

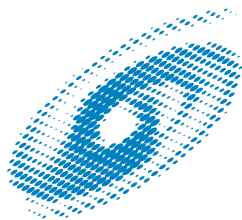


# Career Services

## 2005 EMPLOYMENT REPORT

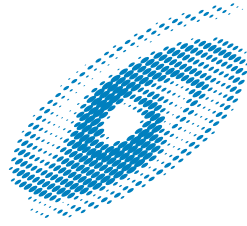
---

University of Michigan School of Information



SCHOOL OF INFORMATION  
UNIVERSITY OF MICHIGAN





SCHOOL OF INFORMATION  
UNIVERSITY OF MICHIGAN

**S**chool of Information Career Services surveys Master of Science in Information (MSI) degree recipients to identify their post-graduation plans. This report summarizes information from the April 2005, August 2005, and December 2005 MSI graduates who completed the survey by the deadline. Specifically, this report details post-graduation pursuits, salary information, work type and/or setting, geographic distribution, and job-search methods.

Of the 131 MSI students who graduated in 2005, 99 graduates completed the survey. This represents a 76 percent response rate.

Overall, MSI graduates report a high level of satisfaction with their employment outcomes in terms of ideal fit for their careers. Approximately 90 percent of the 2005 MSI respondents reported being satisfied to extremely satisfied with their jobs obtained after graduating from SI. The small percentage of students who reported not being satisfied indicated that in some instances getting a “foot in the door” with a specific organization was more important than the job fit at the time. For others, a longer job search may have been the case; therefore, the first job offer was taken until they could identify the ideal fit for their career interests.

Students reported that the most valuable SI experience(s) that led to their job offer and to job success were: SI courses (particularly Foundations courses), practical experience gained through internships, group project work, and the overall SI interdisciplinary philosophy and practices.

Respondents' MSI degree specializations were:

- ✓ Human-Computer Interaction, 37
- ✓ Library and Information Services, 24
- ✓ Tailored, 13
- ✓ Archives and Record Management, 12
- ✓ Information Economics, Management and Policy, 9

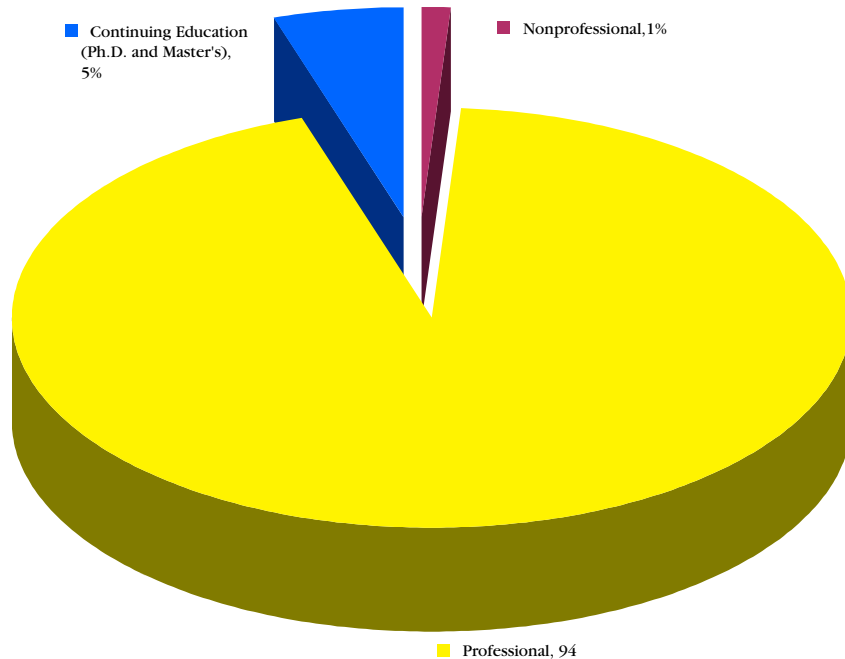
Joanna Kroll

Associate Director of Career Services and Practical Engagement  
School of Information

## SI Graduates: Work Type

Of the 99 respondents, 99 percent accepted professional positions or are pursuing additional education. We are confident that the remaining 32 (24 percent) of our students also have jobs, but did not respond to the survey in time. (See a complete listing of respondents' positions and organizations within degree programs at the end of this report.)

Graduates accepted full-time professional positions in a variety of work settings and positions. The nature of the positions ranged from entry-level (for master's degree) to senior level and management positions. The work settings varied across a wide range of career fields from academic libraries, corporate libraries, public and K-12 libraries, to government agencies, corporate IT organizations, consulting, e-commerce firms, university service units, and nonprofits.



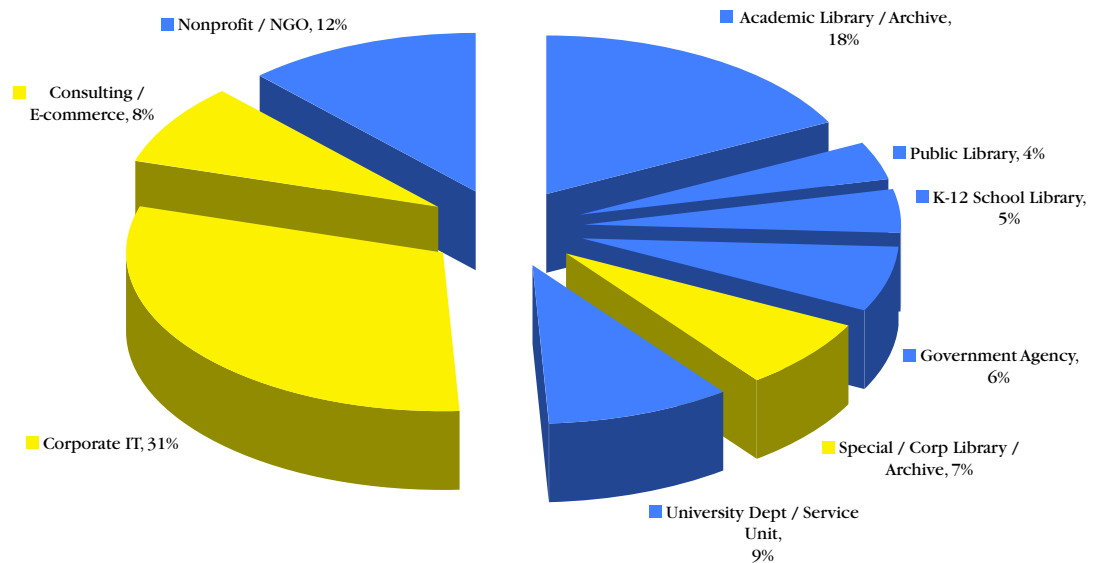
**Figure 1: Outcomes of SI Graduates**

As the national economy continues on the upswing, the number of corporate IT positions have continued to increase over the past few years, which has resulted in more SI graduates obtaining professional positions in corporations, consulting and technology firms. Although budget cutbacks have continued in the public sector—specifically in library and archives settings—graduates continue to be successful in gaining a wide range of positions available in this sector. As a matter of fact, slightly more than half of the 2005 MSI respondents (54 percent) obtained substantial professional positions in the public sector; specifically, academic libraries/archives, public libraries, community information/technology organizations, government agencies/libraries, K-12 school libraries and university departments and service units.

## SI Graduates: Types of Organizations

MSI 2005 graduates continue the SI trend of obtaining interesting, diverse jobs in a wide range of organizational types including image archivist for an adventure travel company, government documents librarian for a top-tier university, health informatics fellow for a government agency, policy analyst for an international agency, information architect for an advertising agency, usability engineer for one of the largest telecom companies, and many more.

These graduates also continue the trend that SI students are often qualified and are hired for different levels of positions, from an entry-level reference librarian at a public library or an assistant archivist position for an academic library, to a project manager for a pharmaceutical company to a senior researcher for one of the world's leading IT research centers.



**Figure 2:** *Types of Organizations Where SI Graduates are Employed*

The level of position at which a graduate is hired depends on the overall skills and capabilities and the amount of experience he or she has accrued before and during the master's program.

Although 2005 employment data indicate that the number of graduates obtaining jobs in the public vs. private sector has remained about the same as in 2004, there was a significant increase in the number of jobs obtained in corporate IT, consulting and E-commerce.

As positions in the IT industry continue to grow, reported jobs by MSI graduates in these areas continue to increase (up 10 percent from 2004). Consulting positions reported in the areas of strategy, management, and information technology also continue to grow (up 6 percent from 2004). Positions reported in nonprofits/NGOs remained about the same as in 2004.

There was a slight increase in the number of positions reported in university departments/service units in 2005 (almost doubling from 2004). It is important to note that a number of these positions were obtained at the University of Michigan. These numbers may be indicative of the state of the Michigan economy, which is weaker in specific private sector areas, which results in fewer opportunities and more competition. IT positions in a university setting may provide a more stable environment than the private sector at this time in Michigan.

Another significant variance to note, compared to 2004, is the fact that there were no jobs reported in museums or historical societies in 2005. In 2004, 4 percent had reported jobs in these types of organizations. These differences may be indicative of budget cutbacks in some industry areas or it may simply be due to preferred career choices.

Despite continuing budget cutbacks in some libraries, the number of graduates reporting jobs in 2005 remained about the same as in 2004 for academic libraries/archives, K-12 libraries, and government agency/libraries, as well as corporate libraries. The only decrease was reported in the number of public library jobs reported (down 6 percent

— less than half of the public library positions reported in 2004).

There was a noticeable decrease in the number of public library job postings posted to our online recruitment system this year, while there was an increase in the number of academic library job postings. There was also a slight increase in the number of corporate library postings,

According to the *Occupational Outlook Handbook*, employment of librarians is expected to grow in the next few years because a large number of librarians are expected to retire. Specifically, corporate librarian positions are expected to continue to grow. However, traditional job titles will change, e.g., information scientist, information professional, knowledge management specialist, knowledge systems administrator, and information broker, to name just a few.

The interdisciplinary approach and flexibility of the MSI program enhances graduates' career options and mobility. Some SI graduates build their coursework and practical experience in the MSI program around a highly specific interest and have accepted positions in specialized career fields. Other SI graduates — who have also pursued a specialization — focused on building a diversified skill set and are accepting positions based on their overall skills rather than their particular specialization. Because SI graduates acquire skills and knowledge that can be transferred into a variety of career fields, they prove to be highly resilient in a competitive labor market.

"The most beneficial experience I had at SI was participating in programs like CIC that allowed me to get practical work experience. My current job involves a lot of work with culturally different and geographically dispersed teams so my project work in Kenya through the CIC program was extremely beneficial."

**Human Factors Engineer**  
**Intel Corp.**

## SI Graduates: Average Salaries

Seventy-two respondents reported their starting salary (22 did not report salary and five reported continued education). The overall average salary of the 72 respondents was \$52,000. Salaries ranged from \$29,000 to \$100,000. Salaries varied significantly according to type of organization, geographic location, skills and experience, and level of position.

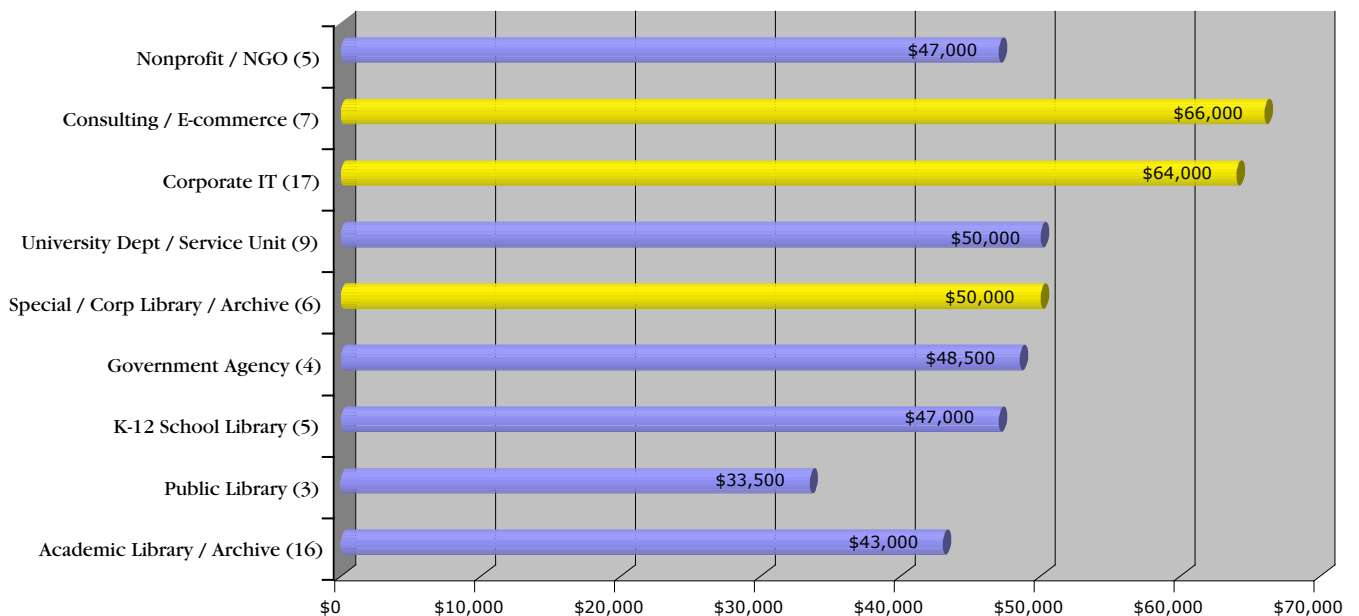
We did see a slight increase in the overall average salaries in 2005, up 6 percent from 2004. There was, however, little variance across all of the industry areas in which graduates obtained employment, with the exception of K-12 libraries. 2005 graduates working in K-12 libraries reported a significant increase in salaries, up 13 percent, compared to 2004.

Despite the increasing salary trend in academic libraries, public libraries and government agency/libraries increasing over the past few years, 2005 data indicates that reported salaries remained about the same as in 2004.

Although the number of jobs in corporate IT, and E-commerce companies have continued to grow over the past few years (particularly on the West Coast), salaries remained about the same as reported in 2004.

The same holds true for consulting firms. Although we are seeing more recruitment activities and openings in consulting beginning to open up nationally, starting consulting salaries are not at the same level as they were a few years ago.

Salaries of SI graduates vary significantly. When evaluating job offers, salary is not the only factor that students consider. Students also take into consideration such factors as benefits, type of work, work environment, and work/life balance. Graduates accepting jobs with lower salaries are taking these jobs for other reasons, including interest, values, lifestyle, etc.

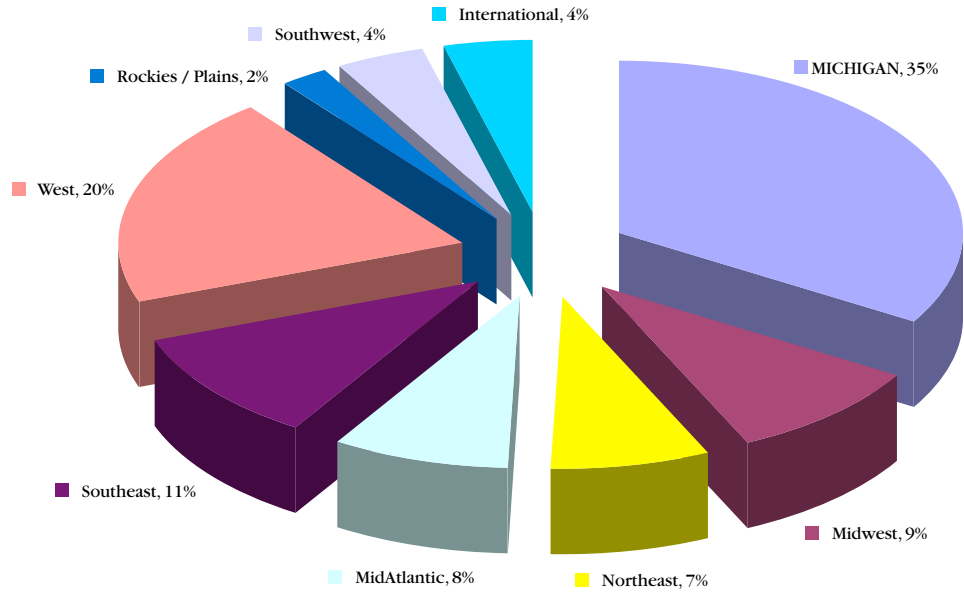


**Figure 3: Average Starting Salaries of SI Graduates:**  
Blue — Public Sector; Yellow — Private Sector

## SI Graduates: Geographic Locations

SI graduates have secured employment in their locations of choice. Some found positions out of state or internationally while conducting a long-distance job search. Others completed the search after moving to their chosen location.

Whether students decided to stay in the Midwest, or move out of state, they were successful in finding jobs both nationally and internationally. Certainly, a number of students from Michigan attend SI in part for its location, and choose to accept positions (or to remain with their current organization) in Ann Arbor, metro Detroit, or other parts of Michigan.



**Figure 4:** Job Placements of SI Graduates, by Region

Compared to 2004 employment data, there was a decrease in the number of students accepting employment in Michigan (down 8 percent). The total number of graduates reporting employment in the Midwest (including Michigan) decreased 10 percent in 2005.

There was a significant increase of 2005 graduates reporting employment on the West Coast — almost doubling from last year (up 9 percent). Another increase to note was in the number of positions obtained in the Southeast.

In 2005, international positions were slightly lower compared to 2004. However, positions in the Mid-Atlantic, Northeast, and Southwest regions remained about the same.

While a smaller number of graduates obtained employment in Michigan (35 percent) this year, even more 2005 MSI respondents (65 percent) were successful gaining employment across the United States and internationally. Michigan led the country with 32 positions reported. MSI graduates reported positions in these other states:

California . . . . . 15	Texas . . . . . 3	New Jersey . . . . . 2	Colorado . . . . . 1
Illinois . . . . . 7	Georgia . . . . . 3	Maryland . . . . . 2	Pennsylvania . . . . . 1
District of Columbia . . . . . 5	Massachusetts . . . . . 2	Arizona . . . . . 1	Ohio . . . . . 1
North Carolina . . . . . 4	Oregon . . . . . 2	Wyoming . . . . . 1	Louisiana . . . . . 1
New York . . . . . 3	Washington . . . . . 2	Kentucky . . . . . 1	Florida . . . . . 1

In addition, three students reported positions internationally, in Korea, Japan, and China.

The decrease in the number of positions obtained in Michigan may be indicative of the current economy of the state and/or due to geographic preference. The trend of increased positions obtained on the West Coast is evidence of the improving state of the IT industry.

## Most Common/Effective Job Search Methods

In gaining employment, respondents used a combination of job-search methods. The three most common job-search methods reported were:

1. Professional/personal contacts
2. iTrack- SI's online recruitment system
3. Internet sites (*i.e.*, company's Web site, industry specific Web sites, professional organization Web sites, and general job posting sites such as monter.com, dice.com, etc.)

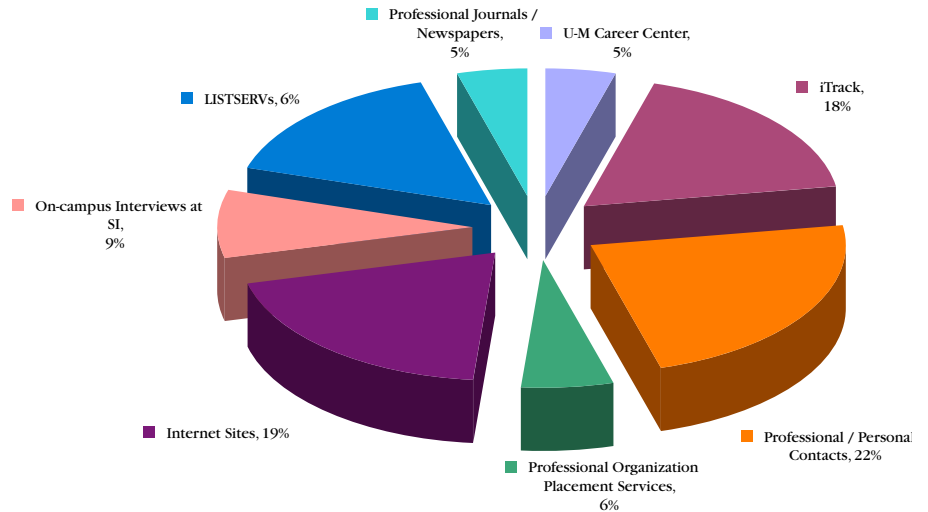
Most respondents reported using two to five methods in their overall job search. SI students are strongly encouraged to use all of the resources available to them in their job search, and many report doing so.

While most students reported using a number of resources in their job search, when asked what method was the most effective in directly getting them the job, 61 percent of the respondents reported that using professional/personal contacts and Internet sites proved to be the most effective resources. The next most effective strategies were participating on career specific LISTSERVS and iTrack.

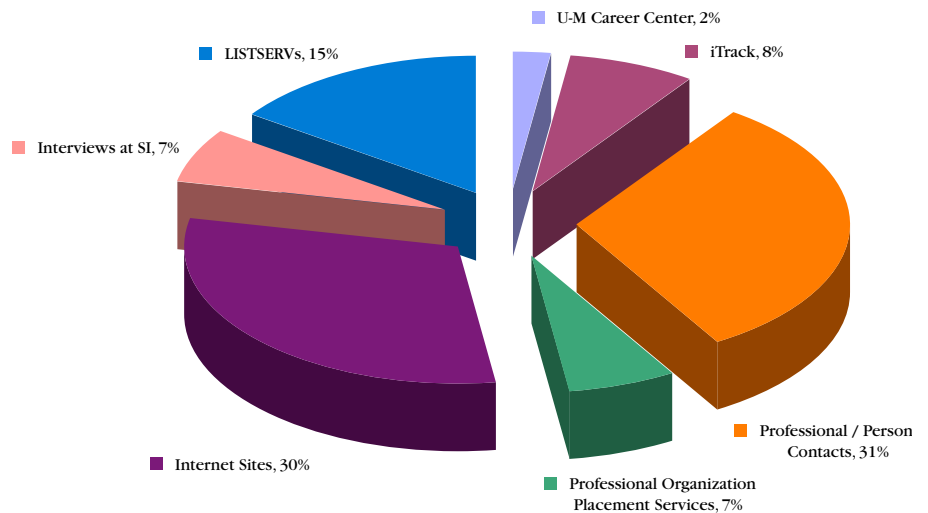
"Networking is essential for a successful job search. Be open to contract or temp positions. I was job searching from a distance. This was taking a bit longer than I had anticipated, so I took several temp library jobs once I had moved. This allowed me to gain experience in a variety of library settings. The networks I made during these positions led to my permanent job position. I continue to use these networks today in my professional development."

**Librarian**

**National Child Care Information Center Washington, D.C.**



**Figure 5: Most Common Job-Search Methods**



**Figure 6: Most Effective Job-Search Methods**

## Length of Job Search

Although there was a slight increase in the number of respondents indicating a shorter job search this year, overall the 2005 employment data indicate that the average job search length stayed about the same as in 2004. Over half of the respondents 54 (57 percent) indicated their job search lasted from less than one month to six months. Ten respondents (11 percent) reported their job search length took between seven and nine months, while 14 (15 percent) reported their job search length took nine months or longer.

While a short job search is certainly desirable in many cases, it is not the only measure of job search success. Some graduates could have had a job in hand quickly, but took their time to land their “ideal” position.

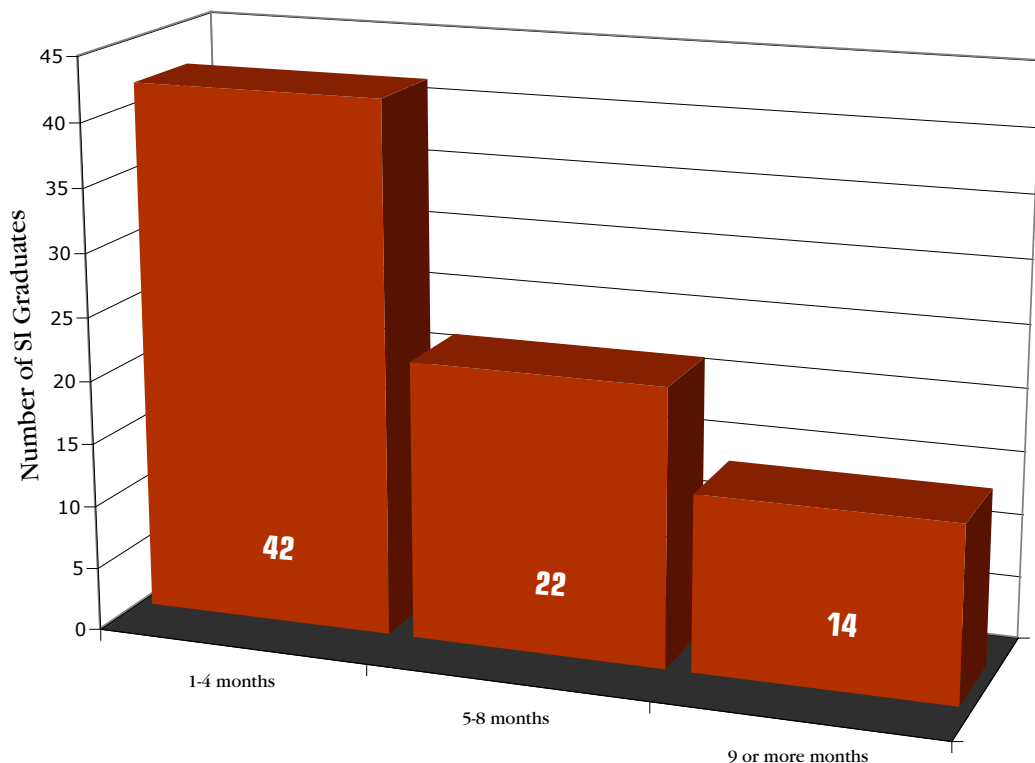
Another factor that accounts for a lengthier job search is the amount of effort, or how proactive students are in their job search. Job search efforts vary greatly with each student. One student may simply send out a few resumes here and there throughout the year, while another graduate may take a more focused and active approach with their job search.

Specific types of work settings may have a lengthier recruiting process than others. Graduates conducting a job search in academic settings often find the application process to be quite lengthy. The typical job search in colleges and universities tends to take, on average, a few months or more from actively submitting the application to the job offer. Also, most organizations require a two to three interview process, which can result in a longer job search than expected. Job searching from a distance also tends to take longer than expected as well.

Although the job market did open up more in 2005, it was evident that greater persistence in the job search was needed in some cases, particularly for international students looking for jobs in the U.S. In cases in which students are limited geographically to a particular region, where the economy isn't as strong and opportunities are somewhat limited, a longer job search may result.

“I was an international student, which posed more obstacles for finding a job in the U.S. I approached every company as a company that would hire me — despite VISA sponsorship issues. You must prove to any U.S. company that you are a great investment for them to hire you. Don't let your VISA status play a factor in your job search success. Don't be afraid or too shy to speak up. Market yourself! This approach led to multiple job offers before I graduated.”

**User Experience Designer**  
**Microsoft**  
**Redmond, WA**



**Figure 7: Length of Job Search of SI Graduates**

## Graduates Speak Out

Some 2005 graduates speak about the SI skills and experiences that helped them obtain employment, and that have proven to be important in their overall success in their current positions:

“The Community Information Corps Fellowship/Summer Internship program and the skills/knowledge gained in all ICT related courses and social computing related coursework were all essential in obtaining my job and for my success in my position.”

**Program Manager**  
**First Voice International**

“I believe I was hired for my specific skills from many of the SI courses, as well as my approach. They were looking for vision, imagination and the inclination to look at the big picture. SI was an environment that encouraged me to apply all of those qualities to information work.”

**Catalog and Metadata Librarian**  
**Georgia Tech University**

“SI provided me with the experience to become knowledgeable and comfortable with technology and knowledge of managing a school media program. All of the K-12 school related technology skills were essential in obtaining my job.”

**Assistive Technology Consultant**  
**Ann Arbor Public Schools**

“My experience during Alternative Spring Break proved to be very important in obtaining my job. My skills in user centered design and electronic records management are critical for my overall success in my position.”

**Rights and Reuse Associate**  
**National Public Radio**

“Some of my past experience played a part in obtaining my position. However, at SI, it took all that I was exposed to to really make me a strong candidate. The breadth of my SI skills and experience from technical—to policy—to archives—to knowledge management, digital libraries, etc. These were all critical factors in obtaining my fellowship.”

**Health Informatics Fellow**  
**Centers for Disease Control**

“My internship experience through PEP, reference courses, and web design skills were all important in obtaining my position. My computer knowledge and reference skills prove to be essential in my overall success in my job.”

**Librarian**  
**San Antonio Public Library**

“The Foundation courses as well as my internship through PEP were definitely important in obtaining my position. Skills that I learned at SI in task analysis, IT consulting, and competitive evaluation prove to be important in my overall success in my position.”

**IT Business Analyst**  
**Apple**

“My summer internship working with Special Collections and my practical experience working at the Bentley Historical Library were the most helpful in obtaining my position. SI’s approach of taking traditional skills + new innovation have resulted in the best combination for success in my job.”

**Archivist**  
**Wheaton College**

“All of the group work, learning new technology skills, learning basic archives standards and terms, and getting an overview of all kinds of archival activities through coursework were very important in obtaining my position. Leading small groups, practical processing experience through internships, and learning about technology used for archival access systems was important for success in my job.”

**Project Archivist**  
**Princeton University**

“Courses that were critical in obtaining my position were a combination of economics, information policy and business courses offered through SI and the Business School. My information economics and policy analysis knowledge and skills prove to be important in the overall success in my job.”

**Policy Analyst**  
**Executive, Yuan, Taiwan ROC**

“SI Career Services workshops and interview preparation were very important in obtaining my position. Project based courses that allowed me to work with outside clients were very integral in building practical experience—which contributes to my success in my job.”

**User Interface Designer**  
**Nokia**

"On campus interview opportunities at SI were important in obtaining my job. Working as a University Library Associate ULA gave me practical professional experience in an academic library, plus my internship through PEP in cataloging and instruction proved to make me a qualified candidate and continue to be important for success in my job."

**Reference Librarian**

**North Carolina State University Libraries**

All of the PEP approved courses — courses with a strong project component working with external clients, along with participation in CSCW — were the most helpful in obtaining my position. Skills and knowledge that I gained in the area of evaluation methods, understanding the ideas behind user-centered design and basic LIS concepts prove to be important in my current job."

**User Interface Designer**

**AOL**

"I benefited a lot from the Career Services seminars and workshops, mock interviews and iTrack. The most relevant courses that helped me obtain my job were Design of Complex Websites and Database Management and Design. What has proven critical to the success in my job are my web development skills, database management knowledge, as well as the practical experience I gained through my internship while at SI. "

**IT Analyst**

**Morgan Stanley**

"My internship at CREW, project-based SI-HCI courses, and a marketing cognate course from the Business School were important in obtaining my job. The team/group work experience I received at SI is critical to the success in my job."

**Design Researcher**

**Microsoft**

## MSI Positions: Library and Information Services

Reference Librarian	Chelsea District Library
Librarian	Caliber Associates — National Childcare Information Center
Reference Librarian	Southern Illinois University
Librarian	Streamwood High School
Children's Librarian	District of Columbia Public Library
Conflicts Analyst	Kirkland & Ellis, LLP
Media Specialist	Pinckney Community Schools
Instructional Services/Outreach Librarian	Cornerstone University
Associate Library Fellow	National Library of Medicine
Media Specialist	Cranbrook Schools
Institute of Government Studies Librarian	University of California-Berkeley
Social Sciences Reference/Instruction Librarian	University of Colorado
Assistant Librarian	University of Michigan
Reference Librarian/Coordinator of Info Literacy	Ferris State University
Information Specialist	Thompson Gale
Librarian	CNN/Turner Broadcasting
Libraries Fellow	North Carolina State University
Assistive Technology Consultant	Ann Arbor Public Schools
User Services Specialist	ArtSTOR
Reference Librarian	North Carolina State University
Teen Services Librarian	Deschutes Public Library
Reference Librarian	Loyola University
Reference Librarian	Nova Southeastern University
Business Information Technology/Systems Intern	Roland Berger Strategy Consultants

## MSI Positions: Human-Computer Interaction

User Experience Researcher	Microsoft Corporation
Computer Operations Manager	University of Michigan
Usability Engineer	Compuware
Web Editor	Radio Free Asia
Researcher	University of Michigan Medical School
IT Business Analyst	Apple
User Experience Designer	Microsoft Corporation
Database Analyst	Jackson County Intermediate School District
Project Supervisor	Genentech
Electronic Content Analyst	ProQuest
Human Factors Engineer	Intel Corporation
Knowledge Management Specialist	Comcast
Design Researcher	Microsoft Corporation
User Interface Designer	Xerox
Interaction Designer	Oracle
User Interface Designer	AOL
Web Programmer Analyst	University of Michigan
Study Abroad Counselor	Miami University
Usability Engineer	Bank of America
Webmaster	University of Michigan School of Social Work
Information Architect/Project Manager	Icon CTG
Senior Web Developer	University of Michigan
User Experience Designer	Oracle
User Experience Architect	HSBC
User Interface Designer	Nokia
User Interface Designer	Nokia
Researcher	IBM Tokyo Research Laboratory
Web Technical Coordinator	University of Michigan
User Interaction Professional	Hewlett Packard
Human Factors Engineer	Lexmark International
IT Analyst	Morgan Stanley
Design Researcher	Yahoo!

Senior Researcher	Samsung Research Center
User Experience Researcher	eBay
Associate Producer	Nike Digital
Ph.D. Student	University of Michigan School of Information
Information Architect	J Walter Thompson

## **MSI Positions: Information Economics, Management and Policy**

CIC Program Manager	University of Michigan School of Information
Clinical Research Coordinator	University of Michigan Hospital System
Policy Analyst	Executive Yuan, Taiwan
Program Manager	First Voice International
Information Architect	DPRA
Computer Systems and Validation Analyst	Pfizer Research & Development
Ph.D. Student	Rutgers University, SCILS

## **MSI Positions: Archives and Records Management**

Production Assistant	JSTOR
Image Archivist	Geographic Expeditions
Project Archivist Assistant	California State University Dominguez Hills
Slide Collection Intern	University of Michigan Office of International Programs
Reference and Web Services Librarian	Williams College
Librarian	San Antonio Public Library
Project Archivist	Princeton University
Project Archivist	American Heritage Center
Assistant Records Manager	Catholic University of America
Archivist/Processing Coordinator	Penn State University
Archives and Records Specialist	Lawrence Berkeley National Laboratory
Archivist	Wheaton College, Marion E. Wade Center

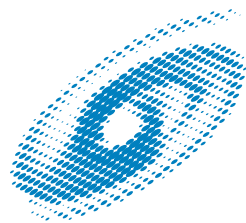
## MSI Positions: Tailored

Health Informatics Fellow	Center for Disease Control
Analyst	Accenture
Public Services Librarian	Massachusetts College of Art
Catalog and Metadata Librarian	Georgia Tech University
Associate	Moore & Van Allen, PLLC
Ph.D. Student	University of Michigan School of Information
Rights and Reuse Associate	National Public Radio
Management Analyst	Washtenaw Community Health Organization
Marketing Director	ERA United Realty
President	Functional Hand Strength

## Doctoral Outcomes

Post Doc	University of Toronto
Post Doc	University of California-Irvine
Faculty Position	University of Arizona
Faculty Position	University of Denver
Faculty Position	Michigan State University
Assistant Professor	University of North Carolina
Assistant Professor	Dominican University





SCHOOL OF INFORMATION  
UNIVERSITY OF MICHIGAN

School of Information  
304 West Hall  
1085 South University Avenue  
Ann Arbor, Michigan 48109-1107

(734) 763-2285

(734) 615-3587