

## **Survey of Employers of Recent MLS Graduates, Fall 2013 : Discussion of Results**

**Department of Library and Information Studies**

**Graduate School of Education**

**University at Buffalo**

**October 10, 2013**

### **Explanation and Methodology**

The University at Buffalo Department of Library and Information Studies surveyed 132 respondents who had self-identified as having hired a UB LIS graduate in the last five years (since 2008). This survey was designed to allow employers of recent UB MLS graduates to evaluate the adequacy of preparation for professional roles in librarianship that our graduates have received from our program. This survey builds upon work previously done by the UB LIS Advisory Board and Sheryl Knab of WNYLRC. Modifications to the original survey were made to align survey questions to the UB LIS Mission, Goals, and Objectives.

The request to participate in the survey (see Appendix A) was publicized through general notice sent to multiple professional and regional library listservs suggested by members of the LIS faculty, through e-mail requests sent directly to special libraries contacts from earlier surveys conducted by the LIS Advisory Board, through e-mails sent to the UB Alumni list, and through direct contact with NY3R consortium directors and other representatives and with Western New York school library system directors (see Appendix B for details of distribution of survey).

The survey was conducted through the online Select Survey tool, hosted on the GSE servers, and was open from 26 August 2013 through 16 September 2016. The survey consisted of thirteen total questions: one initial question asking whether the respondent had hired a UB LIS graduate within the past five years to target the survey to the appropriate population (those who answered “no” were branched to the end of the survey), three questions regarding the role and affiliation of the respondent, eight questions pertaining to preparation of students for professional careers, and one question soliciting additional comments. (See Appendix C for survey question details and format.) The decision was made to set all questions in the survey as “optional” to maximize participation and encourage input, allowing surveys to be submitted with only partial completion of all questions.

## Presentation and Discussion of Results

### *Survey Response*

The survey was opened by 737 contacts who clicked on the link to the survey. (As the total number of contacts made is unknown, we cannot determine a response rate to the survey.) Of these contacts who clicked on the survey link, 484 answered the initial screening question asking if the respondent had hired a UB LIS graduate in the last five years. This set of 484 total respondents to the survey is divided into 352 respondents who stated that they did not hire UB LIS graduates in the last five years, and 132 respondents who affirmed that they did hire UB LIS graduates in the last five years.

These 132 respondents are the total population measured by this survey. (As a self-selected sample of contacts whom the department was able to reach through e-mail during the relevant time period, this population does not represent a statistically valid sample of all employers of all graduated LIS students from the relevant time period.)

### *Characterization of Respondents*

Of the 132 respondents who had hired UB LIS graduates in the last five years (which we will henceforth call “respondents,” as we are only concerned with this subset for the purposes of this discussion), 57 identified their role at their workplace. Thirty-three of these (58%) provided a description that indicated a managerial role (e.g., “library director,” “department head,” etc.). Non-managerial roles ranged from clerk to various librarian specializations to roles on the search committee.

<b>Q.2. Role responses (titles somewhat normalized)</b>	<b>No. of Responses</b>
Library Director	19
Department Head	5
Librarian	3
Library Media Specialist	3
Associate Director	2
Director, Public Services & Arts & Sciences Libraries	2
Asst. Deputy Director Human Resources	1
Children's Librarian	1
Clerk	1

College Librarian, Department Chair	1
College Librarian, Member of Library Appointments Committee	1
Coordinator of Library Services	1
Documents Librarian	1
Electronic Resources and Services Librarian	1
Electronic Resources Management Librarian	1
Executive Director	1
Human Resources Manager & Faculty Search Coordinator	1
Library Assistant	1
Library Instruction Coordinator	1
Middle Manager	1
Part of Search and Reference Team	1
Periodicals and Electronic Resources Librarian	1
Public Librarian	1
School Librarian	1
Search Committee Member	1
Senior Medical Librarian	1
Supervisor	1
Systems Librarian	1
Assistant Director	1

Twenty-six respondents provided answers to question 3, which asked for contact information. From the contact information, we can determine that one individual answered the survey twice, perhaps to describe two different employees, as the responses differed. (This possibility was not addressed in the survey's minimal instructions and may be corrected in future iterations.) One respondent provided only city and state.

<b>Q.3. Affiliation provided by contact</b>	
<b>Institution Type</b>	<b>No. of Responses</b>
University	12
Public	7
School	3
Special	2
N/A	1
<b>Institution Location</b>	<b>No. of Responses</b>
New York	22
Georgia	1

Texas	1
Wisconsin	1

Question 4 asked respondents to select from a list the type of institution at which they worked, and received more responses than the previous question, which asked for identifying information. 61 of the 132 respondents (46%) answered this question. The majority identified themselves as representing either academic (46%) or public (31%) libraries.

<b>Q.4. Library type</b>	<b>No. of responses</b>
Academic library	28
Public library	19
Health library	4
School library	4
Law library	3
Academic health sciences library	1
Museum library	1
Non-profit organization	1
<i>Grand Total</i>	<i>61</i>

### *Discussion of Results*

The next section of the survey asked respondents a series of questions intended to evaluate the LIS program's preparation of graduates for professional employment.

Q.5. Did the recent UB LIS graduates you hired have the knowledge and skills to perform successfully in entry-level positions for which they were hired? (Yes/No)

Q.6. Please explain your answer to the above question (5).  
(Open text entry)

Thirty-eight respondents of the 132 total respondents answered question 5. Of these 38, 29 (76%) agreed that the recent graduates had the proper knowledge and skills for the entry-level jobs for which they were hired, while 9 (24%) disagreed.

All Q.5 responses could be cross-referenced to institution type (Q.4). Only academic and public libraries were well-represented, but there was some difference within this small population between the evaluation of knowledge and skills readiness for entry-level at the respective types of institutions.

Q.5. Did the recent UB LIS graduates you hired have the knowledge and skills to perform successfully in entry-level positions for which they were hired? Cross-reference to Q.4, Type of institution identified by respondent				
Academic library	Yes	13	Yes: 72%	No : 28%
	No	5		
Health library	Yes	2		
	No	1		
Law library	Yes	2		
	No	0		
Museum library	Yes	1		
	No	0		
Public library	Yes	11	Yes : 84%	No: 16%
	No	2		
School library	Yes	0		
	No	1		
Grand Total : 38	Yes	29	Yes : 76%	No: 24%
	No	9		

Twenty-eight of the 38 respondents commented on their answers (18 “yes” and 10 “no”). The main concern of all respondents was the practical experience in their hires. From those who felt that their recent hires did not have the knowledge and skills to succeed in entry-level positions, these comments were offered:

“Lack practical hands-on experience and knowledge of library service and the scope of work.”

“They came in with a lot of theory but little practical application.”

“I would like to see more graduates with experience teaching computer classes for the public and staff.”

“They have zero experience teaching a class”

Several of the respondents who evaluated their recent hires more positively expressed similar concerns:

“The lack of practical experience is always challenging.”

“This person worked for us while in your program so he received a good deal of on the job training before graduation. Other recent grads who have applied for jobs with us were not prepared with the tech skills required of academic librarians today.”

“They were prepared in some areas, but did require a great deal of on-the-job training to complement their academic pursuits. The lack of practical experience is always challenging.”

Question 7 asked respondents if UB LIS graduates had been hired as non-professionals at their institutions.

Q.7. Have UB LIS graduates been hired into non-professional positions at your company or organization? (Yes/No)

Thirty-seven respondents answered this question, with 19 answering that UB LIS graduates had been hired into non-professional positions, and 18 answering that graduates had not been hired into non-professional jobs. As with Q.5, only academic and public libraries were well represented among this subset, with both types of institutions reporting a significant degree of hiring into non-professional positions:

Q.7. Have UB LIS graduates been hired into non-professional positions at your company or organization? Cross-reference to Q.4, Type of institution identified by respondent			
Academic library	Yes	8	<b>Yes: 47%</b>
	No	9	
Health library	Yes	1	
	No	2	
Law library	Yes	1	
	No	1	
Museum library	Yes	1	
	No	0	

Public library	Yes	8	<b>Yes: 62%</b>
	No	5	
School library	Yes	0	
	No	1	
<i>Grand Total : 37</i>	Yes	19	<b>Yes: 51%</b>
	No	18	

Question 8 asked respondents to evaluate how frequently UB LIS graduates had demonstrated specific personal qualities in their positions at the respondents' institution (always, sometimes, not at all, not applicable). Terminology for this question, and for the 27 specific qualities for which the respondents were asked to evaluate the UB LIS graduates, was derived from LIS Objective 5 (see Appendix D).

Q.8. Our objective is to foster the development of professionals with personal qualities conducive to success. Please assess how UB LIS graduates have demonstrated in their roles in your company/organization an understanding of the importance of the personal qualities listed below. (list follows)

Thirty-four respondents provided evaluations for all qualities (Figure 1). Specific qualities that were rated as being in evidence less by UB LIS graduates included:

- Assertiveness (objective 5.9), 38% “always” / 56% “sometimes” / 6% “did not”
- Ability to follow rules and procedures, willingness "to serve as private before becoming a general" (5.24) 44% / 47% / 6%
- Innovativeness (5.13) 47% / 41% / 6%

Qualities that respondents felt UB LIS graduates demonstrated most frequently included:

- Respectfulness (5.7) 76% “always” / 21% “sometimes” / 3% “did not”
- Interpersonal skills, be engaging and friendly (5.4) 74% / 21% / 6%
- Dependability (5.25) 72% / 25% / 3%
- Integrity (5.2) 71% / 29% / 0%
- Responsibility (5.26) 74% / 26% / 0%

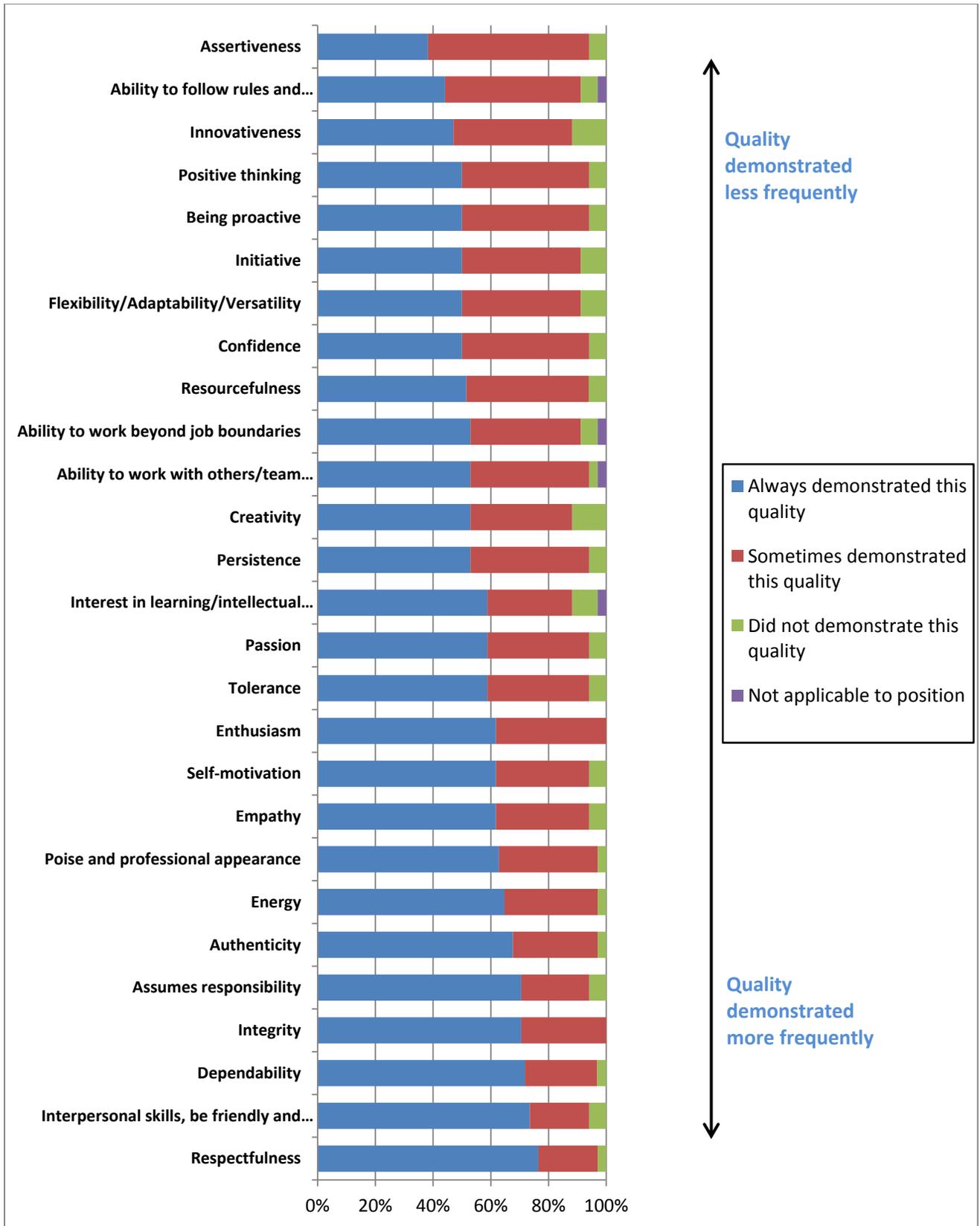


Figure 1: Q.8. Distribution of responses, ranked from less-to-most frequently demonstrated quality (34 complete responses, 1 partial response)

Questions 9 and 10 asked the respondents to address relevant skills, theory, and knowledge expected of LIS graduates, asking the following open response questions:

Q.9. What did you feel were the most relevant skills/theory/knowledge that UB LIS graduates brought to your company/organization? (Open text entry)

Q.10 Are there particular skills, knowledge, qualities, or attitudes that you expected from UB LIS graduates that they apparently lacked, based on their performance at your company/organization? (Open text entry)

Twenty-eight respondents provided answers to question 9. Of these 28 respondents, 13 had identified an affiliation with an academic library and 8 had identified an affiliation with a public library in Q.4. Several of these respondents identified a positive attitude and ability towards learning new things as among the most relevant skills that the recent hire brought to the new position:

“Willingness to learn on the job and explore new skill sets” (academic library)

“... the ability to learn new things quickly.” (academic library)

“Confidence and integrity and a willingness to learn” (academic library)

“Reference and the ability to learn” (public library)

Others referenced strong teamwork skills in UB graduates:

“Database comfort, ability to work with team, energy.” (academic library)

“Intellectual curiosity which enhances his cooperative teaching with faculty members... Works well on teams.” (academic library)

“Ability to work as a team” (health library)

And technical skills and familiarity with technology was cited as a particular strength of UB LIS recent hires by multiple respondents:

“Technical skills. UB students are always strong in technical skills.” (academic library)

“IT knowledge and experience” (academic library)

“Current experience with new technologies.” (academic library)

“we hired him because of his experience in developing online tutorials, excellent reference skills and ability to provide digital/technical know how to our small team of librarians.” (academic library)

“Ability to keep a current awareness of possible technologies and strategies which could be effectively used here.” (academic library)

“Knowledge of current technologies” (public library)

“Great computer, organizational skills” (public library)

“Computer knowledge.” (public library)

Question 10 addressed gaps in relevant skills, theory, and knowledge that were expected of UB LIS graduates by employers, but not demonstrated. Twenty-one respondents commented on missing skills, theory, and knowledge. (Of these 21 respondents, 10 reported an affiliation with an academic library on Q.4, 7 were affiliated with public libraries, and 4 were affiliated with another type of organization.)

A few comments mention a lack of practical application of principles of librarianship in UB LIS graduates, and an over-reliance on classroom learning:

“they didn't have knowledge other than what they gained from the classroom” (law library)

“I think the main drawback is their lack of practical experience and their limited knowledge of organizational cultures and how to work within them” (academic library)

Others express concerns about the program's preparation of LIS students for positions dealing with advanced research methods:

“More in depth knowledge of research methods, UB grads tend to know the basics and that prepares them to answer basic undergrad reference questions but they are NOT prepared for in depth research methods questions asked by grad students and faculty. Their knowledge of research methods is slim to none.” (academic librarian)

“I would like to see graduates with much better research skills and understanding of the research process. (academic librarian)

A lack of technical knowledge is the general concern of some respondents:

“More technology! Everything from Basic Excel to Web 2.0 and mobile apps. Also how to integrate various applications.” (academic librarian)

“Recent applicants are not well prepared in technology skills.” (academic librarian)

And several saw a broader issue in a lack of innovation, new approaches, and problem-solving skills among UB LIS graduates:

“I have found UB graduates to very traditional in their approach to library science. Too much emphasis on physical collections and traditional ways of organizing information that ca[n] be outdated in our increasing digital world in which library patrons look for ways of accessing info beyond the traditional catalog. Too much emphasis on collections and not enough on community.” (public library)

“I have found UB graduates to very traditional in their approach to library science.” (public library)

“Initiative to develop new systems and methods for efficient problem solving. Innovative use of limited resources.” (academic library)

“Innovation.” (public library)

Q.11. Do you feel that UB LIS graduates had sufficient practical experience that may have been gained by a practicum, internship, or other work experience to prepare them for their role in your company/organization? (Yes/No)

Q.12. Please explain your answer to the above question (11). (Open text entry)

Issues pertinent to practical preparation for entry-level professional positions were addressed in Questions 11 and 12. Question 11 asked respondents to answer if they felt that UB LIS students had been adequately prepared for their roles in their organizations by practicums, internships, or prior work experience, and Question 12 asked respondents to elaborate on their answers. Thirty respondents answered Q.11, of which 19 said that graduates had received adequate preparation via practicums and internships, while 11 felt that graduates had gained sufficient experience to prepare them for their roles.

Those respondents who felt that UB LIS graduates had not gained sufficient experience in practicums and internships generally felt that the issue was with students not doing a practicum at all, instead of doing a practicum that was deficient:

“The UB LIS graduate we hired appears to have focused exclusively on theoretical matters in graduate school, the the detriment of the person's ability to think critically in an actual library” (academic library)

“At least one practicum should be required for every student, ideally in his/her area of interest.” (academic library)

“I believe EVERY student should be required to do a practicum and am finding that many do not.” (public library)

“We feel that UB does not adequately prepare their graduates for the real world of libraries today. We try not to hire UB graduates because their skills are lacking.” (academic library)

Others suggested specific practicums that might better prepare UB LIS graduates for professional careers:

“Today's librarians need expertise in multiple productivity platforms as well as systems analysis skills and the ability to write planning documents.” (academic library)

“Interviewing candidates for a youth services position - I discovered no personal experience in doing a story hour” (public library)

“would like to see more practicums/internships providing students a chance to learn how to teach computer classes for the public and staff. (public library)

Respondents who felt that UB LIS graduates had received sufficient preparation for their roles via practicums and internships noted that they had hired practicum students or students who had worked in other non-professional roles:

“I hired someone who had done a practicum with us.” (museum library)

“In all cases in our organization, the LIS grads we hired had worked part time for us. This experience, I believe, better prepares them for what they will encounter once they graduate.” (academic library)

“The person we hired had come up through the ranks at our organization, so she had performed library jobs at many levels before she became a librarian. She knew what was expected at employees at a level besides librarian, how to perform those task and how to supervise those performing those tasks.” (public library)

“She worked here as an intern so came in with in depth knowledge of how this library functions. She learned our catalog system prior to her hire.” (public library)

Q.13 Please provide any other comments or suggestions that you have about the curriculum of the UB LIS program that may help us better prepare graduates for professional employment. (Open text entry)

The last question of the survey was provided to allow respondents to provide additional comments about the UB LIS curriculum. Relevant responses are provided below.

Organization Type (from Q.4)	Comment
Academic library	We hired the person with the personal qualities I checked. We did not hire other of your graduates who did not evidence the attributes and dispositions you listed.
Academic library	Students need to be involved in technology heavy practical experiences.
Academic library	Public speaking, ability to articulate library vision and values.
Academic library	Many don't focus on one type of library- they take a little of everything and are all the same. Almost no one has actual experience with budgets, acquisitions, cataloging, working with databases, and other tech services areas.
Academic library	Make them take a research methods course!!!Teach them pedagogy and educational theory rather than just making them do some teaching. While the practical experience helps, we can teach that out here in the field. We do NOT have the time to teach them theory!
Academic library	I would like to see a greater emphasis on information literacy knowledge and skills. For the academic library, information literacy is a key element of our present and future. Knowing the techniques and theory of teaching, and having some experience in it, are advantages.
Health library	With so many courses moving online, some accommodation must be made to keep a real world focus. Perhaps librarians could be more involved in teaching LIS students what really happens on the job using actual case studies; use more problem-based learning modules.
Health library	Please continue to strive to renew accreditation. How should the program alter to make information sciences more necessary in the digital world? I don't know, but at least [GRADUATE NAME] is an example of a role well taught, well suited to a library that still promotes print resources as well as the ever-present, always expanding access to digital information. (Other applicants interviewed by phone lacked the course work, and/or failed due to personality or experience to win strong recommendations). I received 31 applications for a part-time health sciences librarian position, only 5 with any medical librarian training or experience. There were 8 applicants from out of state.
Law library	require that they have a few years of work experience before entering the UB MLS/LIS program.
Law library	Actually working in the law library clearly helped prepare him for his job duties.
Museum library	RDA!
Public library	This employee's enthusiasm and exceptional work ethic is impressive. I don't know that any curriculum instills this, however, the curiosity and excitement for learning must be encouraged and it appears you have done that.
Public library	The employee that I hired lacked a little compassion, but that may just have been her as a person. I find that UB students are very well prepared, and for the most part, have great computer skills, which I am always looking for.
Public library	Perhaps incorporating the Kolbe exam with potential candidates. Seek crazy people.
Public library	Instruction should include exposure to current library professionals in the classroom as well as in internships

## Appendix A : Request for Participation



Greetings from the Department of Library and Information Studies at the University at Buffalo,

Your feedback is needed! We strive to continually improve our MLS curriculum to ensure that our graduates are prepared to begin their careers in the ever changing library and information job market. The perspectives of the employers of our graduates are critical to inform these improvements, and to assist our accreditation process. Please take 10 minutes to complete the online survey linked below--we value your input! The deadline to complete the survey is *Monday, September 16<sup>th</sup>*.

Survey link: <https://gseweb.gse.buffalo.edu/gse-survey/TakeSurvey.aspx?SurveyID=l2KH79IK>

We appreciate your willingness to help us improve our program.

Sincerely,

A handwritten signature in black ink that reads 'Heidi Julien'.

Heidi Julien

Chair, Department of Library and Information Studies, University at Buffalo

## Appendix B : Recipients of Request for Participation in Survey

Method of contact	Contact
Area special library (e-mail list from Advisory Board's earlier survey)	Bausch & Lomb R & D Library
Area special library (e-mail list from Advisory Board's earlier survey)	Buffalo General Medical Center
Area special library (e-mail list from Advisory Board's earlier survey)	Buffalo History Museum
Area special library (e-mail list from Advisory Board's earlier survey)	Buffalo Psychiatric Center
Area special library (e-mail list from Advisory Board's earlier survey)	Buffalo VA Medical Center
Area special library (e-mail list from Advisory Board's earlier survey)	Canandaigua VA Medical Center
Area special library (e-mail list from Advisory Board's earlier survey)	Center for Inquiry Libraries
Area special library (e-mail list from Advisory Board's earlier survey)	DeGraff Memorial Hospital
Area special library (e-mail list from Advisory Board's earlier survey)	Eastern Niagara Hospital Lockport site
Area special library (e-mail list from Advisory Board's earlier survey)	Eastern Niagara Hospital Newfane site
Area special library (e-mail list from Advisory Board's earlier survey)	Ecology and Environment, Inc.
Area special library (e-mail list from Advisory Board's earlier survey)	Erie County Medical Center
Area special library (e-mail list from Advisory Board's earlier survey)	Fenton History Center Library
Area special library (e-mail list from Advisory Board's earlier survey)	Honeywell International
Area special library (e-mail list from Advisory Board's earlier survey)	Kenmore Mercy Hospital
Area special library (e-mail list from Advisory Board's earlier survey)	Lily Dale Assembly, Inc.
Area special library (e-mail list from Advisory Board's earlier survey)	Mercy Hospital of Buffalo
Area special library (e-mail list from Advisory Board's earlier survey)	Millard Fillmore Suburban Hospital
Area special library (e-mail list from Advisory Board's earlier survey)	New York State Appellate Division
Area special library (e-mail list from Advisory Board's earlier survey)	Rochester Civic Garden Center Library
Area special library (e-mail list from Advisory Board's earlier survey)	Rochester General Hospital System
Area special library (e-mail list from Advisory Board's earlier survey)	Sisters of Charity Hospital
Area special library (e-mail list from Advisory Board's earlier survey)	Sisters of Charity Hospital - St. Joseph Campus
Area special library (e-mail list from Advisory Board's earlier survey)	Unifrax Corporation
Area special library (e-mail list from Advisory Board's earlier survey)	Unity Health System - Interlakes Oncology Medical Library
Area special library (e-mail list from Advisory Board's earlier survey)	WCA Hospital
Area special library (e-mail list from Advisory Board's earlier survey)	Women & Children's Hospital of Buffalo
Area special library (e-mail list from Advisory Board's earlier survey)	Xerox Corporation
LIS contact list	UB alumni list
NY3Rs directors or other contacts	CDLC
NY3Rs directors or other contacts	CLRC
NY3Rs directors or other contacts	LILERC
NY3Rs directors or other contacts	METRO
NY3Rs directors or other contacts	NNYLN

<b>Method of contact</b>	<b>Contact</b>
NY3Rs directors or other contacts	RRLC
NY3Rs directors or other contacts	SCRLC
NY3Rs directors or other contacts	SENYLRC
Other library listservs	NYLINE
Other library listservs	SUNYLA
Other library listservs	WNY/O ACRL
Professional listservs	ACQNET-L
Professional listservs	GOVDOCS-L
Professional listservs	SERIALST - SERIALST@list.uvm.edu
Professional listservs	UNYSLA
Western New York school library system directors	Buffalo School Library System
Western New York school library system directors	Cattaraugus Allegany BOCES
Western New York school library system directors	Erie 1 - Chatauqua - Cattaraugus BOCES
Western New York school library system directors	Erie 1 BOCES
Western New York school library system directors	Genesee Valley SLS
Western New York school library system directors	Greater Souther Tier BOCES
Western New York school library system directors	Monroe 1 BOCES
Western New York school library system directors	Monroe 2 - Orleans BOCES
Western New York school library system directors	Orleans - Niagara BOCES
Western New York school library system directors	ROCHESTER CITY SCHOOL DISTRICT SLS
Western New York school library system directors	Wayne-Finger Lakes BOCES

**Appendix C : Survey Questions**

Question No.	Question Abbreviation	Question	Question Format
1	recenthire	Have you hired a graduate of the UB LIS program in the last five years?*	Yes/No
2	role	Role of person completing survey:	Comment Box
3	contactdetail	You may provide your name, company or organization name, and contact information below.	
		Name:	Comment Box
		Company/Organization:	Comment Box
		Address:	Comment Box
		Address2:	Comment Box
		City/Town:	Comment Box
		State:	Comment Box
		Zip:	Comment Box
		Country:	Comment Box
		E-mail Address:	Comment Box
Phone Number:	Comment Box		
4	orgtype	What type of organization do you work in? Please select the option that best fits your organization.	Choose one (comment box for "Other")
		Academic library	
		Archives	
		Computer industry	
		Corporate library	
		Government agency	
		Government library	
		Health library	
		Information industry	
		Law library	
		Library or information vendor	
		Museum library	
		Non-profit organization	
		Public library	
		School library	
Technology company			
Other (please specify)			
5	training	Did the recent UB LIS graduates you hired have the knowledge and skills to perform successfully in entry-level positions for which they were hired?	Yes/No
6	trainingcomment	Please explain your answer to the above question (5).	Comment Box

7	profpos	Have UB LIS graduates been hired into non-professional positions at your company or organization?	Yes/No
8	persqual	<p>Our objective is to foster the development of professionals with personal qualities conducive to success. Please assess how UB LIS graduates have demonstrated in their roles in your company/organization an understanding of the importance of the personal qualities listed below.</p> <p>Poise and professional appearance:</p> <p>Integrity:</p> <p>Authenticity:</p> <p>Interpersonal skills, be friendly and engaging:</p> <p>Empathy:</p> <p>Tolerance:</p> <p>Respectfulness:</p> <p>Confidence:</p> <p>Assertiveness:</p> <p>Persistence:</p> <p>Self-motivation:</p> <p>Creativity:</p> <p>Innovativeness:</p> <p>Resourcefulness:</p> <p>Flexibility/Adaptability/Versatility:</p> <p>Initiative:</p> <p>Being proactive:</p> <p>Enthusiasm:</p> <p>Passion:</p> <p>Energy:</p> <p>Positive thinking:</p> <p>Interest in learning/intellectual curiosity:</p> <p>Ability to work with others/team member:</p> <p>Ability to follow rules and procedures, willingness "to serve as a private before becoming a general":</p> <p>Dependability:</p> <p>Assumes responsibility:</p> <p>Ability to work beyond job boundaries:</p>	Options: Always demonstrated this quality / Sometimes demonstrated this quality / Did not demonstrate this quality / Not applicable to position
9	relevantskills	What did you feel were the most relevant skills/theory/knowledge that UB LIS graduates brought to your company/organization?	Comment Box
10	missingskills	Are there particular skills, knowledge, qualities, or attitudes that you expected from UB LIS graduates that they apparently lacked, based on their performance at your company/organization?	Comment Box

<b>11</b>	workexp	Do you feel that UB LIS graduates had sufficient practical experience that may have been gained by a practicum, internship, or other work experience to prepare them for their role in your company/organization?	Yes/No
<b>12</b>	workexpcomment	Please explain your answer to the above question (11).	Comment Box
<b>13</b>	addcomment	Please provide any other comments or suggestions that you have about the curriculum of the UB LIS program that may help us better prepare graduates for professional employment.	Comment Box

\* A "No" response to Question 1 branched the respondent to the end of the survey.

## Appendix D : Objective 5 of the MLS Program

From the *Goals and Objectives of the MLS Program*, Department of Library and Information Studies, University at Buffalo (<http://gse.buffalo.edu/lis/mgo>).

Objective 5	<p><b>Graduates understand the importance of personal qualities conducive to professional success. The program fosters the development of professionals with such qualities.</b></p> <p>Important examples of such qualities (this list will be updated occasionally):</p>
5.1	Poise and professional appearance
5.2	Integrity
5.3	Authenticity
5.4	Interpersonal skills, be engaging and friendly
5.5	Empathy.
5.6	Tolerance.
5.7	Respectfulness.
5.8	Confidence
5.9	Assertiveness.
5.1	Persistence.
5.11	Self-motivation.
5.12	Creativity.
5.13	Innovativeness.
5.14	Resourcefulness
5.15	Flexibility / Adaptability / Versatility
5.16	Initiative
5.17	Being proactive.
5.18	Enthusiasm.
5.19	Passion.
5.2	Energy.
5.21	Positive thinking
5.22	Interest in learning / intellectual curiosity.
5.23	Ability to work with others / team member.
5.24	Ability to follow rules and procedures, willingness "to serve as private before becoming a general"
5.25	Dependability
5.26	Assumes responsibility
5.27	Ability to work beyond job boundaries.