



Employment Survey of 2020 MLIS Graduates

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SURVEY BACKGROUND

In January 2022, the School of Library and Information Studies (SLIS) conducted its 32nd annual employment survey of graduates of the Master of Library and Information Studies (MLIS) program at the University of Alberta. The phrase '2020 graduates' includes graduates who convocated in November 2019 or in June 2020.

The survey was sent to sixty-two potential respondents with thirty-one responding for a response rate of 50%, the lowest rate in the past five years. Two respondents indicated that they had not been employed in the LIS sector since graduation and not all respondents answered all the questions, therefore the number of responses per question may be less than thirty-one.

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 - 2019 surveys and therefore direct comparisons can be made (except as indicated) although sample sizes varied from year to year. The functionality to identify between online and on-campus cohorts was introduced with the

2018 graduates survey. For context and to facilitate identification of trends, a five year history has been included where relevant.

This survey of 2020 graduates is the first to cover a time period that includes the COVID-19 pandemic. The pandemic was declared in March 2020, four months after November 2019 graduates (who would have completed their last class in May or August 2019) and three months before June 2020 graduates (who would have completed their last class in December 2019 or April 2020), respectively, had graduated. The survey does not specifically query about pandemic impacts on employment experiences, however interpretation of results should consider the possible consequences 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.

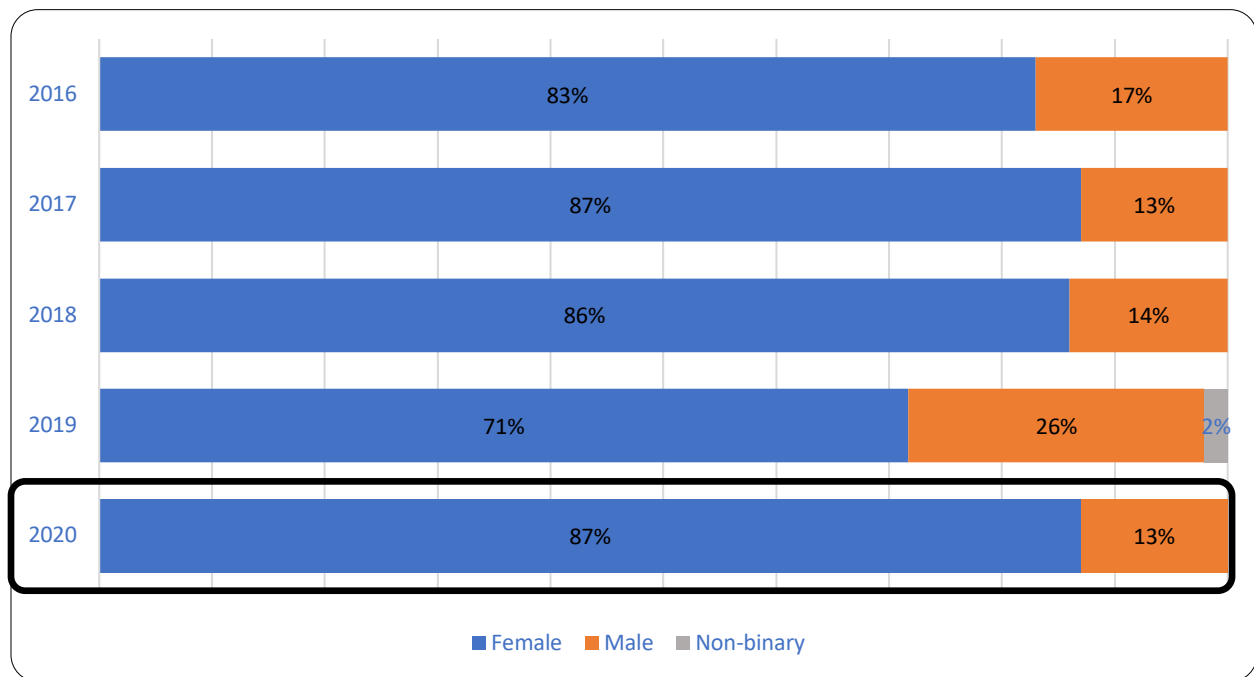
KEY FINDINGS

- 94% of respondents have been employed at some time since graduation in the LIS sector.
- 81% of respondents indicate an Arts degree is their last prior degree.
- Fifty-seven percent of entrants to the MLIS program came with prior library, archives, or other information agency experience; there is a significant prior experience gap between online (87%) and on-campus (27%) cohorts. More evenly distributed between cohorts, 87% of 2020 graduates participated in LIS-related employment during their degree.
- Previous LIS employment experience was the most effective experience in securing first jobs post-degree. However, when responses for the two cohorts are examined separately, the significance holds to a much greater extent for the online students, while LIS related on-campus employment opportunities are more significant for on-campus students.
- Sixty percent of online respondents entered the program with post-degree LIS-related employment secured. This compares to only 8% for the on-campus cohort. At the time of program completion, 80% of online and 33% of on-campus respondents had secured employment. Twelve months post-graduation, two students were still looking for LIS-related employment and two other students were pursuing other options.
- Academic institutions topped public libraries as the largest employers of MLIS graduates,. Together, they accounted for 60% of first jobs after graduation.
- Sixty percent of respondents have changed jobs since their first employment experience, with a net shift into full-time permanent employment and to academic institutions. (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.)
- Eighty-four percent) of respondents indicated that they were satisfied or very satisfied with their work, with 38% indicating that they are seeking more satisfactory work. Amongst five-years of graduating cohorts, 2020 graduates had both the highest level of job satisfaction and the lowest desire to seek alternative work.
- ‘Programming – Library’ , ‘Collections’ , and ‘Cataloguing/Metadata’ were all identified by at least 40% 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.
- ‘Critical thinking, analytical capacities, and problem-solving abilities’ , ‘Professional Communication’ , and ‘Awareness of cultural diversity in society and related information needs’ were ranked as the most relevant Program Level Learning Outcomes.
- The results indicate a continued increase since 2017 in full-time permanent salaries with 2020 graduates earning an average of \$69,877 per year. After a peak in 2018, average full-time temporary/contract salaries have decreased the past two years to a average monthly salary of \$3,755 reported by 2020 graduates. The average part-time hourly salary reported was \$25.30/hour and the average number of hours of work equal to 16.5.
- Slightly greater than half of the graduates are employed in Alberta.
- 55% of jobs secured required an American Library Association accredited degree.

RESPONDENT DEMOGRAPHICS

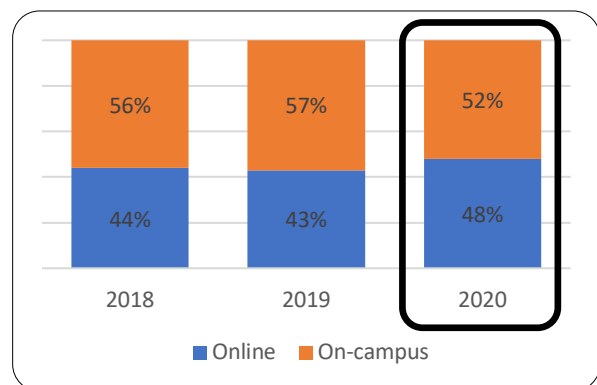
Gender Identity

For 2020 graduates, 87% identified as female and 13% identified as male. With the exception of the 2019 graduating cohort, gender proportion in the MLIS program have been quite consistent over the past five years.



MLIS Offering

Since the survey started distinguishing learning cohorts with the 2018 graduates survey, there has been a slightly greater number of on-campus versus online students respondents.



Teaching and Learning Stream

MLIS course based	94%	29
MLIS thesis based	0	0
MA/MLIS combined	6%	2
MBA/MLIS combined	0	0

Twenty-nine (94%) of the respondents completed the course-based MLIS learning stream and two were in the MA/MLIS combined learning stream.

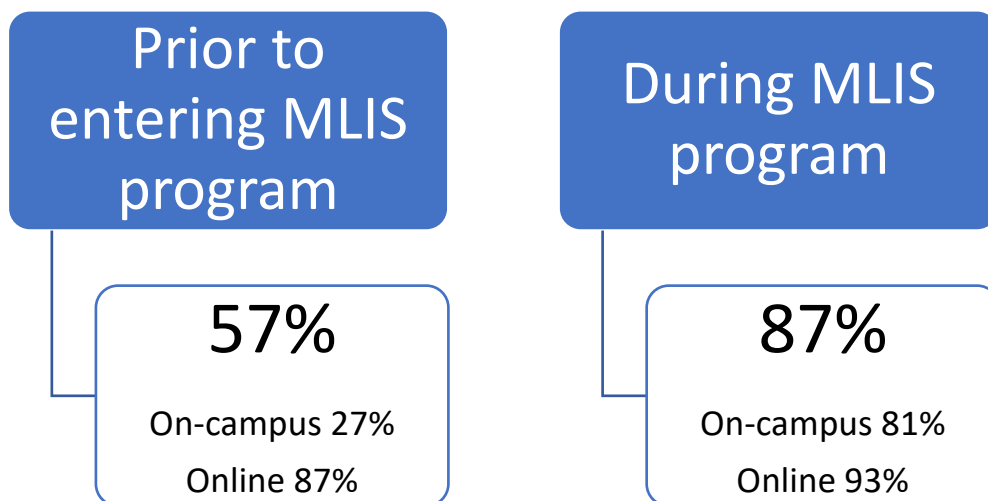
Last Prior Degree

	2016	2017	2018	2019	2020
Arts	76%	80%	66%	62%	81%
- MA	13%	20%	28%	2%	23%
- BA	63%	59%	38%	60%	58%
Education	17%	13%	9%	14%	13%
Science	0	2%	13%	12%	3%
PhD	3%	0	0	7%	3%

Arts continues to outweigh all other prior degree areas, with 2020 graduates reflecting the highest percentage in the past five years with 81% of respondents indicating an Arts degree their last prior degree. Education continues to be the second ranked last prior degree area. Single degrees included a science degree, a BFA, a BAS, a PhD, and one Library and Information Technician diploma.

Identified majors were broad-ranging and included: history (8); English (7); economics (2); language other than English (2); with anthropology, art history, classics, linguistics, music, political science, psychology, sociology, science, children’s literature, honours English, humanities computing, business, international relations, fine arts, creative writing, and engineering each mentioned singly.

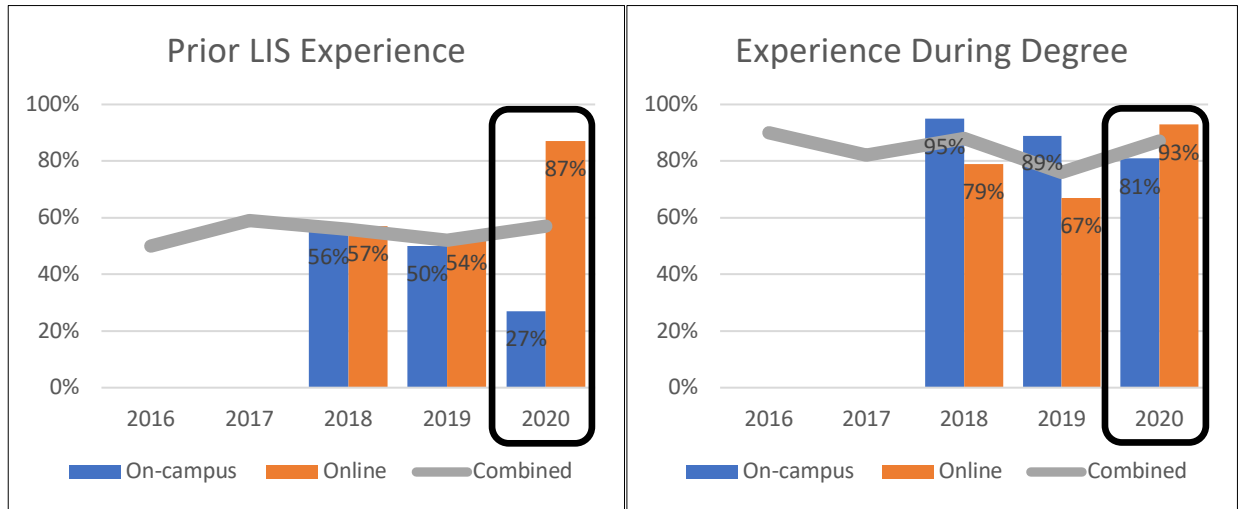
Library, Archives, or Other Information Agency Experience



Slightly over one-half of entrants to the MLIS program came with prior library, archives, or other information agency experience. This is a slight increase (+5%) compared to the previous year, and approximately the same (+1%) as it was for 2018 graduates. The results are quite disparate between learning streams: 87% of online students had prior LIS-related experience compared to 27% of on-campus students. This differs significantly from previous years where

graduates from both streams entered the program with similar proportions of LIS-related experience.

During the program, 81% of on-campus students and 93% of online students participated in LIS-related experience during their degree. Combined, 87% compares similarly to 2019 and 2018 graduate results, however is the lowest proportion recorded for on-campus graduates and the highest proportion for online students, and the only year where the online cohort had a higher proportion of LIS work experience during the degree than the on-campus cohort.

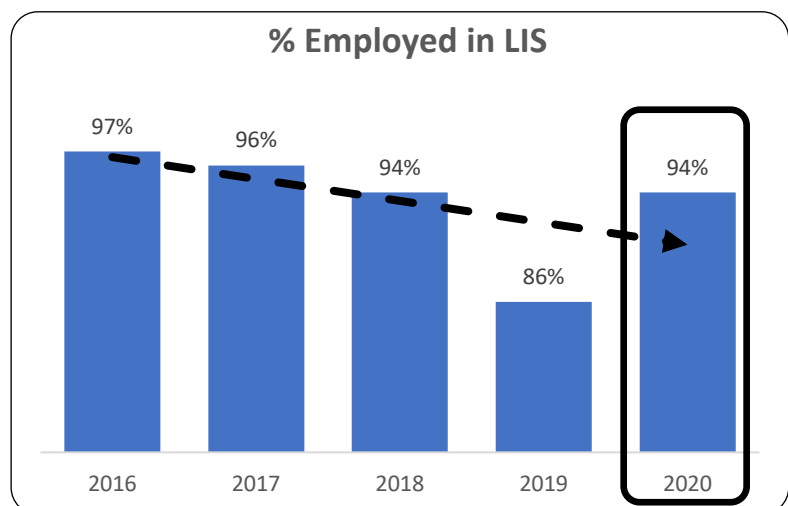


GRADUATE EMPLOYMENT EXPERIENCE

LIS Employment

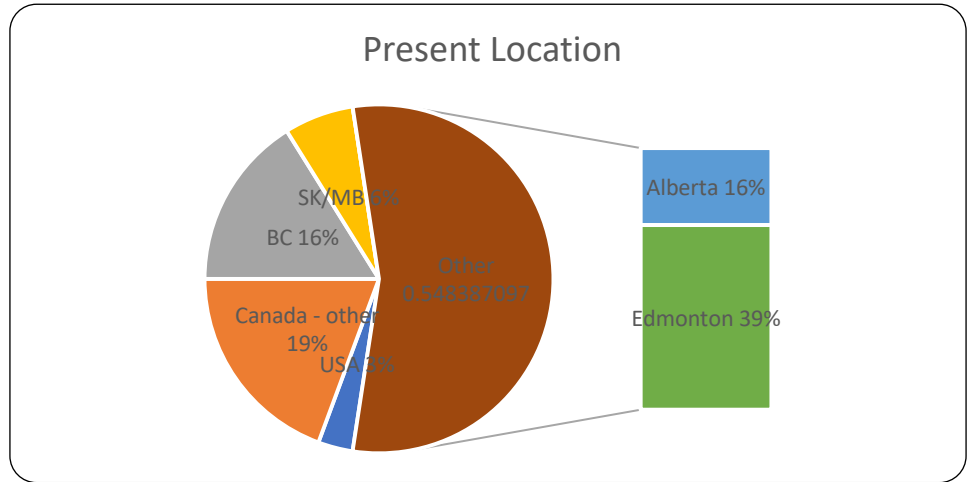
Twenty-nine respondents (94%) have been employed at some time since graduation in the LIS sector. This result exceeds the five-year trend of declining rates. It is particularly noteworthy given that the graduates responding to this survey either graduated just prior to, or during, the pandemic declared in March 2020. (November 2019 graduates would have completed their last class in May or August 2019; June 2020 graduates would have completed their last class in December 2019 or April 2020.)

Of the two respondents indicating that they had not been employed



in the LIS sector since graduation, one has indicated that they are pursuing a degree in another field and one has indicated that they are not interested in pursuing library work at this time.

Location



Seventeen (55%) of graduates are based in Alberta, five are in BC, once each are in Manitoba and Saskatchewan.

After four years of decline, the proportion of graduates in Edmonton/Alberta rose slightly.

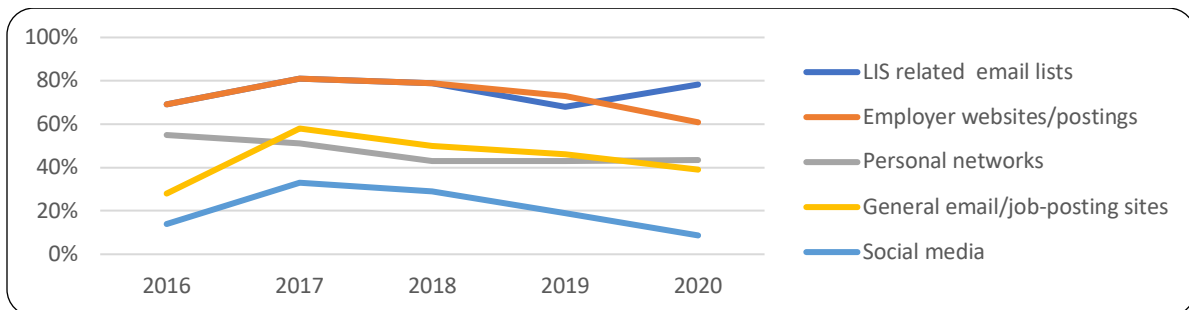
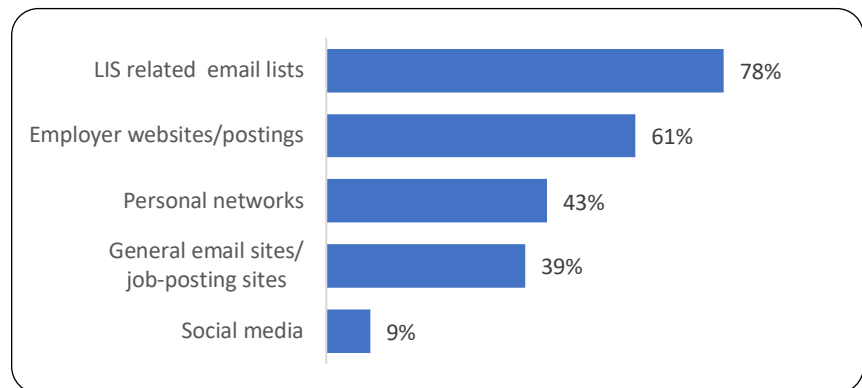
	2016	2017	2018	2019	2020
<i>Edmonton</i>	43%	52%	41%	38%	39%
<i>AB – not Edm</i>	20%	6%	16%	10%	16%
<i>SK/MB</i>	3%	11%	3%	10%	6%
<i>BC</i>	13%	9%	13%	14%	16%
<i>Canada – other</i>	13%	15%	25%	29%	19%

2020	On-campus	Online	TOTAL
<i>Edmonton</i>	9	3	12
<i>AB – not Edm</i>	3	2	5
<i>SK/MB</i>	-	2	2
<i>BC</i>	1	4	5
<i>Canada – other</i>	2	4	6
<i>USA</i>	1	-	1
	16	15	31

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

Job Search Resources

LIS-related email lists such as Jerome and the Partnership Board and Employer websites/postings were the most used job search resources used by respondents in their job search. The prevalence of these resources has been consistent over the past five years; personal networks and general email sites/job-posting sites tend to be used by nearly half of respondents; the use of social media as job-search tool has consistently lagged the other choices and appears to be dropping off as a job search tool.



Importance of LIS-related 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).

2020	1 st Job				Current Job	
	Combined	N/A	On-Campus	Online	Combined	N/A
<i>Previous employment</i>	3.21	21%	2.22	4.10	4.25	8%
<i>MLIS Course Work</i>	3.12	-	3.25	3.00	3.08	-
<i>Campus employment</i>	2.84	24%	3.17	2.29	4.13	38%
<i>MLIS Practicum</i>	2.36	44%	3.00	1.50	3.80	62%
<i>Student Leadership</i>	2.21	24%	2.50	1.89	2.50	38%
<i>Networking</i>	1.95	20%	2.08	1.75	1.70	23%

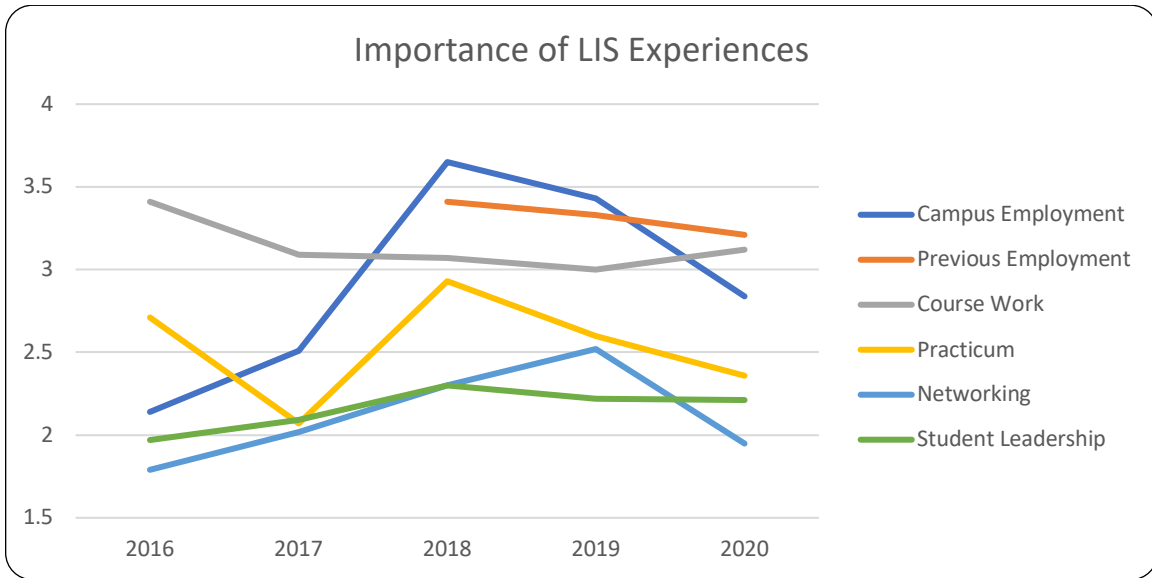
Results indicate that previous LIS employment experience was the most effective experience in securing first jobs post-degree. However, when responses for the two cohorts are examined separately, the significance holds to a much greater extent for the online students, while LIS related on-campus employment opportunities are more significant for on-campus students. It should be noted that the 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.

Course work ranked strongly for both cohorts – and has consistently done so over the five year as illustrated in the graph below.

The results for evaluation of the impact of the practicum experience also varied greatly between cohorts. Of thirteen online respondents, seven indicated that the practicum was Not Applicable to them, five responded that it was Not Important to them (1 on the 5-point scale), with only one online graduate indicating that it was Moderately Important (3 on the 5-point scale) to them in securing their first job. For on-campus graduates, four of twelve respondents indicated that the practicum was Not Applicable to them, with the responses of the remaining eight fairly evenly distributed along the 5-point scale ranging from Not Important to Very Important.

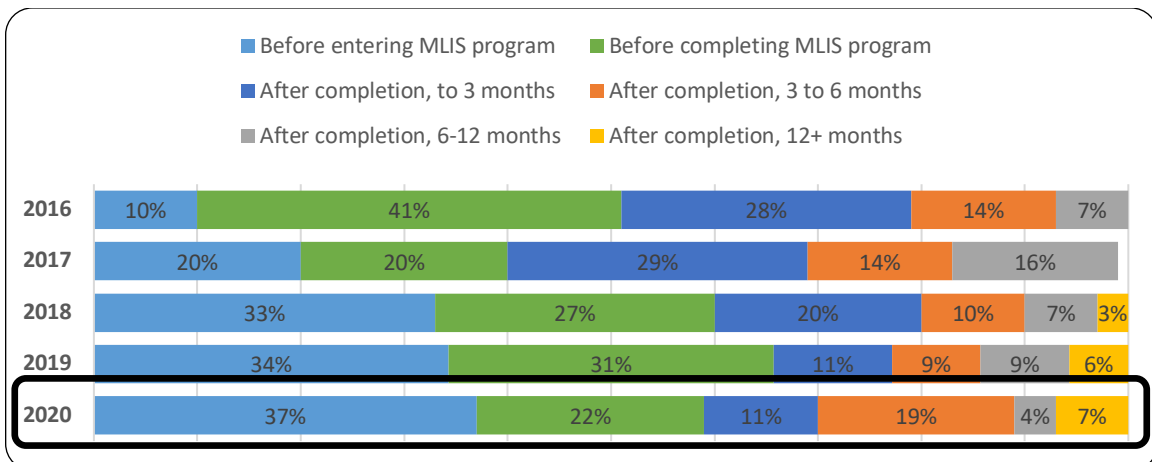
The relevance of previous LIS employment experience, LIS related on-campus employment opportunities, MLIS practicum, and on-campus student leadership involvement were all identified as having a greater impact on securing subsequent jobs than to securing initial employment upon graduation. Where respondents had changed jobs, the score for the importance of previous employment rose to 4.25. 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 following graph shows the identified importance of experiences for first employment post-graduation. Previous LIS employment experience has only been included for the past three years of surveys.



Time to Secure First Jobs

The trend of an increasing proportion of MLIS graduates entering the program with post-graduate jobs already secured continued with over one-third of 2020 respondents indicating that they entered the MLIS program with jobs secured. For four of the past five - 2017 graduates being the exception - less than 50% of graduates needed to look for jobs post-graduation; for the 2020 cohort, only 41% of graduates did not have jobs secured at the time of graduation.



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 two respondents who had not found LIS-related employment are not reflected in the results to this question.

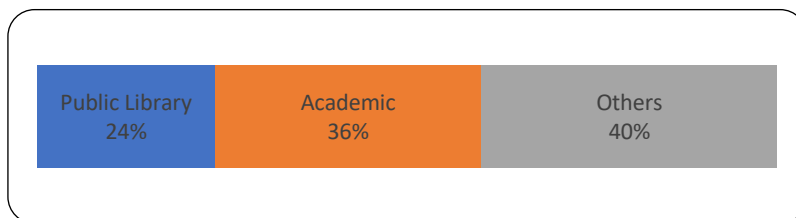
	<i>On-campus</i>	<i>Online</i>
<i>Before entering MLIS program</i>	8%	60%
<i>Before completing MLIS program</i>	25%	20%
<i>After completion, to 3 months</i>	25%	-
<i>After completion, 3 to 6 months</i>	25%	13%
<i>After completion, 6-12 months</i>	8%	-
<i>After completion, 12 + months</i>	8%	7%

If on-campus and online cohorts are considered separately, a significantly greater proportion of online students had jobs entering the program, 80% of respondents had secured jobs prior to graduation, compared to 33% of on-campus students. This gap

has been widening in the three years since this information has been captured. Amongst 2020 graduates, one student from each of the streams had not secured jobs after 12 months post-graduation.

Employer Type

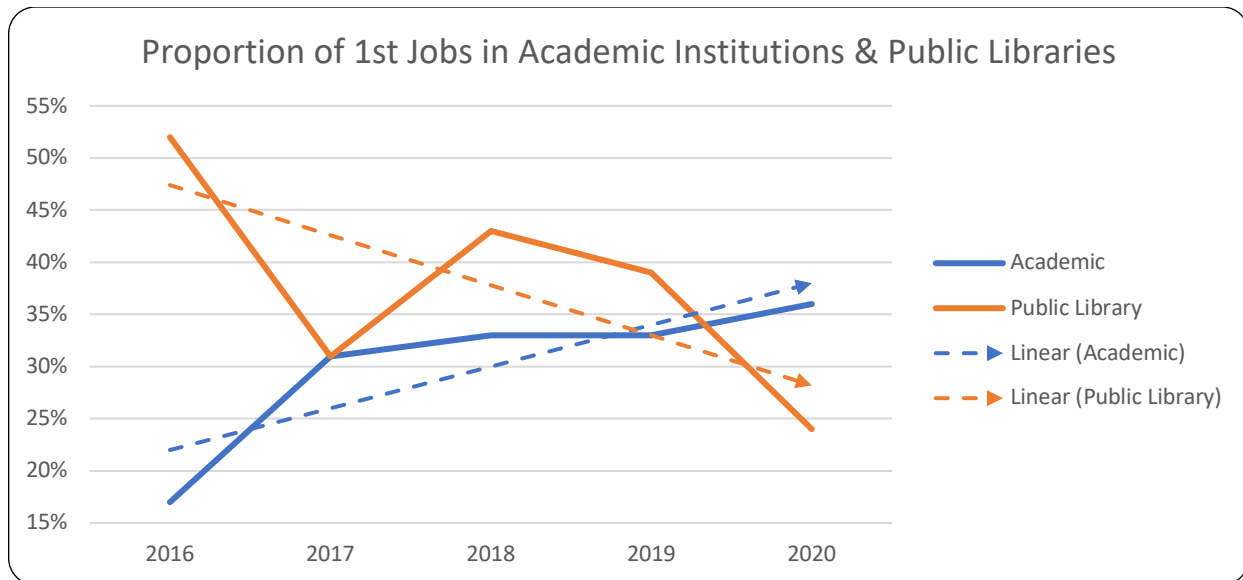
Public libraries and academic libraries (which includes university, college, research, and theological institutions) remain the dominant employer types for first jobs



for MLIS graduates, accounting for 60% of first placements. This is a lower proportion than in the past five years and the only instance during the timeframe when first job graduate employment in academic institutions exceeded that in public libraries. The proportion of graduates attaining

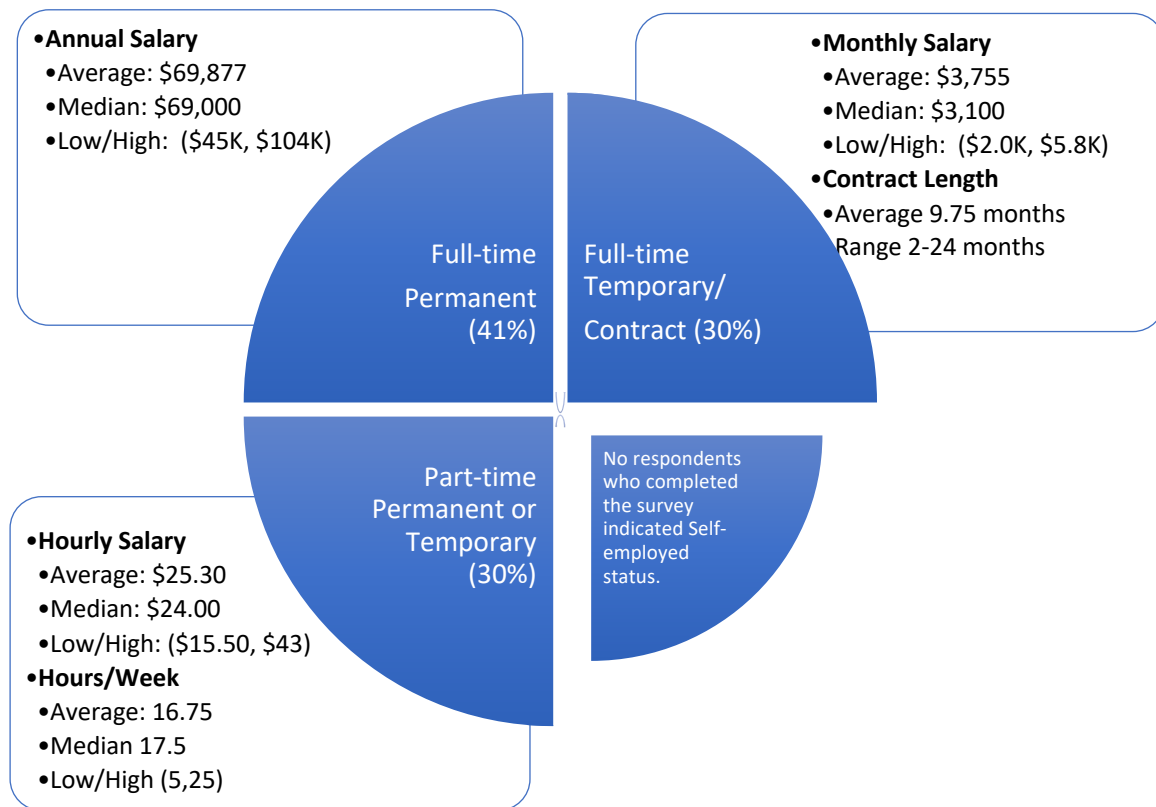
employment in public libraries has been trending downward while the proportion of graduates attaining employment in academic institutions has been increasing during the past five years.

	2016	2017	2018	2019	2020
<i>Academic</i>	17%	31%	33%	33%	36%
<i>Public Library</i>	52%	31%	43%	39%	24%
<i>Corporate/Business</i>	4%	5%	-	-	12%
<i>K-12 School</i>	4%	-	3%	3%	8%
<i>Government</i>	10%	12%	10%	3%	4%
<i>Non-profit</i>	10%	19%	-	6%	4%
<i>Museum/Archive</i>	4%	2%	3%	3%	4%
<i>Legal</i>	-	-	3%	-	-
<i>Med/Pharm/Science</i>	-	-	3%	3%	-



Two respondents choose the 'Other' category, indicating that they had found employment with a book publisher and with a rural library system.

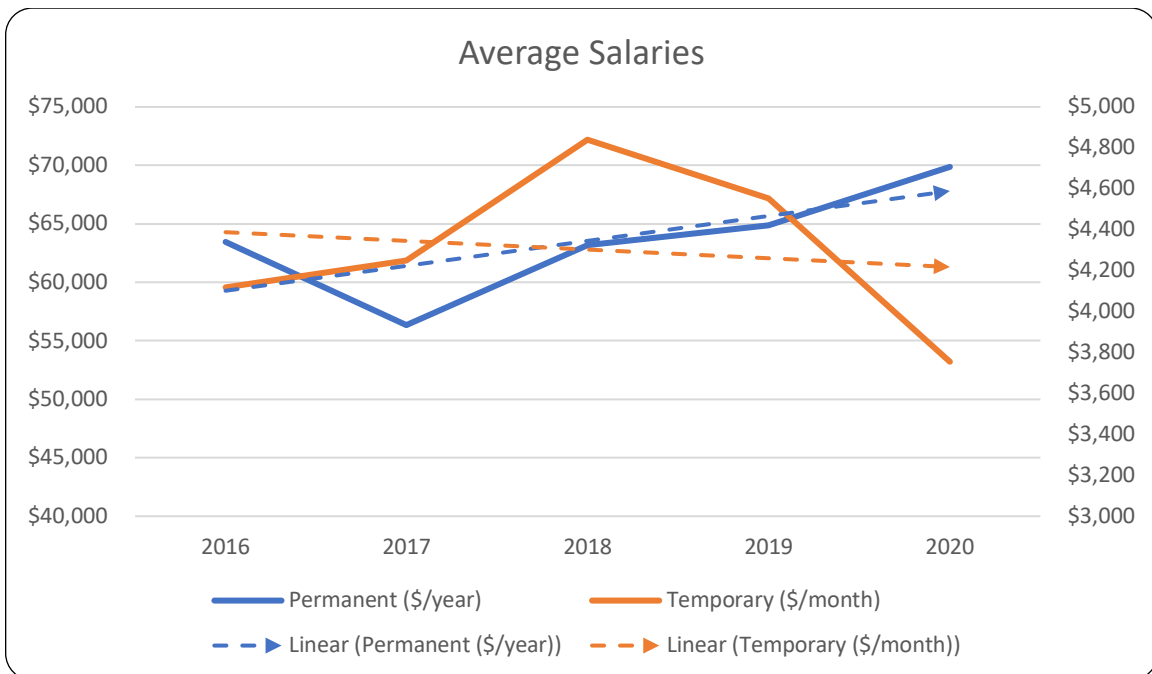
Employment Parameters



The following table presents the mean/median for annual and monthly salaries for first positions after graduation for the last five graduating cohorts and the associated graph illustrates the trend of mean salaries.

2016 ¹		2017		2018		2019		2020	
Annual Salary – Full-time Permanent									
Mean	Median	Mean	Median	Mean	Median	Mean	Median	Mean	Median
\$63,474	\$61,000	\$56,345	\$55,000	\$63,178	\$65,000	\$64,867	\$71,000	\$69,877	\$69,000
Monthly Salary – Full-time Temporary/Contract									
Mean	Median	Mean	Median	Mean	Median	Mean	Median	Mean	Median
\$4,119	\$4,050	\$4,249	\$4,789	\$4,840	\$5,020	\$4,552	\$4,847	\$3,755	\$3,100

The results indicate a continued increase since 2017 in full-time permanent salaries, including a 7.7% increase from 2019 to 2020. After a peak in 2018, average full-time temporary/contract salaries have decreased the past two reporting years. 2020 graduate results are significantly lower than in the previous year (36% decrease) and account for a decreasing trend line over the five year period. This data must be interpreted cautiously as the number of respondents in each category is relatively small.



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.

Accreditation by the American Library Association



Respondents reported having a total of 54 positions in the library and information sector since graduation, of which 59% required an American Library Association accredited degree. This proportion has been consistent (+/- 5%) during the past five years.

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).

1 st Job	Current Job
Records Management Analyst	
Manager of Public Services	
Digital Initiatives Librarian	
Teacher-Librarian	Teacher-Librarian
Library Assistant, Indigenous Studies Portal	Indigenous Engagement Librarian
Research Assistant	Library System Consultant
Community Librarian	Youth Services Librarian
Indigenous Metadata Consultant	Indigenous Initiatives Librarian
Web Developer	UX Librarian
Content Strategist	
Dataverse Preservation and Policy Coordinator	Research Data Management Librarian
Archives Assistant	Archivist
Records Assistant	Public Services Librarian
Library Assistant	Community Librarian
Research and Collections Data Analyst	
Library director	
Serials and Acquisitions Coordinator	
Consultant	
Digital Assets Library Intern	
Archives Assistant	Library Director
Library Assistant	
Circulation Assistant	Adult Program Coordinator
Liaison Librarian for Economics	History & Special Collections Librarian
Teacher-Librarian	
Digital Scholarship Librarian	

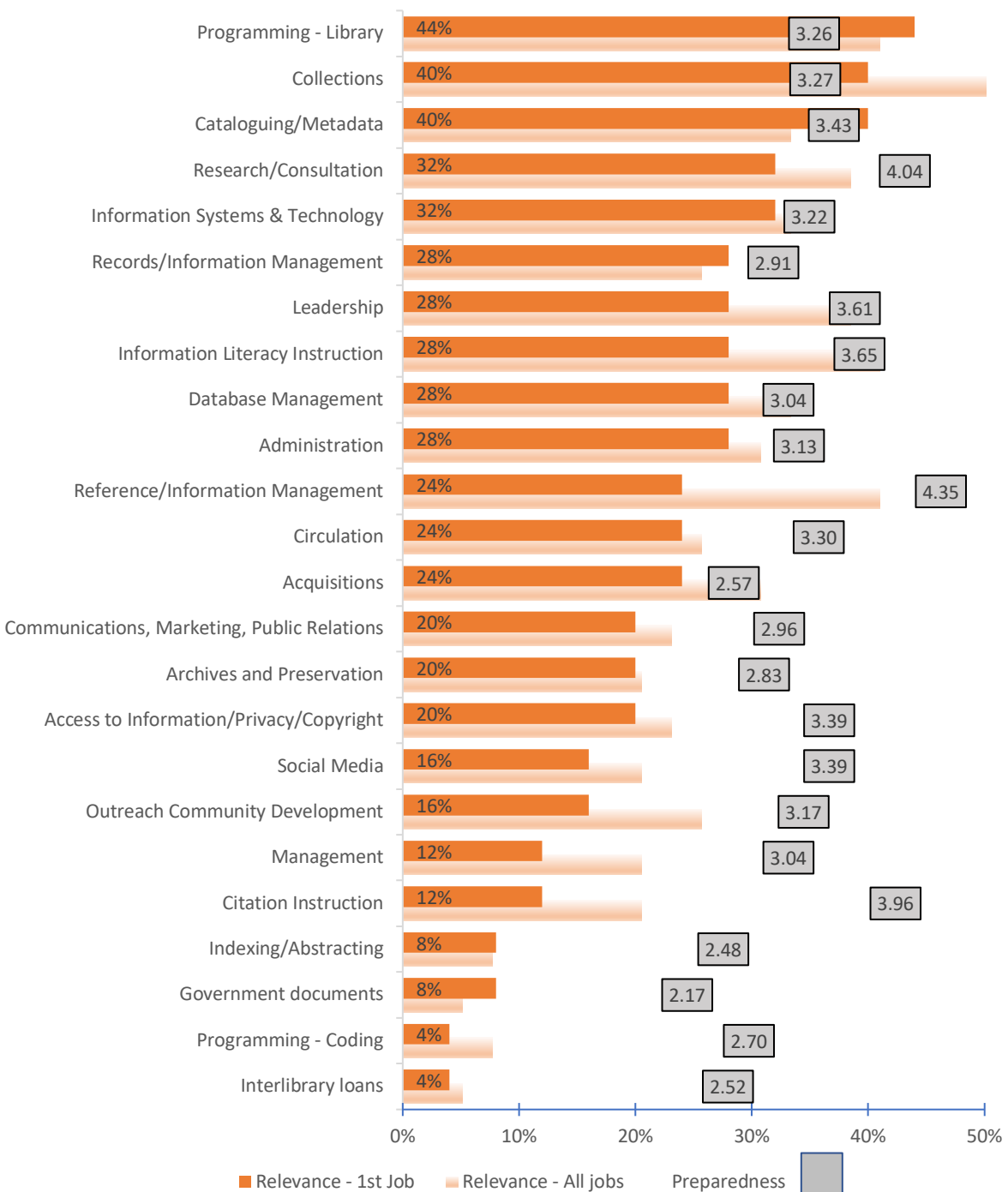
Job Responsibilities

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'.

Chart on next page

Job Responsibilities - Relevance and Preparedness



'Programming – Library', 'Collections', and 'Cataloguing/Metadata' were all identified by at least 40% 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, 'Collections' is identified as a relevant responsibility in over 50% of jobs and 'Information Literacy Instruction', 'Programming – Library', 'Reference/Information Management', 'are all relevant to at least 40% of jobs.

Respondents also identified the following areas of relevance that were not listed as survey options: information architecture; project management, research data management; customer service; government reporting, grants/funding, policy and governance, working with boards.

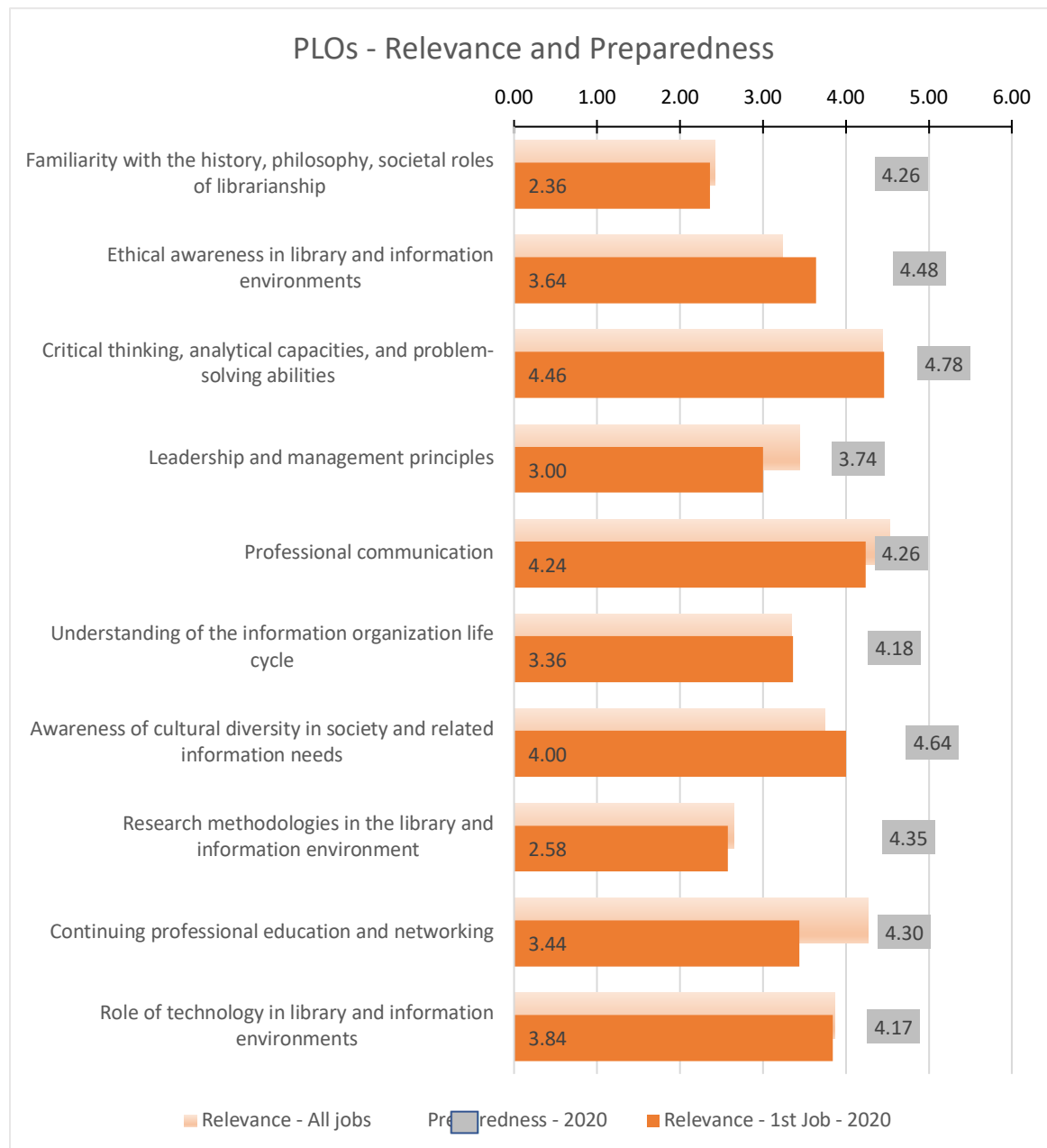
Responsibilities – 1st job	2016	2017	2018	2019	2020	Change 2020 vs 2019
<i>Programming – Library</i>	-	-	43%	33%	44%	↑
<i>Programming</i>	41%	20%	-	-		
<i>Collections</i>	34%	32%	40%	39%	40%	
<i>Cataloguing/Metadata</i>	17%	20%	13%	30%	40%	↑
<i>Research/Consultation</i>	17%	43%	43%	30%	32%	
<i>Information Systems & Technology</i>	7%	23%	3%	21%	32%	↑
<i>Information Literacy Instruction</i>	24%	27%	40%	36%	28%	↓
<i>Leadership</i>	28%	20%	17%	21%	28%	↑
<i>Database Management</i>	7%	20%	10%	18%	28%	↑
<i>Administration</i>	10%	20%	7%	15%	28%	↑
<i>Records/Information Management</i>	17%	20%	10%	9%	28%	↑
<i>Circulation</i>	21%	25%	40%	36%	24%	↓
<i>Reference/Information Management</i>	55%	30%	33%	24%	24%	
<i>Acquisitions</i>	7%	16%	3%	24%	24%	
<i>Communications, Marketing, Public Relations</i>	24%	25%	13%	18%	20%	
<i>Archives and Preservation</i>	7%	9%	10%	21%	20%	
<i>Access to Information/Privacy/Copyright</i>	10%	23%	7%	12%	20%	↑
<i>Outreach Community Development</i>	24%	23%	40%	30%	16%	↓
<i>Social Media</i>	21%	23%	3%	12%	16%	
<i>Citation Instruction</i>	-	-	-	18%	12%	↓
<i>Management</i>	17%	18%	13%	15%	12%	
<i>Government documents</i>	3%	9%	0	9%	8%	
<i>Indexing/Abstracting</i>	3%	7%	0	0	8%	↑
<i>Interlibrary loans</i>	3%	5%	17%		4%	↓
<i>Programming – Coding</i>	-	-	0		4%	

Changes in direction of 5% (of total respondents) or more from 2019 graduates to 2020 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.

Over the five year period, most job responsibilities moved both up and down; however, for three of the key responsibility areas a one-way trend was observed: 'Acquisitions' and 'Archives and Preservation' increased during the period, while 'Reference/Information Management' decreased (with a small upward blip in 2018).

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'.



Relevance ratings remain consistent between First Jobs (solid orange bar) and All Jobs (shaded orange bar) with ‘Critical thinking, analytical capacities, and problem-solving abilities’, ‘Professional Communication’, and ‘Awareness of cultural diversity in society and related information needs’ each scoring 4.0 or greater. ‘Critical thinking.....’ and ‘Awareness of cultural diversity.....’ scored amongst the highest for preparedness, with ‘Professional Communication’ also above 4.0. The only preparedness score below 4.0 was for ‘Leadership and management principles’.

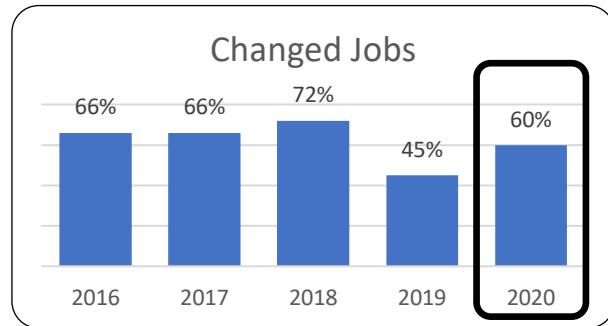
For both the relevance and the preparedness ratings for the knowledge and competency areas, the following chart shows how the 2020 graduates responses compared to the average of the responses during the previous four years.

Knowledge & Competency Areas	Relevance – 1 st positions			Preparedness – 1 st positions		
	2020	2016-19 Average		2020	2016-19 Average	
Familiarity with the history, philosophy, societal roles of librarianship	2.36	2.18	↑	4.26	4.07	↑
Ethical awareness in library and information environments	3.64	3.12	↑	4.48	4.28	↑
Critical thinking, analytical capacities, and problem-solving abilities	4.46	4.41		4.78	4.46	↑
Leadership and management principles	3.00	3.35	↓	3.74	3.73	
Professional communication	4.24	4.39	↓	4.26	4.18	
Understanding of the information organization life cycle	3.36	3.11	↑	4.18	3.76	↑
Awareness of cultural diversity in society and related information needs	4.00	3.75	↑	4.64	4.35	↑
Research methodologies in the library and information environment	2.58	3.13	↓	4.35	4.15	↑
Continuing professional education and networking	3.44	3.57	↓	4.30	4.13	↑
Role of technology in library and information environments	3.84	3.89		4.17	4.09	

Changes in direction of .10 or more compared to the 4-year average of the 2016, 2017, 2018, and 2019 surveys are indicated with arrows, with changes equal to or greater than .25 indicated in red (decrease) or green (increase).

Subsequent Employment

Sixty percent of respondents indicated that their job at the time of the survey was not their first job after graduation. After dipping to less than 50% for 2019 graduates, the 2020 results more closely align with the experiences of the 2016, 2017, and 2018 graduates.

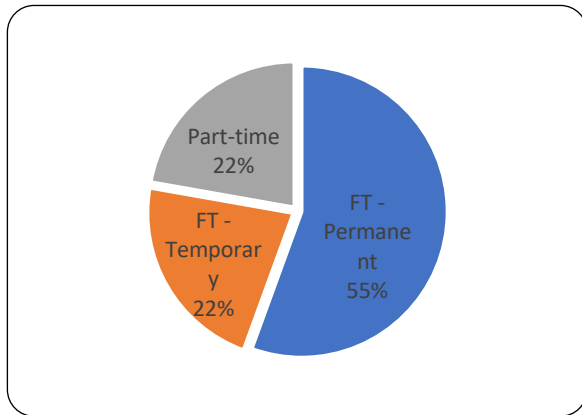


Fourteen respondents provided information which allowed tracking of their employment status from their first job to their current position. The following table summarizes their changes in employment status. A job change can include a change in job status for the same work, a different position with the 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.

		<i>Current job</i>			<i>TOTAL 1st Job</i>
		Part-time Permanent and/or Temporary	Full-time Temporary	Full-time Permanent	
<i>1st job</i>	Part-time Permanent and/or Temporary	2	1	1	4
	Full-time Temporary	-	2	4	6
	Full-time Permanent	-	1	3	4
<i>TOTAL- Current Job</i>		2	4	8	14

Of the four part-time permanent and/or temporary employees who changed jobs, two found different part-time work, one each found a full-time permanent job and a full-time temporary job. Four of six full-time temporary employees found full-time permanent positions, with the other two finding alternate full-time temporary work. Of the four full-time permanent employees who changed jobs, three remained in full-time permanent employment.

The average annual salary of the new permanent full-time positions was \$69,790 (median = \$70,000, range = \$43,000 to \$86,000) which was very similar to the average annual salary for 1st jobs. For new temporary full-time positions, the average annual salary was \$4,798/month (median = \$5500, range = \$3000 to \$5894) which was significantly higher than the comparable 1st job salaries. It must be noted that these calculations are based on a small number of responses; there was not a sufficient sample size to determine salary data for subsequent part-time employees.



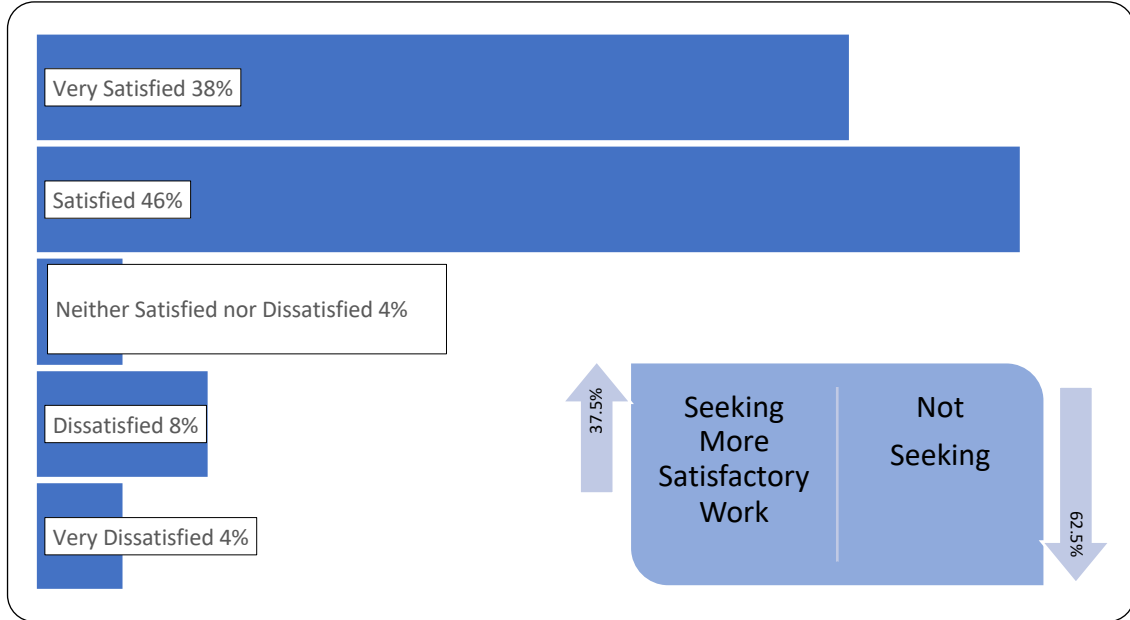
At the time of the survey and accounting for these job changes, of the 27 respondents who provided information about their employment status, fifteen (55%) were in full-time permanent positions; six (22%) were in full-time temporary positions; and six (22%) were in part-time permanent and/or temporary 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 two respondents who did not attain LIS-related employment, neither of whom continued looking for LIS-related employment.

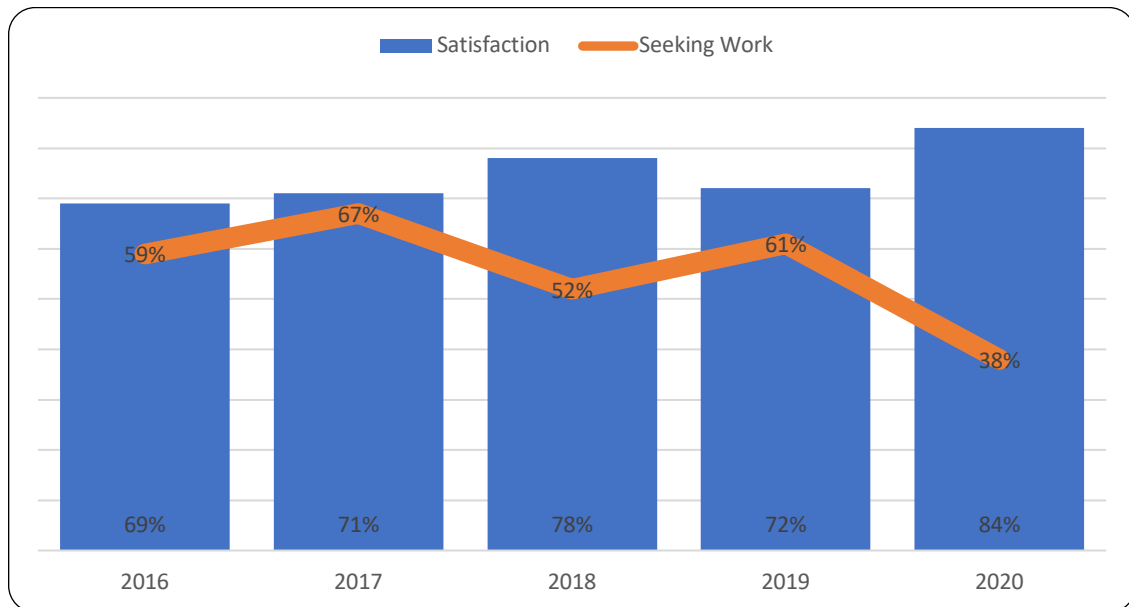
In addition to job type, changes in the type of employer were also observed. There was a net gain of two in academic institution positions due to migration from the government non-profit, and book publishing sectors. As a result, at the time of the survey, 44% of 2020 graduates were employed in the academic sector

		<i>Current job</i>							
		<i>Academic</i>	<i>Public Library</i>	<i>Government</i>	<i>Non-profit</i>	<i>Museum/ Archives</i>	<i>K-12</i>	<i>Other</i>	<i>TOTAL 1st Job</i>
<i>1st job</i>	Academic Institution	4	1	-	-	-	-	-	5
	Public Library	-	3	-	-	-	-	1	4
	Government	1	-	-	-	-	-	-	1
	Non-profit	1	-	-	-	-	-	-	1
	Museum/ Archive	-	-	-	-	1	-	-	1
	K-12 School	-	-	-	-	-	1	-	1
	Other	1	-	-	-	-	-	-	1
	<i>TOTAL-Current Job</i>	7	4	-	-	1	1	1	14

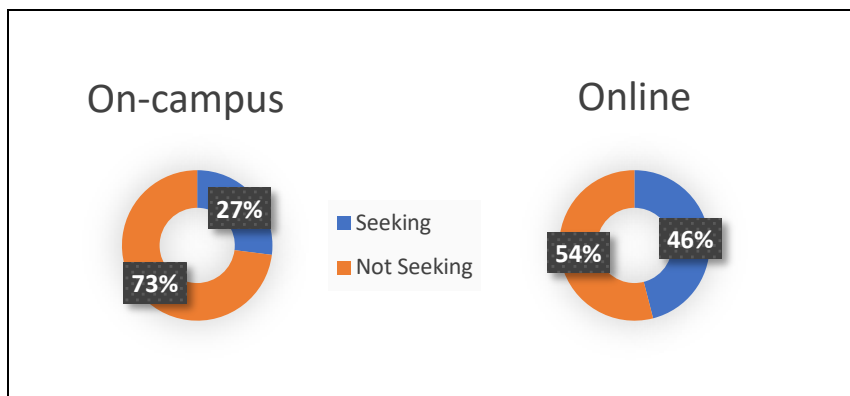
Current Job Satisfaction



Eighty-four percent (an increase of 12% from the previous year) of respondents indicated that they were satisfied or very satisfied with their work, with 38% (a decrease of 23% from the previous year) indicating that they are seeking more satisfactory work. Amongst five-years of graduating cohorts, 2020 graduates had both the highest level of job satisfaction and the lowest desire to seek alternative work.



Examination of the responses for the on-campus and online cohorts separately reveals a higher level of the online graduates are seeking more satisfactory work.



Instability, location, lack of diversity, and desire to advance were cited by respondents as reasons for seeking more satisfactory work.

Seven of nine respondents seeking alternative work indicated that they were looking for full-time permanent work with a desired salary ranged from \$65,000 to \$100,000 (average \$73,000). Of those who specified (with multiple answers allowed), seven respondents indicated that they were looking for work in academic libraries, two indicated public libraries, with singular interest in archives, special libraries, and records management indicated. One respondent expressed interest in part-time employment in a public library.

Continuing Professional Development Activities

Approximately 50% of respondents reported participation in continuing professional development activities. Many of these activities were virtual.

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

Honestly, it was somewhat helpful to me, but I found a significant gap between the academic approach to LIS subjects and the way that they actually happen in the real world of libraries. I completed my MLIS mostly to have the credential, but there were areas where I felt my knowledge was expanded significantly, but mostly through reading LIS literature and writing papers - it forced me to engage with LIS research in ways that I might not have chosen to otherwise.

I found there was a great deal of theory, but very little of the practical skills.

I think that the program really did cover the theoretical of LIS work very well. However, a combination of courses that were available or generally offered meant that I feel that wasn't able to diversify enough to comfortably apply for positions where I would need practical skills and knowledge outside of my existing experience in public libraries. For example the specifics of academic libraries and archives. I know it's a vast field, but it's possible to get through a program not having touched on the subjects at all. I also think that having more and clearer support for practicums would be very helpful in allowing learners to bridge the gap between the theory, which has excellent coverage, and

learning what skills are needed in specific work places. It didn't feel doable with the existing online program.

Very disappointing that we had no opportunity to take a course that focused on Instruction, it was something that was brought up in every interview I did and I had to explain that it wasn't an option for our year to take. This needs to be available consistently. The program did a good job of focusing on EDI and the Indigenous Librarianship course in particular was outstanding. The Advanced Research course was also very helpful not only for doing my own research, but better understanding how others are doing research.

Unfortunately, I would say that my MLIS courses didn't really prepare me for employment in my chosen area, mainly because courses associated with RDM didn't exist. However, my work as a research assistant throughout my time in graduate school did prepared me (somewhat) for my current employment, as well as the fact that I researched and wrote a thesis. I think part of what prepared me was also the fact that I had a previous career before attending the U of A for my MA/MLIS, which is where I learned the majority of my soft and management skills. What I did find during my job search is that, other than checking off the box that you had an MLIS, employers were way more interested in previous experience over education.

MLIS is not geared towards preparing professionals for practice.

I believe that much of my success finding permanent employment has been due to my previous library experience and not as much to my MLIS program.

I prefer working with/in public libraries and I don't feel this degree focused enough on the public library sphere. Most of the focus is academic. I relied on my work experience to obtain this position.

Having worked for the last 2 years in various positions, I have found in my current position that there were areas that the MLIS definitely helped but they were from courses where the instructors were great to begin with. However, much of the useful skills and information I needed were from previous library experience prior to my MLIS and SLIS collab positions. Additionally, my second job was on an interdisciplinary team doing a systematic review and I learned so much from others as to the process that I didn't always feel prepared for from my MLIS. I also think that there is a need for the MLIS to better teach you how to actually transfer your skills to less traditional roles.

There need to be budgeting/accounts classes, more focus on practical work for those of us who straddle multiple areas (eg. Programming + collections + outreach)

Completing the MLIS program helped to refine my practice, and temper practicality with theory in order to improve informational literacy within my school.

IMHO the strength of the degree hinges strongly on what students do in addition to / complementary of coursework (LISSA, practicum, job shadowing, community work...)

Additionally, respondents were given the opportunity to add any final comments that they had about their employment status or suggestions about the survey:

I imagine I am not the only graduate of the online MLIS program who already held an MLIS position prior to beginning the program. Many of us were already employed in libraries, so I feel like that might skew the results to present a rosier employment picture. I'm not sure I would go into the field now, knowing how many of the jobs are part-time, and I don't think my experience is particularly indicative of the current outlook for the profession. I imagine the employment experiences of those who completed their MLIS in-person is quite different from the online students, in that so many of us already held good, full-time positions in libraries while completing our degrees part-time.

There are very few employment opportunities for LIS grads. Please make this expensive education as relevant as possible and make every effort to diversify and decolonize the curriculum.

While I have come to appreciate some of my classes and the experiences that I have had through my MLIS, I would still not recommend the UofA MLIS program to anyone interested in libraries and the information sector. I have also noticed an increasing number of job postings that are not requiring the MLIS and yet I know that for many in my cohort, it is still quite difficult to find LIS jobs.

It's likely that my satisfaction with my position will increase once I am not having to do it from home.

Like any degree attached to a professional hurdle, my MLIS was absolutely necessary to further my career in the LIS field. It did a lot to enhance my existing experience in libraries and demonstrated my commitment to my organization. The greatest amount of growth and learning happened in the professional development and networking opportunities. These are what set me apart in my job search.

Contract or temporary work across the country is relatively easy to find, but if I had known how much moving around would be expected/required I'm not sure I would have considered librarianship as a career choice. Very little job security at the moment.

As a note, I finished my thesis in the summer of 2019, but officially convoked in November 2019. I started looking for a job in the fall of 2019. I applied to over 50 jobs over the course of 6 months before the pandemic hit, and had about 3 interviews. In March 2020, when the pandemic started, I was unemployed. Job postings for library jobs went from 5-6 per day to 0 for 4+ months. I continued to apply to jobs that did exist, but didn't get another interview until November 2020.

My current employment status is part-time by choice to spend time raising my children.

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.