundation for understanding and contributing to the goals and objectives of librarianship
Awesome program, great courses, and I felt prepared for my first big job!
My work with the writing centre and academic integrity education is very much an extension of or complement to information literacy instruction, which is why I believe my MLIS degree to be so relevant to the work that I do. Many elements of our academic recovery program also relate to information behaviour and studying the ways that students at academic risk identify (or don't identify) as information users and working on ways to help them develop that identity, which is an important part of learning to develop a sense of place and purpose in an academic program and the skills to be a proactive, self-regulated learner. I also use my MLIS degree extensively to inform our tutor training, drawing on such facets as reference services to help our tutors understand the importance of asking good questions to determine a student's actual needs, the use of Socratic questioning to guide learners through the discovery process, and the role of doubt in the information-seeking cycle and the importance of holding space for students' inquiry rather than jumping in to provide answers prematurely. I also routinely use the instructional practices skills we developed over the course of this degree to plan, develop, and assess various instructional activities and initiatives (academic integrity modules, academic recovery topics--study skills, self-regulated learning, time management, critical thinking, etc.).
Cataloguing should be mandatory, if not at least available in a timely manner.

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.