



NEWS



April 2002

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GREETINGS FROM THE PRESIDENT

Hello everyone!

I've been giving a great deal of thought lately to the notion of moving. Mostly this is because my husband, Carl, and I bought a new(er) home a few months ago and we've been slowly packing up our belongings in anticipation of our possession date in two weeks. Although the physical move (and worse, all the subsequent cleaning) is a chore, these three months of waiting have been the real drag. I cannot wait any longer!

As an aside, it's interesting how mutual trust goes completely out the window during a move. Carl was tasked with finding a mover. Carl is very... thrifty, and I am sure he has chosen the cheapest mover he could find. I'm not a very materialistic person, but I do have an inherited piano that I can't stop worrying about. I've asked my husband about a thousand times if this mover has experience moving pianos. He cannot reassure me enough that the mover can actually move the piano and I keep having nightmares of my piano flipping over the railing. It's a similar image to the piano flipping

out of the canoe in the movie *The Piano*, and crashing in slow motion to its final resting place with me futilely following it down!

Of course, moving distrust works two ways. Carl is a bit of an audiophile and has a collection of several hundred CD's, tapes, and albums. He has lovingly entered every one into a database, and they are meticulously filed on his shelves according to artist and year published. Carl was getting ready to leave town for a few days, and as we're getting into the packing countdown, I innocently said I would pack his music collection. Well, no way, José! I did remind him that I am a qualified librarian and, not only that, but I have taken the "Library Buildings" course which *thoroughly* covers every aspect of moving a library; I'm sure I could handle this little task. He left unconvinced as he pointed out that my own personal music collection is organized in some weird random distribution. Shows what he knows about classification; my system is to organize my music in the order in which I last listened to a CD or tape. Random indeed! My system perfectly matches

(Continued on page 3)

SPECIAL POINTS OF INTEREST:

- LISAA needs YOU! Contact Tracy Stewart for information on joining the LISAA Executive for 2002-03!
- Join us for dinner following the LISAA AGM on Thursday, May 16, 2002, 6:30 p.m., at the Manor Café! RSVP to Virginia Clevette by May 10, 2002.
- LISAA's membership year runs from September 1 to August 31. Renew now for 2002-2003! Membership forms are available in this newsletter, by contacting any Executive member, via e-mail (lisaa@ecn.ab.ca), and on the LISAA website at <http://www.ecn.ab.ca/lisaa>.

NOTICE OF ANNUAL GENERAL MEETING

LISAA's Annual General Meeting for the 2001-02 membership year will be held on **Thursday, May 16, 2002** at 6:30 p.m. This year's AGM will take place at the Manor Café, and attendees are invited to enjoy a fine meal following the meeting.

Agenda items will include the election of new officers and activity reports from SLIS and current officers.

Please join us! Cost for the event will be the price of your dinner (à la carte), plus gratuity. If you plan to attend, RSVP to Virginia Clevette by May 10, 2002: (780) 492-7952 / virginia.clevette@ualberta.ca.

LISAA AGM: Thursday, May 16, 2002; 6:30 p.m.
Manor Café, 10109—125 Street
RSVP by May 10, 2002



SLIS FACULTY NEWS

Alvin M. Schrader on Sabbatical
Hope A. Olson Acting Director

Dr. Alvin M. Schrader will be on research sabbatical from his position as Director of the School January-June 2002, during which time Dr. Hope A. Olson will be Acting Director.

“I have worked closely with Hope during my time as Director, and she has excelled in every capacity. Her support to me over the last six years has been exemplary, and much appreciated.” – A.M. Schrader

Dr. Schrader will focus his sabbatical on a study of how the academic and professional field of library and information studies has been defined over the past two decades or so in the professional literature. The definitions project is a natural follow up to his earlier research on definitions of library science, information science, and their conceptual antecedents. He is anxious to get back to this work after a hiatus of some years, convinced that a clear and consistent definition of the core nature of the discipline is more urgently needed now than ever before. The result will be a book-length manuscript to be published with Scarecrow Press in 2003. It will include the current project as well as incorporating his earlier research. Dr. Schrader will also complete his research on the 1999 survey of the National Library of Canada’s National Core Library Statistics Program with research associate Michael B. Brundin.

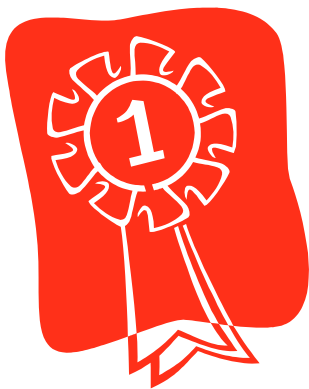
In announcing the appointment of Dr. Hope A. Olson as Acting Director during his sabbatical period, Dr. Schrader expressed his confidence in her administrative and leadership capabilities, noting, “I have worked closely with Hope during my time as Director, and she has excelled in every capacity. Her support to me over the last six years has been exemplary, and much appreciated. I have every confidence in her potential to continue developing the School’s excellence.” Dr. Olson will maintain the position of Graduate Coordinator for the School during her acting appointment. Dr. Olson was recently appointed to the rank of Professor, effective July 1, 2002.

Lisa M. Given and Hope A. Olson Win Research Paper Award

The School is pleased to announce that Dr. Lisa M. Given and Dr. Hope A. Olson have received the 2002 Research Methodology Paper Award of the Association for Library and Information Science Education (ALISE) for their paper: “Data Preparation Using the Principles of Knowledge Organization: A Guiding Model for Quantitative, Qualitative and Textual Research Methodologies.” Organizing research data for effective analysis has been insufficiently addressed in the methodological literature. The award-winning paper proposes that principles of knowledge organization developed in library and information studies (relevance, precision, recall, coextensiveness, exhaustivity, specificity, and consistency) offer a ready-made model that can be applied to research data across disciplines. This knowledge organization model is applicable to quantitative, qualitative, and textual research and provides a framework for data preparation that may be used by researchers, students and evaluators of research projects.

The Research Methodology Paper Award carries a prize of \$500 (US). Dr. Given presented the paper at the ALISE annual conference in New Orleans, 17 January 2002. ALISE is comprised primarily of library and information studies faculty and doctoral students in Canada and the United States. Acknowledgement of this creative methodological approach by ALISE is a recognition of the authors’ and the School’s commitment to library and information studies research.

For information about the paper e-mail: lisa.given@ualberta.ca or hope.olson@ualberta.ca .



Anna E. Altmann Receives Graduate Teaching Award

The School of Library and Information Studies, University of Alberta is very pleased to announce that Dr. Anna E. Altmann is an inaugural recipient of the Faculty of Education Graduate Teaching Award.

The Award recognizes excellence in graduate teaching in the Faculty of Education, based on evidence from graduate students’ course evaluations over the past 5 to 10 years together with strong supporting evidence from former graduate students and current faculty colleagues.

The Award is made on the basis of effective integration of theoretical knowledge, research and expertise with teaching; consistently superior command of subject matter; excellence in planning and organization; the fostering of a vital interest in the subject and associated research; and the creation of a climate of mutual respect and academic excellence while fostering a critical analysis of research and practice.

The Award carries a \$1,000 prize and will be presented at the Faculty’s “McCalla Celebration of Research and Teaching” next April. It is a great honour to the School to have Anna’s teaching recognized by the Faculty!

APPOINTMENT: DR. TONI SAMEK

The Library and Information Studies Alumni Association wishes to extend our congratulations to Dr. Toni Samek on being awarded tenure and promotion to the rank of Associate Professor at the University of Alberta effective July 1, 2002.

Dr. Samek holds a B.A. (Honours) from the University of Toronto, an MLIS from Dalhousie, and a Ph.D in Library and Information Studies from the University of Wisconsin-Madison.

She has been teaching at SLIS since 1994. Included in her teaching portfolio is the core course, Reference and Information Services, which she has taught every year, except for 2000, since 1994.

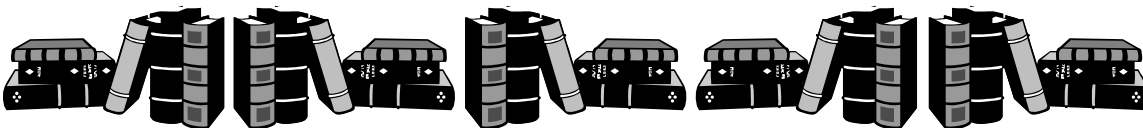
Dr. Samek's areas of research interest are intellectual freedom; social responsibility; alternative library discourse; library ethics, rights, and values; and library history. She has published widely on these topics. Her Ph.D dissertation became the basis for her book, *Intellectual Freedom and Social Responsibility in American Librarianship, 1967-1974*, which was published this year. Her articles have appeared in several library journals including *Feliciter*, *Library Trends*, and *Counterpoise*. She also published papers in the *Proceedings of the 27th Annual Conference of the Canadian Association for Information Science* in 1999.

In addition, Dr. Samek has presented papers at numerous conferences at the local, provincial, national, and international level. In recent years, for example, she presented papers for IFLA's annual Round Table on Library History in 2001, for CLA's annual conference in 2000, and for ALA's annual Library History Round Table in 1999.

She has been actively involved in professional library organizations and currently serves as Chair of the Advisory Committee on Intellectual Freedom of CLA, as a committee member of IFLA's Social Responsibility Round Table Working Committee on Human Resource Development, and is a member of the Library Association of Alberta's Intellectual Freedom Committee, of which she was Chair from 1998-2000. In addition, she has served on several University of Alberta and SLIS committees. She currently serves on the Association of Academic Staff Council, the Council's Equity Committee, and the General Faculties Council Executive Committee; on the Faculty of Education's Advisory Selection Committee and Equality and Respect Committee; and is Curriculum Committee Chair at SLIS.

Best wishes, Toni, for continued success in your career!

Mary Smagler
Continuing Student Representative



PRESIDENT'S MESSAGE, CONT'D.

my browsing style, and has been crafted so no one else can be bothered to find one of my CD's. Anyway, his CD's are still on the shelf, but I am patiently nurturing a delicious act of cataloguing sabotage shortly after they hit the shelf in the new house!

Well, that was a pretty long aside. The other reason I am thinking about moving is because I am soon moving onto my new role as Past President of LISAA. Virginia Clevette will moving into the role of President and I know she will have an excellent year ahead. A big thank you goes out to everyone on this year's LISAA executive for their hard work and dedication to the purpose of the Alumni Association. Thank you also to those of you who faithfully support LISAA and the Library School. I encourage anyone who is interested in expanding their professional horizons and having some fun to contact me (tracy@ualberta.net) or 439-7327 regarding positions on the LISAA executive – it's a move I guarantee you won't regret!

Cheers,
Tracy Stewart, President
MLIS 1995

MLIS STUDENT RECRUITMENT 2001

The School's 6th annual recruitment survey in September 2001 asked entering MLIS students the same three open questions as in previous years: sources of information about the MLIS program, program and School expectations and interests, and suggestions for broadening program awareness.

A quick overview of responses shows that students learned about the MLIS program through both people and publications, but "people sources" predominated by far, and the Internet has dramatically displaced the *University Calendar* as a further source of information. The survey also shows that students' program expectations and interests are diverse, of which the most frequent were learning about a new profession and about information and computer technology and the Internet. But social aspects and SLIS faculty were also important to new students. While fewer than half of the students made suggestions for increasing awareness of the MLIS program, the most frequent idea was to target undergraduate students through presentations, the Web site, posters, and career day booths. Some thought the School was already well advertised.

Information sources

The predominant pattern in previous surveys continues undiminished: entering students mentioned "people sources" more frequently than all other sources combined. First and foremost were a variety of relationships with the School's graduates: friends, acquaintances, workplace colleagues, and relatives. Other work colleagues were also frequently mentioned as sources of information, as were other librarians, graduates of other programs (thank you!), other acquaintances, other friends, and other relatives. Current students were also mentioned several times.

Named specifically or identified by personal or other relationship were: daughter (twice), sister, sister-in-law, an English professor on campus, Jacquie van Someren (current student), Merrill Distad (University of Alberta librarian), and Anna Altmann (SLIS professor). A number of respondents noted the School's very favourable reputation that had been communicated to them by their people contacts. Thanks to all of these advocates — and to all advocates not only for the School but as well, by extension, for the profession at large.

After people sources, the Web ranked second, with various sites mentioned: the School's, the University of Alberta's, the American Library Association's, and a school finder site. Also mentioned by several students was previous study at the University of Alberta and hence prior familiarity with the campus. The high ranking of the Internet is the third time in a row that it has been this popular (one-third of all respondents). The *University Calendar's* decline in importance was reflected in responses again this year, though it was mentioned four times this year compared to only once last year.

It is helpful to note that while many students appear to have decided quite recently to enroll in the MLIS program, some indicated in passing that they had been aware of it for a number of years — variously, 1992, 1980, and even as far back as 1972.

Program and School expectations

The most frequently mentioned expectations clustered around learning a new profession and becoming a qualified librarian with knowledge of library and information skills. Almost equally important to students were broadening information technology skills including information management technology, computer technology, and Internet skills. Students also mentioned the importance of social aspects, fellowship, getting to know new people with similar interests, interesting discussions in class, and benefiting from an intimate friendly atmosphere. Looking forward to working with SLIS faculty — "good qualified professors who are accessible" — was also mentioned several times.

Other expectations centred on specific curricular areas of interest: intellectual freedom and information access, information organization and cataloguing, children's and young adult literature and storytelling, and practicum experience. Other interests mentioned by more than one student were collection management, globalization, reference work, and research skills. One-time mentions were database management/design, reading, management skills, facilities planning, and the issues courses.

Increasing awareness of the MLIS program

Just under half of the 2001 students had suggestions for increasing program awareness. Some thought that the School was well advertised and that information was already accessible. As one student said, "I think most people who are interested in this sort of program will search out good programs on their own. This one had a good reputation so people will hear of it." Another noted being kept very well informed of the School through correspondence. One student said simply, "Continue the excellent work!"

The most frequent suggestion was to increase awareness among undergraduates here and elsewhere through presentations, posters, the Web site, and career day booths. Women's organizations and library staff were also mentioned.



"The predominant pattern in previous surveys continues undiminished: entering students mentioned 'people sources' more frequently than all other sources combined."

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School Recruitment Plans

As I said last year, these kinds of insights and suggestions provide valuable feedback for monitoring the School's recruitment strategies so that we can enhance our visibility wherever possible. Dr. Lisa Given, chair of our new Recruitment Committee, has initiated an impressive array of activities over the past two years: redesign of the SLIS Web site (with thanks to Tami Oliphant, MLIS '01); participation in the Virtual Graduate Recruiting Fair sponsored by the University of South Dakota in October; LISAA newsletter notice to encourage alumni participation in the University Alumni Association's Online Mentoring Program; distribution of posters around campus; in-person displays at the Alberta Teachers' Convention last spring; in-person displays at the 2000 and 2001 annual general meetings of the University of Alberta; a special insert in all delegates' registration packages for the 2000 annual conference of the Canadian Library Association in Edmonton; brochure distribution at CareerExpo 2000 in Calgary and at the Safe and Caring Schools and Communities Conference in Edmonton.

While many of these recruitment activities are now annual events for the School, one of Dr. Given's most exciting new initiatives occurred in March 2002—the School's first ever "Career Forum" for prospective students. This event is sponsored by Career and Placement Services (CAPS) on campus, and will target undergraduate and graduate students in a range of disciplines at the University of Alberta.

The Committee and the School appreciate the views of our newest students, and encourage everyone to submit suggestions for future activities to lisa.given@ualberta.ca.

*Alvin M. Schrader, PhD
Director
November 2001*

"Dr. Lisa Given, chair of our new Recruitment Committee, has initiated an impressive array of activities over the past two years."

PROFILE OF A 21ST CENTURY PROFESSION: NEW MLIS STUDENTS AT THE UNIVERSITY OF ALBERTA

A total of 41 students were admitted to the University of Alberta's MLIS program in September 2001; one was a transfer student in second year from another Canadian program. The new MLIS students averaged 32 years in age, 83% are female, 12% began the program on a part-time basis, and 10 came to SLIS from outside Alberta (4 Saskatchewan, 3 British Columbia, 2 Manitoba, and 1 Nova Scotia).

Students' academic backgrounds are as diverse as in recent years: art history, biology, botany, earth and environmental sciences, economics, elementary/secondary education, English, fine arts, French literature, German literature and linguistics, history, law, library science, mathematics, pharmacy, philosophy, political science, psychology, recreational administration, religious studies, and sociology.

Their academic degrees are also as diverse as in recent years, with 50 undergraduate and two graduate degrees from 33 postsecondary institutions across Canada and around the world:

Acadia University - NS	University of Manitoba
University of Alberta	McGill University - QUE
Augustana University College - AB	Memorial University - NFLD
University of British Columbia	University of Michigan - USA
Burnaby College - BC	Mt. Allison University - NB
University of Calgary - AB	Mt. Royal College - AB
Concordia University - QB	Peking University - China
Concordia University College of Alberta	Red Deer College - AB
Dalhousie University - NS	University of Regina - SK
University of Electronic Science and Technology - China	Rocky Mt. College - AB
Grant MacEwan Community College - AB	Royal Military College - BC
University of Kanpur - India	Ryerson Polytechnic University - ON
Keyano College - BC	St. Frances Xavier University - NS
King's University College - AB	University of Saskatchewan
University of Lethbridge - AB	Simon Fraser University - BC
University of Lucknow - India	University of Timisoara - Romania
	University of Victoria - BC



Perhaps this geographic diversity explains some of the students' richness in second language skills, with 15 reporting competencies in nine different languages, variously, French (6), French and German (2), and Chinese, Chinese and Japanese, French and Spanish, German, German and Romanian, Hindi, and Hindi and Urdu (1 each). We look forward to their leadership in the 21st century!

*Alvin M. Schrader, PhD
Director*

U OF A SLIS EMPLOYMENT SURVEY 2000

The School is pleased to announce the findings of its 13th annual employment survey of its graduates of the Master of Library and Information Studies program at the University of Alberta. In 2000, 36 students graduated with MLIS degrees, 32 of whom responded to this survey (an 89% response rate, the highest since the annual survey began in 1988). The 2000 survey was conducted in June and July 2001, approximately a year after the spring convocation.

“Employment prospects for 2000 graduates were much brighter than for graduates in many recent years: some 81% of employed graduates in 2000 held permanent positions, up from 63% in 1999 and around 50% in earlier years.”

Summary

Nine out of 10 responding graduates in 2000 were employed in library and information studies at the time of the survey. This echoes the high overall placement rates of MLIS graduates during the past decade or so, in the range of 75% to 90%. However, employment prospects for 2000 graduates were much brighter than for graduates in many recent years: some 81% of employed graduates in 2000 held permanent positions, up from 63% in 1999 and around 50% in earlier years.

Moreover, even though the 2000 graduates changed jobs during their first year at the same rate as 1999 graduates did, they were much faster at finding their current positions than were their immediate predecessors: 78% within 6 months compared to 53% of the 1999 graduates. As well, only 4 graduates in 2000 said they were still seeking more satisfactory employment at the time of the survey, in marked contrast to 1999 graduates, of whom 48% were still looking when surveyed.

The most frequent employers of the 2000 graduates were public and regional libraries, supplying 39% of all current positions, followed by special libraries and academic libraries. Graduates were clustered in reference and public service positions more markedly than were graduates in the previous year. Half of the 2000 graduates were employed in Alberta, mostly in Edmonton, and 17% went to the U.S. for work, patterns generally similar to the experience of the 1999 graduates. The most common ways in which the 2000 graduates learned about their positions were word-of-mouth and the SLIS job board.

All but one of the 32 responding graduates gained library work experience either before or during their MLIS program, but patterns differed substantially from the 1999 experience: fewer 2000 graduates worked before entering the MLIS program than did 1999 graduates, while far more worked during it.

Placement

Almost all of the graduates in 2000 (91%) reported employment in library and information services at the time of the survey (29 out of 32). Three graduates were not actively looking (one was traveling and another was obtaining further education). The overall placement rate for 1999 graduates was 86%.

Of the 29 employed graduates in 2000, 27 or 93% held full-time positions, similar to the 1999 pattern. However, 81% of the graduates in 2000 (22 out of 27) had permanent positions, a much higher proportion than for 1999 graduates at 63%, as well as for graduates of several earlier years when it hovered around 50%. Two graduates reported part-time work.

Fifteen of the 29 employed graduates in 2000 (52%) said they had worked in a temporary position at some point since graduation; 4 had held two such positions. The pattern for 1999 graduates was similar (15 out of 25 or 60%), with 6 having had two temporary positions and 1 having had four.

Five of the 29 employed graduates in 2000 (17%) still held full-time temporary placements at the time of the survey, ranging in duration from 10 to 40 months, with a median of 12 months; 2 graduates noted positive prospects for one-year renewals. Temporary placements were two months longer on average than those held by 1999 graduates, when 32% were still in temporary positions at the time of the survey and the range was 2 to 36 months.

Current Placement Status	Number	Percentage
Full-time permanent*	22	76%
Full-time temporary	5	17%
Part-time permanent	2	7%
TOTAL	25	100%

*one position initially offered as temporary employment changed to permanent status by the time of the survey

Employment Sector

Public and regional libraries were the most frequent employers of graduates in 2000 (39%). Special libraries ranked second (21%), academic libraries were a distant third (14%), and library consortia and employers not affiliated with libraries each provided 11% of current placements. This overall pattern was quite different from 1999, when academic and special libraries each supplied one-third of the placements and public and regional libraries accounted for another 20%.

The 2000 graduates were clustered in reference and public service positions more markedly than were graduates in the previous year, with a total of 10 out of 29 reporting such placements, including one children's services librarian, two

(Continued on page 7)



adult reference librarians, one reference librarian with dual responsibilities as a modern languages and cultures bibliographer, and one adult reference librarian with dual responsibilities as a programming librarian. In 1999, job titles were more varied, and only 6 graduates reported reference service positions of one kind or another.

Current Placement Setting	Number	Percentage
Public and regional libraries	11	39%
Special libraries	6	21%
Academic libraries	4	14%
Consortia	3	11%
University agencies	3	11%
School libraries	1	4%
TOTAL	28*	100%

*one respondent did not describe their work setting

Other positions and titles held by 2000 graduates were as follows: library services manager, assistant director, technical services supervisor/training and consulting librarian, technical services librarian, automation services librarian, support services librarian, business/marketing librarian, librarian/webmaster, metadata librarian, information specialist, information resources management specialist (databases), agricultural research librarian, teacher librarian/teacher, librarian, and library intern.

Three graduates working in agencies not affiliated with libraries gave the following job titles: research associate, electronic textbase manager, and education and content specialist.

Location

Alberta provided 48% of the current placements for 2000 graduates (14 out of 29), somewhat lower than the pattern in 1999 at 58%. Five graduates in 2000 (17%) went to the United States for work, similar to 1999 graduates (20%). Other work locations reported by 2000 graduates were Ontario (4), Saskatchewan (3), British Columbia (1), Manitoba (1), and Tanzania (1). Most of the Alberta placements were in Edmonton (12 out of 14 graduates or 86%), similar to 1999 at 79%.

Salaries

Fifteen of the 2000 graduates with full-time permanent positions in Canada reported annual salaries ranging from \$23,700 to \$48,000, with a median of \$38,000. This represented a median increase of \$2,500 over salaries reported by 1999 graduates. Five graduates in 2000 with full-time permanent positions in the United States reported annual salaries in U.S. dollars ranging from \$32,000 to \$57,000, with a median of \$35,000, up \$2,400 on average from the previous year.

Four graduates in 2000 holding full-time temporary positions in Canada reported earnings of \$3,000 to \$3,360 per month, with a median of \$3,170, up \$820 on average from 1999. Two part-time positions paid \$22.29 and \$26.33 per hour.

Job Searching

All 29 employed graduates reported how they learned about their first, and if different, current positions. One-third of their sources were "word-of-mouth" (15 mentions) and the SLIS job board ranked second in frequency (10 mentions), followed by the Foothills Library Association website (4), JEROME-L (3), and the American Library Association annual conference Job Fair (3).

Source of Information	Number of Jobs (Current & First Positions)	Percentage
Word-of-mouth	15	32%
SLIS job board	10	21%
FLA website	4	9%
JEROME-L	3	6%
ALA annual conference Job Fair	3	6%
Other*	12	26%
TOTAL	47	100%

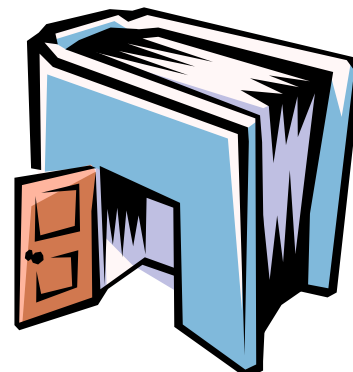
*posting (2), internal posting (1), University of Alberta posting (1), Edmonton Public Library posting (1), BCLA website (1), OLA website (1), University of Toronto Faculty of Information Studies website (1), Alaska SLA website (1), LIT program (1), FSWEP program (1)

Graduates in 1999 also mentioned word-of-mouth and the SLIS job board as their most frequent sources of information, but frequencies were much less pronounced (14% and 12%, respectively).

Other sources mentioned once each by the 2000 graduates were: University of Alberta Library posting, Edmonton Public Library posting, British Columbia Library Association website, Ontario Library Association website, Univer-

(Continued on page 8)

“Fifteen of the 2000 graduates with full-time permanent positions in Canada reported annual salaries from \$23,700 to \$48,000, with a median of \$38,000.... a median increase of \$2,500 over salaries reported by 1999 graduates.”



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U OF A SLIS EMPLOYMENT SURVEY 2000, CONT'D.

sity of Toronto Faculty of Information Studies website, and Alaska State Library Association website. One graduate mentioned submitting an unsolicited application.

Two of the graduates in 2000 who mentioned word-of-mouth indicated that the contact was made through the MLIS Practicum course. Two graduates returned to positions held before the MLIS program.

Some 76% of 2000 graduates found their first position before graduation, and 90% within 3 months of graduation. The 1999 graduates were similar in that 77% found their first position before graduation, and 81% within 3 months of graduation.

Position Secured	First Position		Current Position (if different from first)	
	Number	Percentage	Number	Percentage
Before entering program	7	24%		
Before graduation	15	52%	1	5%
Within 3 months of graduation	4	14%	9	47%
3 to 6 months after graduation	3	10%	5	26%
More than 6 months after graduation			4	21%
TOTAL	29	100%	19	100%

Comparison of first and current placements shows that 19 of the 29 graduates in 2000 (66%) changed jobs at least once during their first year after graduation. While this was identical to the experience of 1999 graduates, the graduates in 2000 found their current positions much more quickly than their 1999 predecessors: 78% of 2000 graduates compared to only 53% of 1999 graduates had secured their current positions within six months of graduation.

Future Prospects

All survey respondents were asked about job satisfaction with their current work situation. Only 4 graduates in 2000 said they were still seeking more satisfactory employment, in marked contrast with graduates in previous years: 48% of 1999 graduates and 43% of 1998 graduates.

Library Work Experience

Only one of the 32 responding graduates in 2000 did not obtain library work experience either before or during their MLIS program (one reported volunteer experience). This was generally similar to the experience of 1999 graduates, of whom 90% reported library work experience either before or during their MLIS program.

However, work experience patterns differed substantially. Fewer graduates in 2000 worked before their MLIS program than did 1999 graduates (47% versus 55%), while more 2000 graduates worked during their program than did 1999 graduates (97% versus 83%). In fact, only 2 of the 2000 respondents did not work during their MLIS program, compared to 5 respondents in 1999.

Library Work Experience*	Number	Percentage
Either before or during MLIS	31	97
- before (15 of 32 or 47%)		
- after (30 of 32 or 94%)		
Neither before nor during MLIS	1	3%
TOTAL	32	100%

*excluding for-credit field placements and practicums

Demographics

Of the 32 survey respondents in 2000, 26 were female and 6 were male, 81% and 19% respectively, a ratio similar to the full graduating class of 2000; in 1999, graduates were 76% female and 24% male.

The average age for the graduating class of 2000 was comparable to the norm for recent years, which has ranged between 29 and 34 years of age at graduation. In 2000, the average age of a graduate was 32.5 years; in 1999, it was 34.1.

Academic patterns for degrees earned prior to the MILS for 2000 survey respondents were as follows: 20 held the BA, 2 the BEd, 1 the BMus, 2 the BSc, 1 the BHEc, 1 the BES (Environmental Studies), 1 the LLB, 2 the MA, and 1 the MSC.

*Alvin M. Schrader, PhD.
Director
January 2002*