Australian Library and
Information Association

ALIA LIS EDUCATION, SKILLS AND EMPLOYMENT
TREND REPORT 2020

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ALIA FUTURES
*Initiatives for the future of the library
& information sciences profession.*

Australian **Library** and
Information Association

FOREWORD

This is the seventh annual *ALIA LIS Education, Skills and Employment Trend Report*, and the first to be released during a global pandemic.

It would be no exaggeration to say that our sixth report did not anticipate the scale of change that 2020 would bring. From the closure of physical locations and reallocation of staff to assist with the pandemic response, through to the upheavals in higher education, budget pressures, disruption of supply chains and border closures, the previous 18 months have reminded us all that no matter how solid our data, we can never confidently predict the future.

It also highlighted the importance of a skilled and able LIS workforce. Across the country library and information professionals rose to the challenge, assessing and responding to changing needs in their communities, pivoting to remote delivery and crafting innovative responses, all the while dealing with the personal and professional challenges that came with the pandemic.

One thing about the future is clear, challenges and disruptions will continue. As the professional peak body, the Australian Library and Information Association (ALIA) works to support our Members. Through the Professional Pathways Initiative we are working to ensure the library and information workforce is diverse, valued and supported, and has the knowledge and skills to provide library and information services that anticipate and meet the needs of the community into the future.

In 2021 the ALIA President Vicki Edmunds took the theme of "Diversity" as her presidential theme. We are working to increase the diversity of our workforce, to better reflect our community and benefit from a greater diversity of skills and experiences. This trend report is best read alongside the *Workforce diversity trend report 2019*, the *Workforce diversity*: Digital *INCITE* supplement and the *ALIA LIS Pay and Employment Snapshot 2020*.

All the Trend Reports are available on the ALIA Library.

I hope you find this report useful, and hope that our 2021 trend report will be written in calmer times.

Trish Hepworth
Director of Policy and Education

October 2021

EXECUTIVE SUMMARY

Each year the Australian Library and Information Association (ALIA) trend reports provide Members, including employees, employers, students and educators, with an understanding of the national library and information science (LIS) education and employment landscape.

As the sector's peak professional body, ALIA promotes the use of accurate data and analysis to drive evidence-based policy and planning. The COVID-19 pandemic has provided additional challenges in data collection, with some government agencies forced to pause or alter their reporting, or to release data with strong cautions as to reliability.

To address this data gap, for the first year ALIA conducted a survey of Institutional Members. The survey provided a snapshot of the industry during the pandemic and gauged sentiment about the future. This survey supplements information gathered from other sources including the annual course returns from ALIA accredited courses and the latest figures from the Department of Education, Skills and Employment.

KEY FINDINGS

In LIS education, steady and in some cases rising student numbers did not ease the pressure for Higher Education providers. While the number of TAFEs offering ALIA accredited courses held steady, from second semester 2021 only three universities were accepting new enrolments, and only one university offered both the Bachelor degree and Master of Education (Teacher Librarianship).

- In 2019 there were 1,772 full time equivalent students studying LIS, evenly distributed between Vocational Education (VET) and Higher Education (HE).

- Student numbers were slightly higher in 2019 than 2018, arresting a downward trend, mainly due to increased enrolments at the postgraduate level.

- Postgraduate qualifications (Graduate Diploma and Master) comprised 67% of HE enrolments.

- There was a sizeable increase in PhD supervisions in 2019 when compared to 2018.

- The number of universities teaching LIS continued to contract.

- In the VET sector full-time equivalent students studying LIS and related fields at the certificate and diploma level increased though there was decrease in ALIA accredited LIS Diploma enrolments.

- The number of VET institutions teaching the ALIA accredited Diploma in 2021 was relatively steady at 15 institutions, 14 in Australia and one overseas.

- Students increasingly studied part-time and remotely.

Turning to employment, despite the increase in volatility and unpredictability of the Australian economy and employment market due to COVID-19 (described in the media as The Great Resignation), most LIS institutions predicted relatively stable or growing staff numbers in the medium-term. However, academic libraries had been hit particularly hard by the pandemic and responses.

- A majority (60%) of surveyed institutions reported that staffing levels had remained constant over the last 12 months, with 30% reporting a decrease and 9% an increase. Academic libraries were most likely to report a decrease in staffing levels.

- LIS employment advertising rose sharply in the second half of 2020 and remained slightly elevated when compared to 2019 levels.

- There was significant organisational change in the sector, with 44% of survey respondents indicating that they were undergoing, or about to undergo, an organisational restructure or realignment.

- Over the longer period of 5 years, 27% of surveyed institutions expected staffing levels to increase whilst only 21% expected them to decrease. The majority expected staffing levels to stay the same.

'While the last 12 months have led to a downturn in patronage and engagement with library services, libraries need to keep thinking strategically about how we can re-attract and re-engage the community. How can we empower our staff to be creative and innovative with collections and services to enable our success and that of a literate community? Providing the staff with the support and skills development that they require to enable us to do this will be crucial.'

Survey respondent

EDUCATION

ALIA ACCREDITED COURSES

As the peak national professional association for the library and information sector, ALIA accredits LIS courses at VET (Diploma) and Higher Education (Bachelor, Graduate Diploma and Master) level.

ALIA accredited courses meet national standards developed by educators, practitioners and employers. Course accreditation is an important measure to ensure graduates achieve the professional competencies and learning outcomes necessary for entry into the relevant level of professional practice (Universities Australia, 2016). As part of the accreditation process, each accredited course is required to submit an annual course return (ACR). The ACRs are an essential quality assurance mechanism and provide a yearly update against key measures.

The information in the section below is drawn from data reported by institutions in the 2019 ACRs and through other channels, supplemented with student data from the Department of Education, Skills and Employment and the National Centre for Vocational Education Research (NCVER).

EDUCATION PROVIDERS

In 2020, 21 institutions offered ALIA accredited courses, comprising six universities and 15 TAFEs.

From 2018 to 2019 the number of higher education institutions reduced from nine to six (Figure 1), due to the completion of the teach outs at the University of Canberra (UC), Box Hill Institute and the University of Technology Sydney (UTS). No further reduction in institutions is anticipated in 2021, though it should be noted that the Queensland University of Technology (QUT), Monash University and RMIT are no longer accepting new students, leaving three universities, Charles Sturt University (CSU), Curtin University and University of South Australia (UniSA) with continuing courses.

2020 was a challenging year for Higher Education, with the global pandemic leading to a fall of income from investments and international students (Hurley, Hilderbrandt, Hoang, 2021). The majority of LIS university courses had small, mainly domestic cohorts, and faced ongoing scrutiny given the tight economic imperatives within the Higher Education sector.

The TAFE sector remained stable with 15 institutions offering the ALIA accredited Diploma in Library and Information Services (Figure 1). This was anticipated to reduce to 14 institutions in 2021 following the conclusion of the teach out at the Canberra Institute of Technology (CIT), and followed the reduction from 16 (2019) to 15 (2020) when the Registered Training Organisation (RTO) Library Training Services Australia ceased offering the Diploma.

Figure 1: Number of ALIA accredited institutions
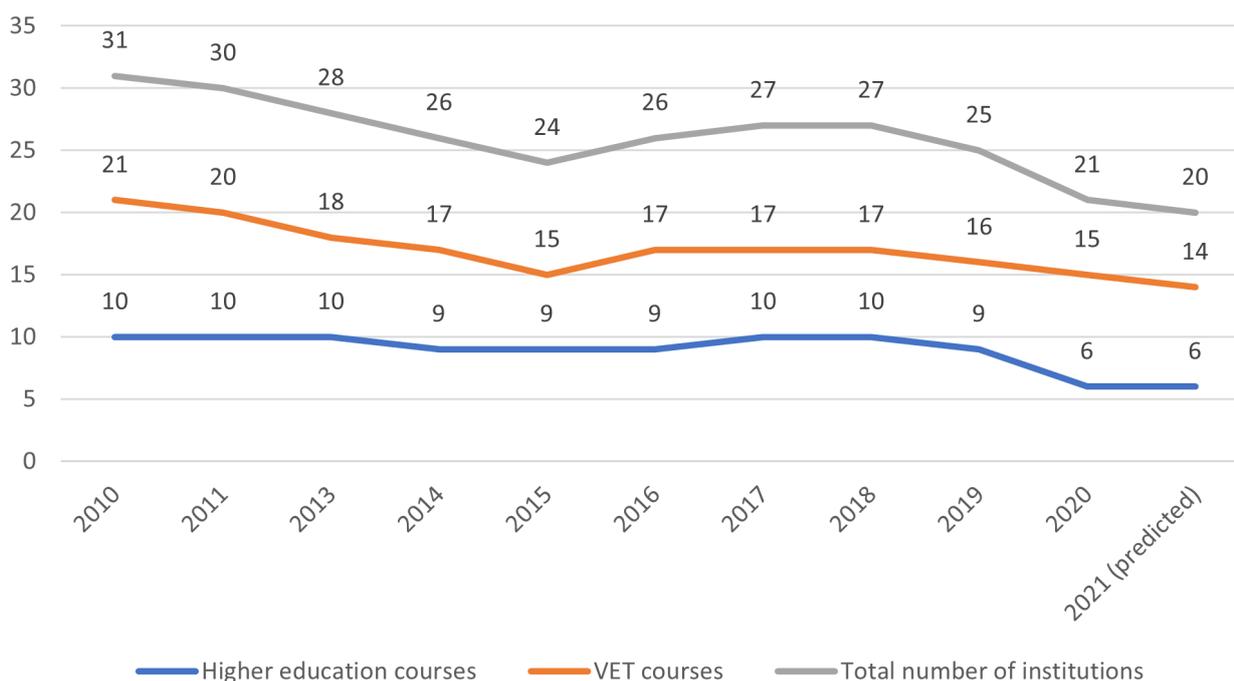
Data source: ALIA annual course returns

ALIA ACCREDITED COURSES

Each ALIA accredited TAFE was accredited to teach the Diploma of Library and Information Services. The new business services training qualifications, including BSB50520 — Diploma of Library and Information Services, were announced in October 2020 with an 18-month implementation period (Department of Education, Skills and Employment, 2021). TAFE providers are currently transitioning to the new training package.

Figure 2 shows the relative stability in VET course numbers, with two course closures, RTO Library Training Services Australia (2020) and CIT (2021).

In the Higher Education sector there was a greater variety of courses taught at each institution. While the majority of universities offered both the Graduate Diploma and the Master programs, there was only one university (CSU) offering the Bachelor degree and the Master in Education (Teacher Librarianship). The undergraduate degree provides an important pathway to further study for LIS Diploma students, although it is possible in some cases for Diploma graduates to gain direct entry into postgraduate courses.

## Figure 2: Number of ALIA accredited LIS courses
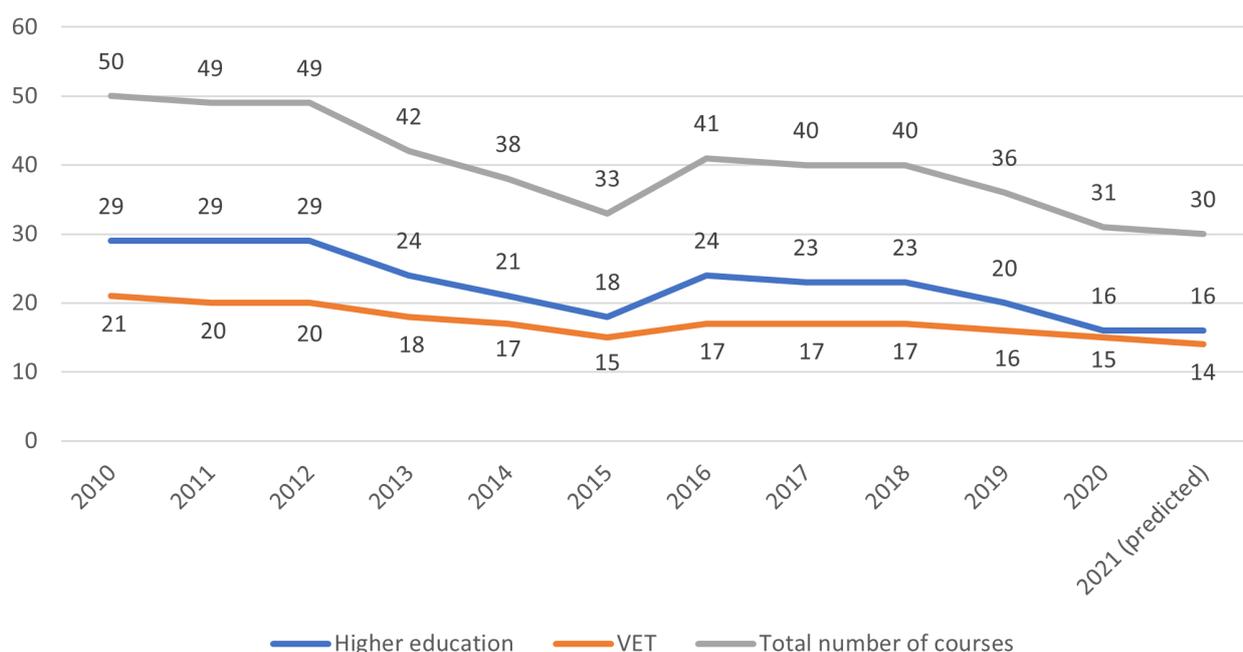
Data source: ALIA annual course returns

As Figure 3 shows, there was a spread of courses across five states. Not recorded in Figure 3 are the states and territories that previously had courses, the ACT (2014-2019), Tasmania (2014-2015) and Northern Territory (2014-2016).

For the university and VET sector there were courses based in New South Wales, Queensland (in teach out at university level), South Australia, Victoria (in teach out at university level) and Western Australia. ALIA accredits one international VET course at the University of the South Pacific (USP), which delivers the Australian training package.

With the majority of LIS university students studying remotely (Figure 4), geographical location is becoming less important, with students distributed across the country and even overseas. Face-to-face teaching is more prevalent in the Diploma courses as compared to the universities, though the pandemic has forced even face-to-face students in some parts of the country into remote learning. Distance education is also available within the TAFE sector, ensuring that students in states or territories with no Diploma courses, or who live regionally, can still access the Diploma.

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Figure 3: ALIA accredited courses by state/territory

Legend: 2014, 2015, 2016, 2017, 2018, 2019, 2020, 2021(predicted)
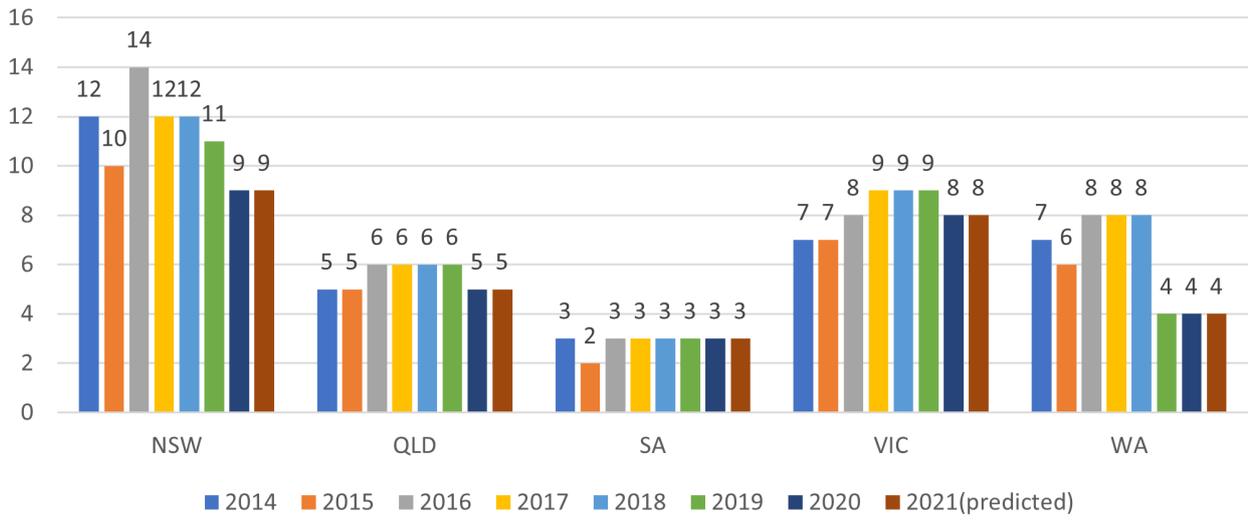
Source: ALIA course accreditation records

Figure 4: LIS Higher Education student numbers by mode of attendance (EFTSL)

Legend: Internal, External, Multi-modal
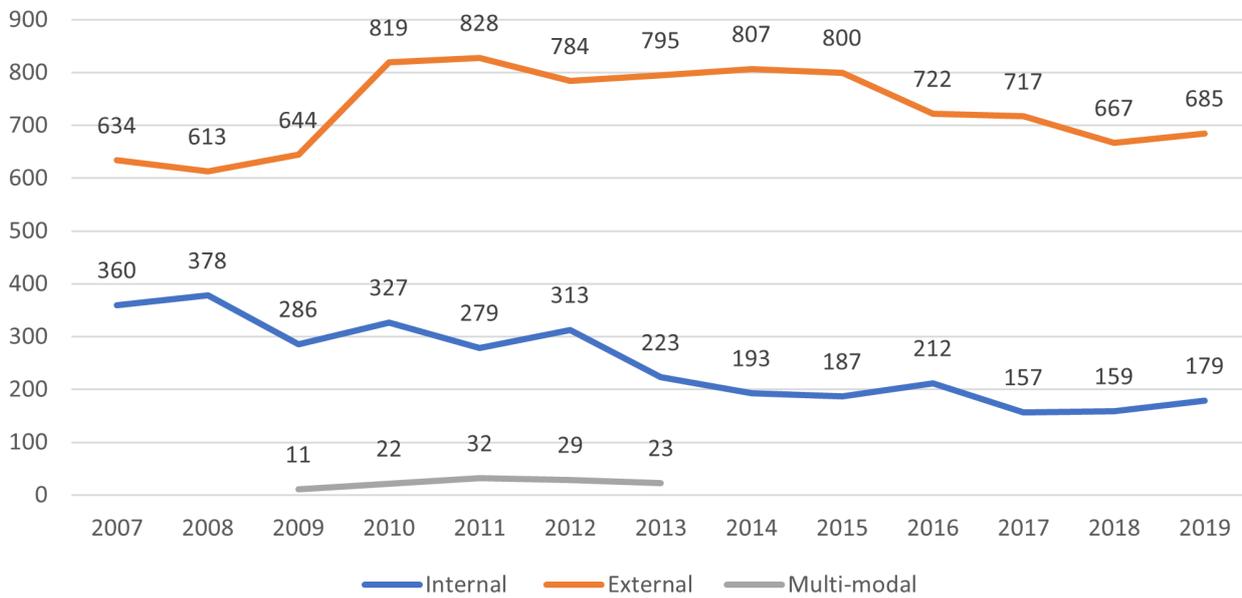
Source: Department of Education, Skills and Employment

The pandemic has had an impact on student placements. It is a condition of accreditation that students undertake an industry placement of a minimum of 10 days. In 2020 ALIA issued a waiver for students who were unable to complete their placement due to the pandemic responses. Cognisant of the importance of placement in ensuring work-ready graduates, virtual placements, which were already being used in the higher education courses, were trialled also by TAFE institutions. ALIA will continue to work with educators and employers to support modifications to the placement program to ensure that graduates are still able to complete an industry placement as the COVID-19 pandemic restrictions continue.

LIS STUDENTS IN 2020

Student numbers were relatively steady in 2019, with an almost even split between VET (51%) and Higher Education (49%) when all LIS courses were counted, Certificate II, Certificate III, Certificate IV, Diploma, Advanced Diploma, Bachelor, Graduate Diploma and Master (Figure 5). This was a similar split to 2018 (52% VET, 48% HE).

Examining just the ALIA accredited courses (Diploma and above), 64% of students were enrolled in Higher Education courses and 36% were enrolled in VET courses (Figure 6). Enrolments in Higher Education courses rose by almost 5%, while Diploma enrolments were slightly down on the previous year.

Figure 5: Number of students enrolled in LIS courses in Australia (EFTSL HE) and (FYTE VET)
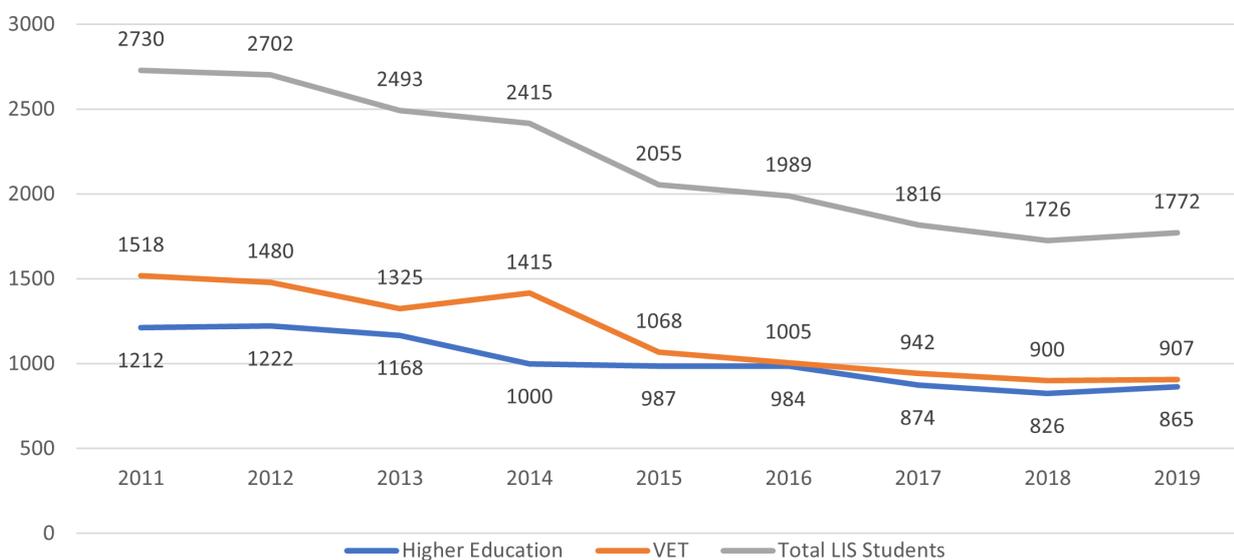
Source: Department of Education, Skills and Employment, National Centre for Vocational Education Research (NCVER)

Note: VET figures are FYTE or full year training equivalent = 720 hours.
HE figures are EFTSL or equivalent full-time student load.

Figure 6: Number of students enrolled in ALIA accredited LIS courses (EFTSL HE) and (FYTE VET)
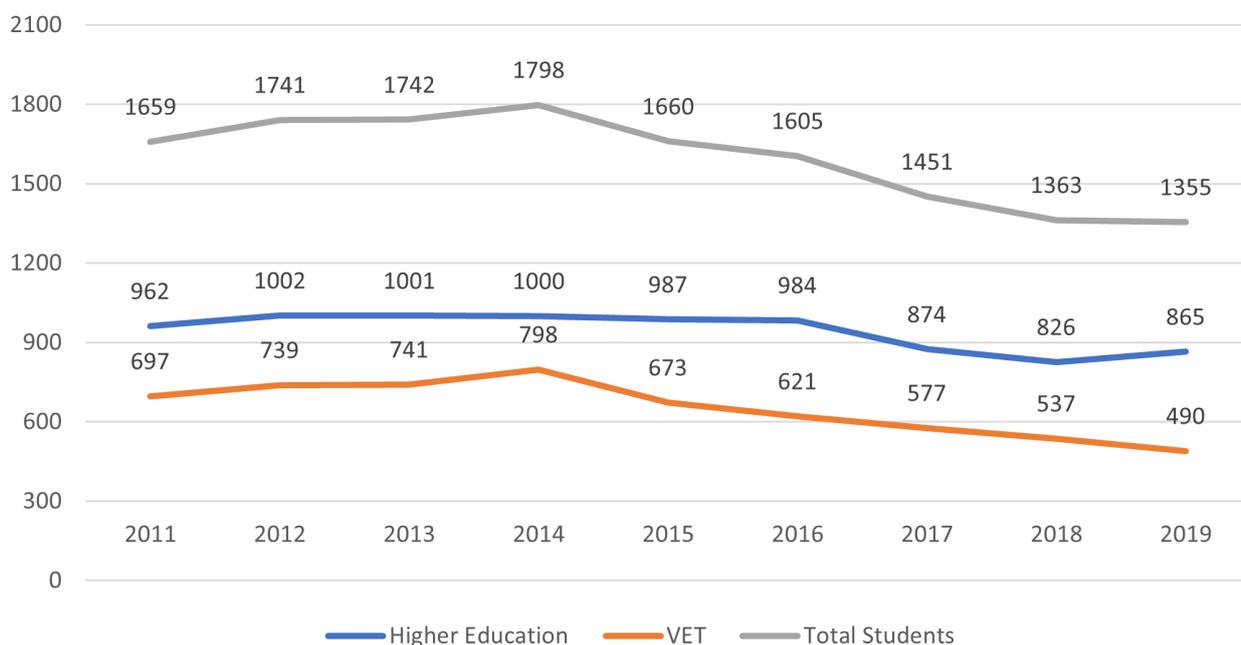

Source: Department of Education, Skills and Employment, National Centre for Vocational Education Research (NCVER)

Postgraduate qualifications (Graduate Diploma and Master) continued to be the most popular LIS qualification in Higher Education (Figure 7), with 577 out of 865 (67%) enrolled in postgraduate courses (EFTSL).

Both undergraduate and post graduate enrolments rose slightly in 2019. Using figures specially provided by the Department of Education, Skills and Employment,

we were able to go into further detail about Higher Education LIS students for this report. Enrolments for Librarian, Information Management, Curatorial Studies (Field of Education type 091300) and Teacher-Librarianship (Field of Education type 070107) remained steady, while there was an increase in enrolments in Librarianship and Information Management, (Field of Education type 091301) from a dip in 2018 (Figure 8).

Figure 7: LIS Higher Education student numbers by level (EFTSL)
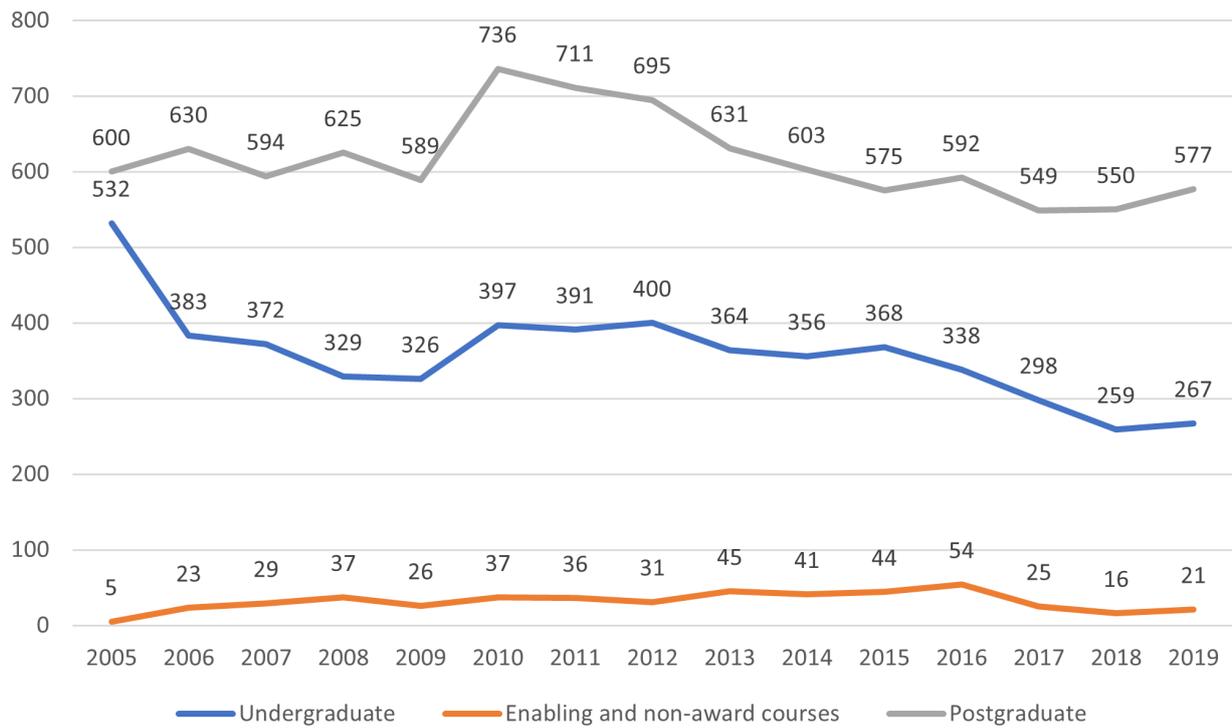
Source: Department of Education, Skills and Employment

Figure 8: LIS Higher Education student numbers by discipline (EFTSL)
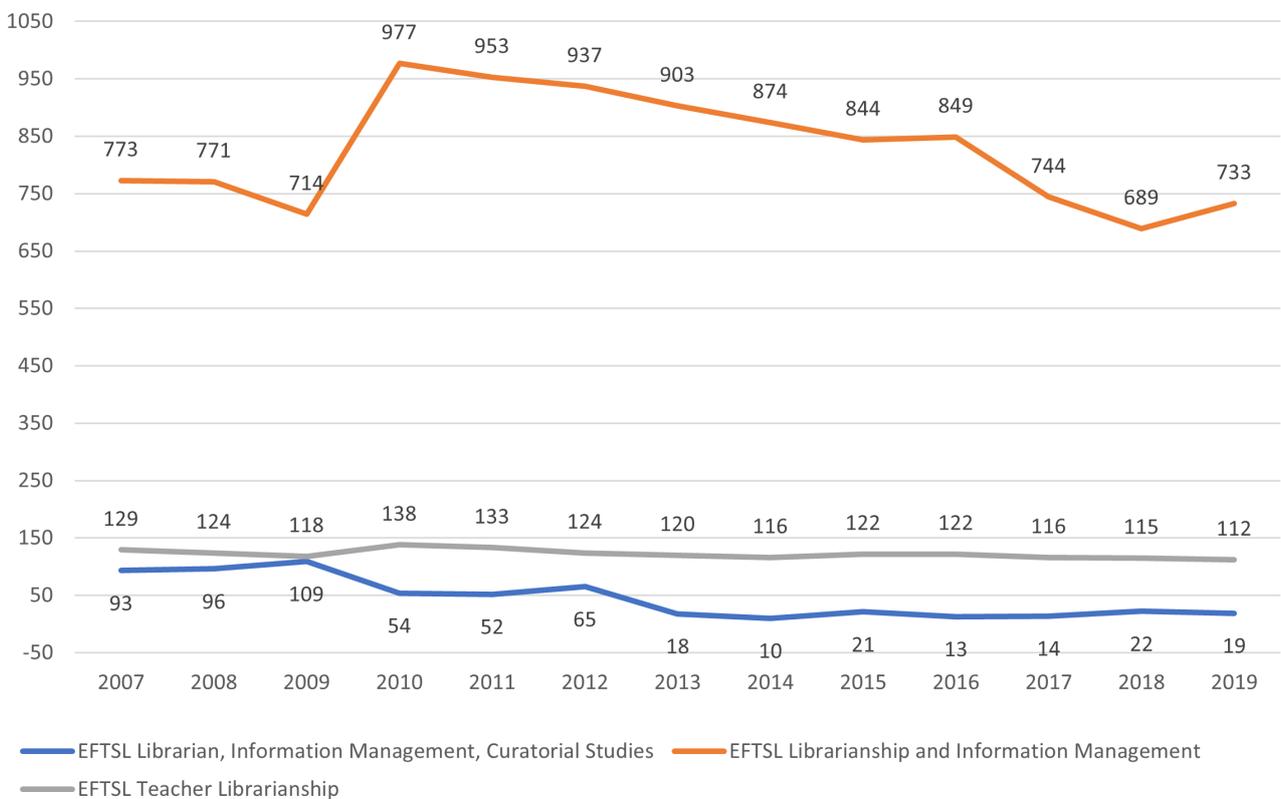
Source: Department of Education, Skills and Employment

PhD supervision by LIS educators teaching in an ALIA accredited course rose in 2019 (Figure 9), however numbers were down substantially from the peak of 2016, reflecting the loss of postgraduate supervision numbers from QUT and UTS.

## Figure 9: Number of PhD students supervised by LIS Staff
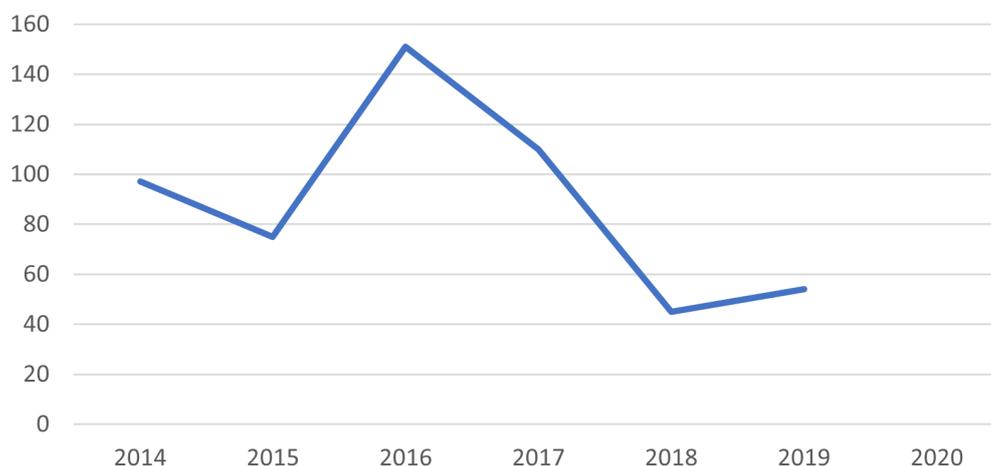
This figure provides a rough proxy for students undertaking their PhD in LIS or closely related fields, however it should be noted that PhD supervisors in LIS are not always connected with current LIS schools (and therefore not counted in this measure), and also that not all students supervised by

LIS academics will be completing their PhD in the LIS or related fields.

Part-time and full-time enrolments were both up, and the ratio remained fairly steady with around 65% of Higher Education students studying part time (Figure 10).

Figure 10: LIS Higher Education student numbers - full time and part time (EFTSL)
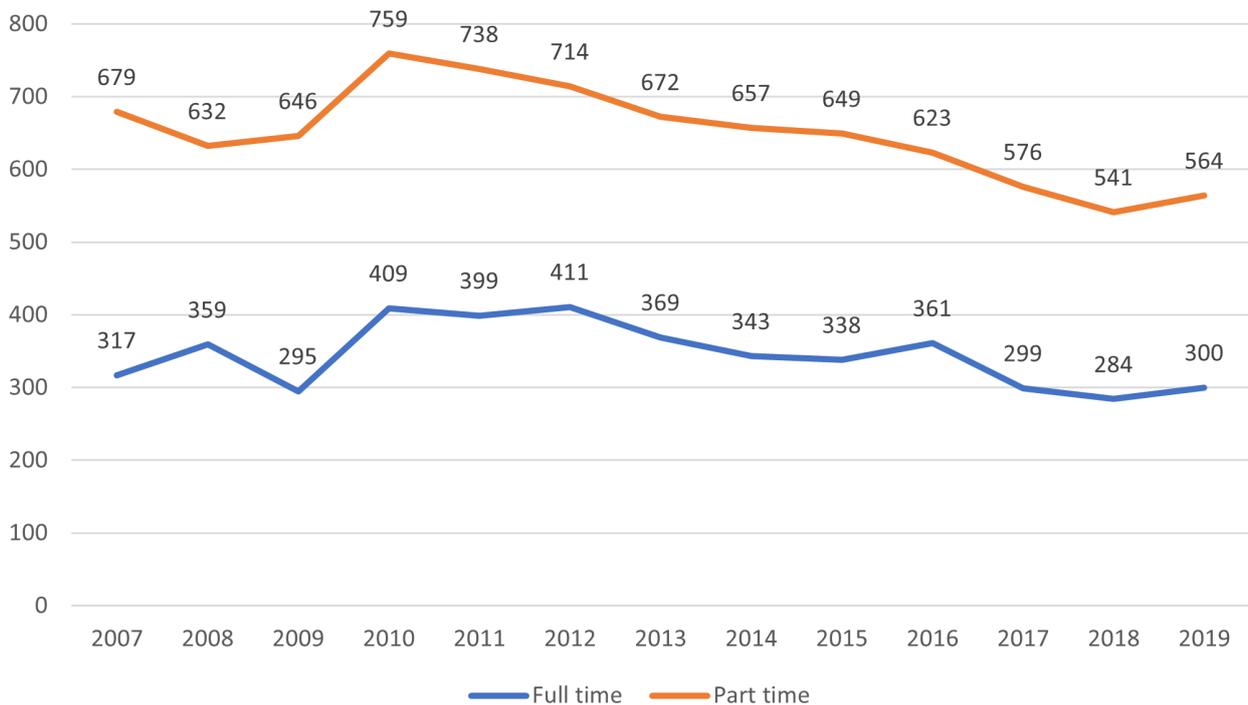
Source: Department of Education, Skills and Employment

In 2019 some 58% of LIS Higher Education students were Commonwealth supported (Figure 11). From 2021 changes in the student contributions for Commonwealth supported places (CSP) from the government's job ready graduates package were to take effect. As a result of the changes, from 2021 students paid a substantial increase in the student contributions for LIS CSP. Following ALIA's successful approach to the federal Minister for Education, the student contribution for CSPs for Teacher Librarianship was reduced to levels lower than in 2020. ALIA will continue to advocate to move the remaining library and information degrees into a low fee category.

In the VET sector, program enrolments fluctuated. The Diploma remained the most popular qualification, but rates of growth for the Certificate III and Certificate IV were higher than the growth for the Diploma (Figure 12). Student satisfaction for the Diploma was high, with the student outcomes survey administered by NCVER (survey of graduates six months after completion) reporting 86% of students were satisfied with the training, and 49% reporting improved work status (National Careers Institute, 2021).

Figure 11: LIS Higher Education student numbers by liability status (EFTSL)

Year	Commonwealth support	Domestic fee paying	Overseas fee paying
2007	512	341	142
2008	534	304	153
2009	551	262	127
2010	736	278	153
2011	757	255	126
2012	734	253	138
2013	700	232	108
2014	669	224	102
2015	652	237	94
2016	610	258	113
2017	535	240	100
2018	481	238	102
2019	503	237	126
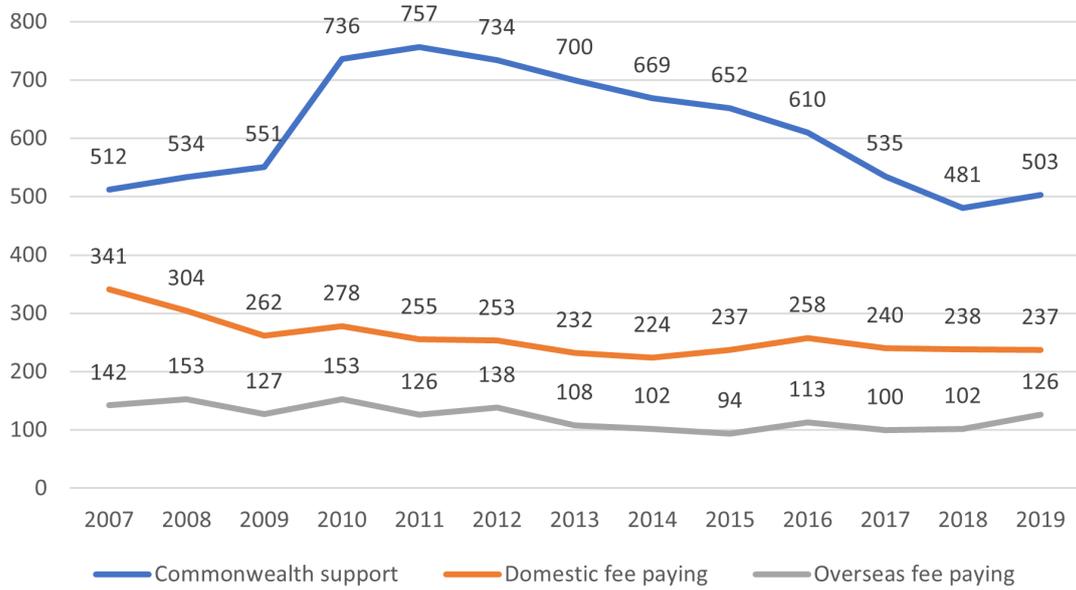
Source: Department of Education, Skills and Employment

Figure 12: Number of VET students enrolled in Library, Information and Cultural Services courses at various levels (actual not FYTE)

Year	Certificate II	Certificate III	Certificate IV	Diploma	Advanced Diploma
2009	165	848	237	1919	274
2010	236	1076	571	1708	143
2011	205	1152	666	1655	125
2012	108	1191	648	1670	109
2013	13	899	627	1633	73
2014	0	923	766	1689	71
2015	0	635	606	1584	43
2016	0	630	554	1456	24
2017	0	721	659	1531	17
2018	0	731	625	1257	18
2019	0	835	705	1287	10
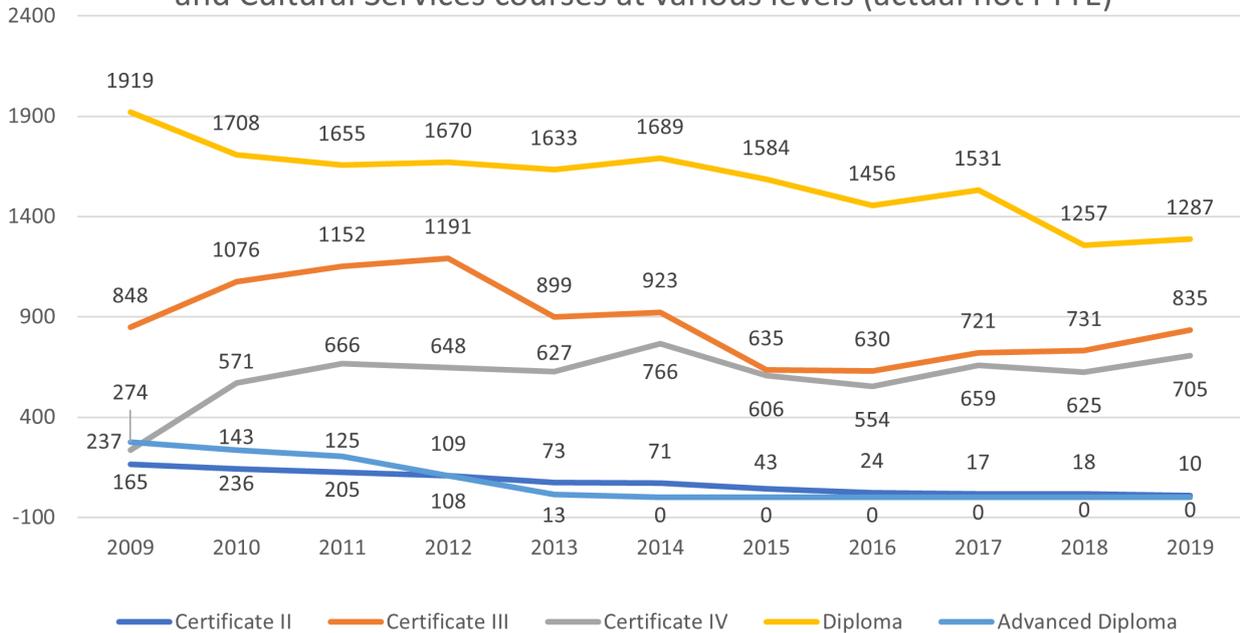
Source: NCVER (2015-2019 figures updated)

EMPLOYMENT

The COVID-19 pandemic has increased the levels of volitivity and uncertainty in the Australian economy. Unemployment and labour market participation have fluctuated with changes to COVID-19 restrictions, and changes to working arrangements, such as reduced hours and working from home, have become a feature, especially in states and territories experiencing lockdown (ABS, 2021).

The library and information sector has not been insulated from these challenges. While many businesses relied on JobKeeper during lockdowns, large portions of the library sector were ineligible for the scheme. Despite these challenges, the majority of libraries continued to operate throughout the pandemic, with innovative approaches to remote service delivery or operating as essential services with allowed staff on the premises.

Official government future projections for LIS occupations have always had a high margin of error, mainly due to sample sizes being inadequate to track changes in small professions such as library and information services. With the cessation of the publication of workforce trend estimates by the Australian Bureau of Statistics (ABS) from March 2020, and additional official cautions about reliance on the figures published by the Department of Education, Skills and Employment, ALIA recognised that additional information sources were needed and undertook to survey Institutional Members (LIS employer). Combining the survey results from other sources of data, including employment advertising statistics, gave some insight into the state of LIS employment. Information from and about the survey can be found below, Jobs Outlook data from pre-COVID years is at Appendix 1 for ease of reference.

ALIA WORKFORCE TREND SURVEY

In July 2021 ALIA directly surveyed library and information sector employers for the inaugural ALIA Workforce Trend Survey (the Survey).

The goals of the Survey were two-fold:

- to gain an understanding of the current state of library employment.

- to capture sentiment about the future of library employment from library employers.

The survey was sent via email to all ALIA institutional members on 6 July with responses due by 8 August 2021. The survey was promoted through ALIA Weekly, ALIA groups and through external library networks, such as the Council of Australian University Librarians (CAUL) and National and State Libraries Australasia (NSLA).

In total, 131 unique responses were received from organisations ranging in size of workforce from one person to greater than 300 people (Figure 13). There was a notable range in sizes for public libraries reflecting the different structures across states and territories, with some jurisdictions returning one response covering the entirety of the public library system for that jurisdiction.

The survey was sent via email to all ALIA Institutional Members on 6 July with responses due by 8 August 2021. The survey was promoted through ALIA Weekly, ALIA groups and external library networks, such as the Council of Australian University Librarians (CAUL) and National and State Libraries Australasia (NSLA).

In total, 131 unique responses were received, with one duplicate response removed from the analysis. Institutions were required to identify themselves for the sole purpose of ensuring no duplicate entries were recorded.

The size of workforce represented by employer responses ranged from one person to greater than 300 people (Figure 13). The largest number of respondents was from public libraries followed by universities and TAFEs, then school and special libraries. Numbers of TAFE and school libraries were lower than might have been expected considering their relative footprint.

One duplicate response was removed from the analysis.

Figure 13: Number of respondents by Organisation size and State
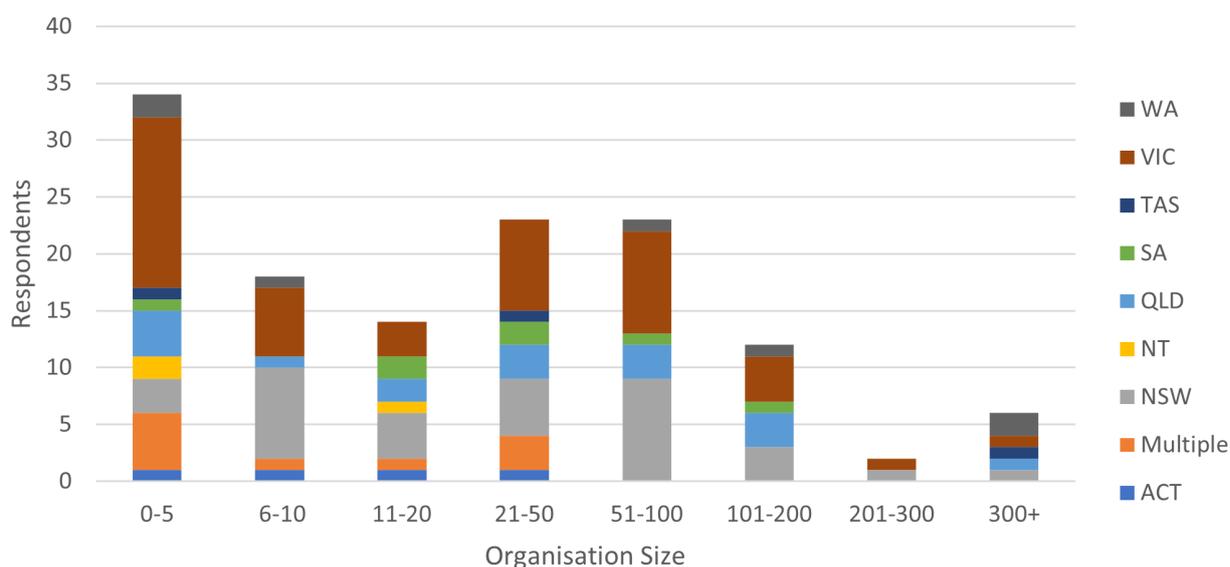
Source: ALIA workforce trend survey

The largest number of respondents was from public libraries followed by academic libraries (universities and TAFEs), then school and special libraries (Figure 14). Due to the combined nature of the public and state (NSLA) infrastructure in some states and territories, NSLA libraries and public libraries have been combined into one category throughout this report.

Distribution across states and territories reflects population size and organisational structure, with Victoria and NSW returning the largest number of responses.

Figure 14: Sectors by State
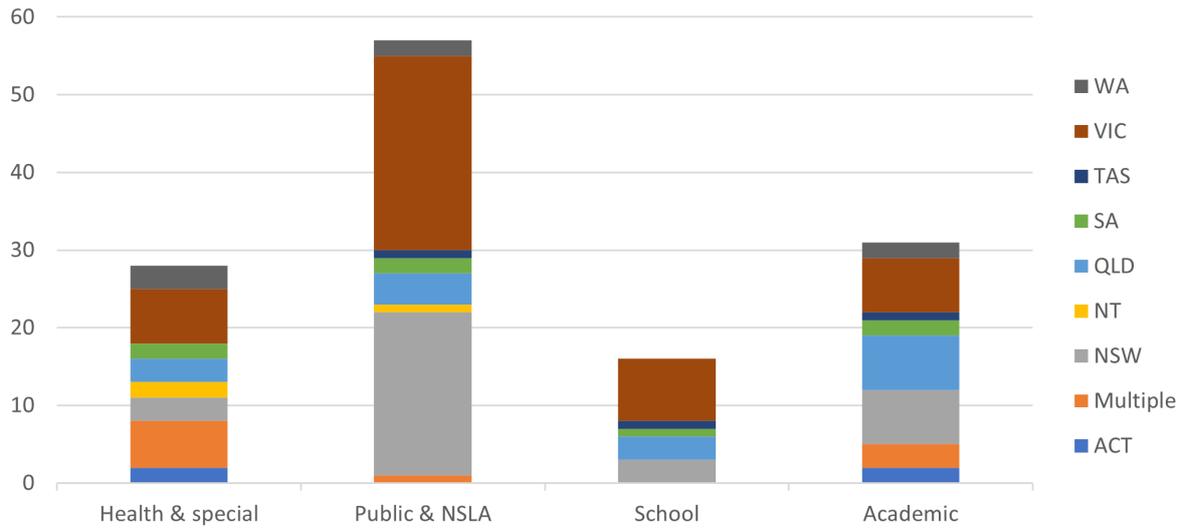
Source: ALIA workforce trend survey

LIBRARIES IN 2021

Institutions reported a significant amount of organisational change in the sector, with 44% of survey respondents indicating that they were undergoing, or about to undergo, an organisational restructure or realignment (Figure 15a and 15b).

Figure 15a: Experienced a restructure in the last 12 months

No — recent/pending — Yes

45% — 4% — 51%
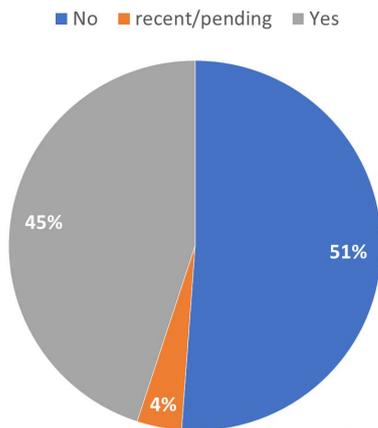
Figure 15b: Sectors where restructures occured in the last 12 months

Health & special — NSLA — Public — School — Tertiary

21% — 2% — 29% — 7% — 41%
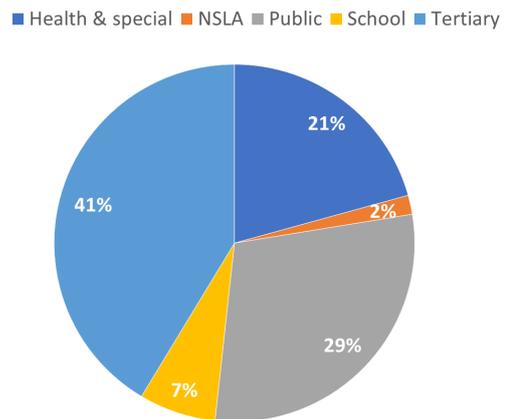
Source: ALIA workforce trend survey

Staffing levels in comparison were more stable; in the last 12 months the majority of libraries (60%) reported that staffing levels had stayed steady. Almost one third (30%) of all respondents said there were fewer full time equivalent staff, this was most strongly reported in the university sector. This mirrors the large employee reductions across universities due to COVID-19 (Littleton and Stanford, 2021). Nine per cent of institutions reported an increase in staffing, with public and school libraries the most likely to report an increase (Figure 16).

Figure 16: Staffing levels over the preceding 12 months, selected sectors

School   Public & NSLA   Health & Special   University

■ Fewer ■ More ■ Same   ■ Fewer ■ More ■ Same   ■ Fewer ■ More ■ Same   ■ Fewer ■ More ■ Same
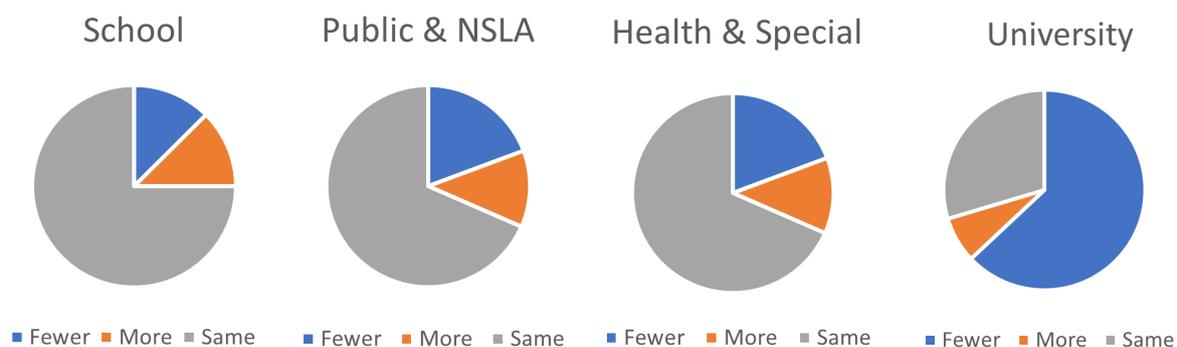
Source: ALIA workforce trend survey

FUTURE PROJECTIONS

The survey asked employers to estimate future staffing at intervals of 12 months and five years.

The 12 month interval was well within current planning parameters, giving confidence in the overall predication, acknowledging the inherently uncertain environment due to the ongoing pandemic. Three quarters of respondents (75%) expected staff numbers to be about the same in 12 months, and roughly equal numbers expected an increase (12%) and decrease (13%). University libraries were the most likely to indicate an expected decline in staffing numbers, with public and health the most likely to anticipate an increase (Figure 17).

Figure 17: Predicted staffing levels over the next 12 months, selected sectors

Public & NSLA   Health & special   School   University

■ Fewer ■ More ■ Same ■ Unknown   ■ Fewer ■ More ■ Same ■ Unknown   ■ Fewer ■ More ■ Same   ■ Fewer ■ More ■ Same
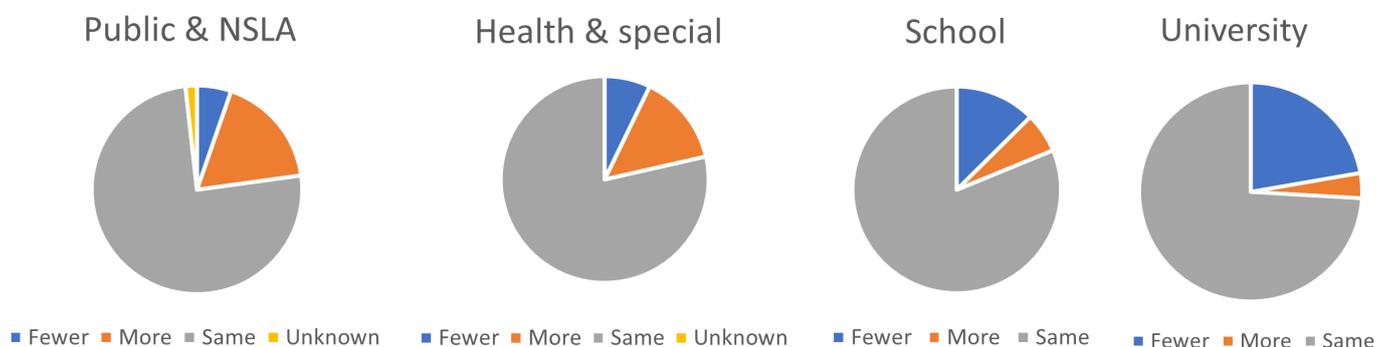
Source: ALIA workforce trend survey

These numbers were slightly lower than the current economy-wide projections in Australia, with 18% of employers indicating that they expected to increase staffing levels over the next three months (Figure 18).

Figure 18: Australian staffing outlook, August 2021

Expectations to increase staff as a proportion of all employers
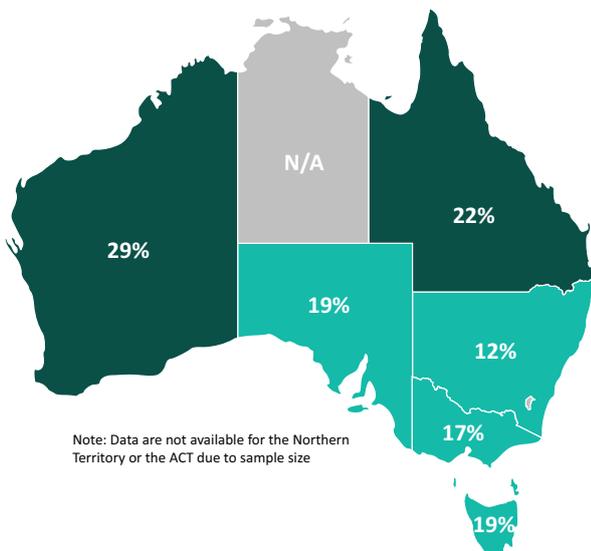
Expectations to decrease staff as a proportion of all employers

Note: Data are not available for the Northern Territory or the ACT due to sample size
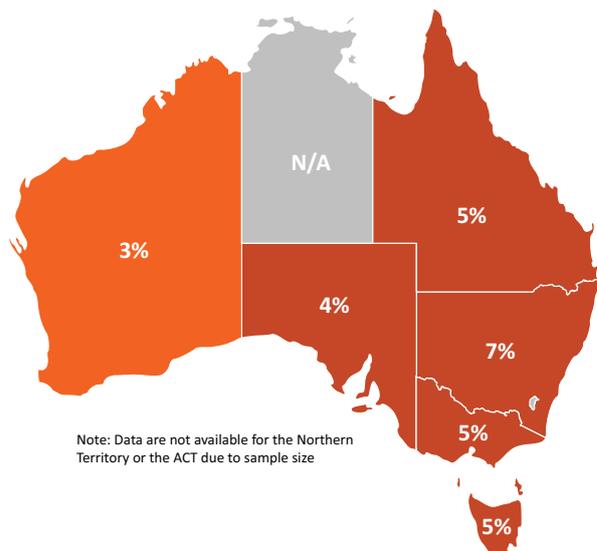
Source: National Skills Commission, Recruitment Insights Report

Employment advertising, which is a rough proxy for hiring levels, showed strong signs of growth. After a significant dip in June 2020 across all states and territories, LIS employment advertising rebounded in November 2020, and by June 2021 was equal to or higher than the June 2019 levels across the states and territories (Figure 19).

Figure 19: Combined library and information field vacancies
June 2012 - June 2021 (inc Nov 2020) by state/territory
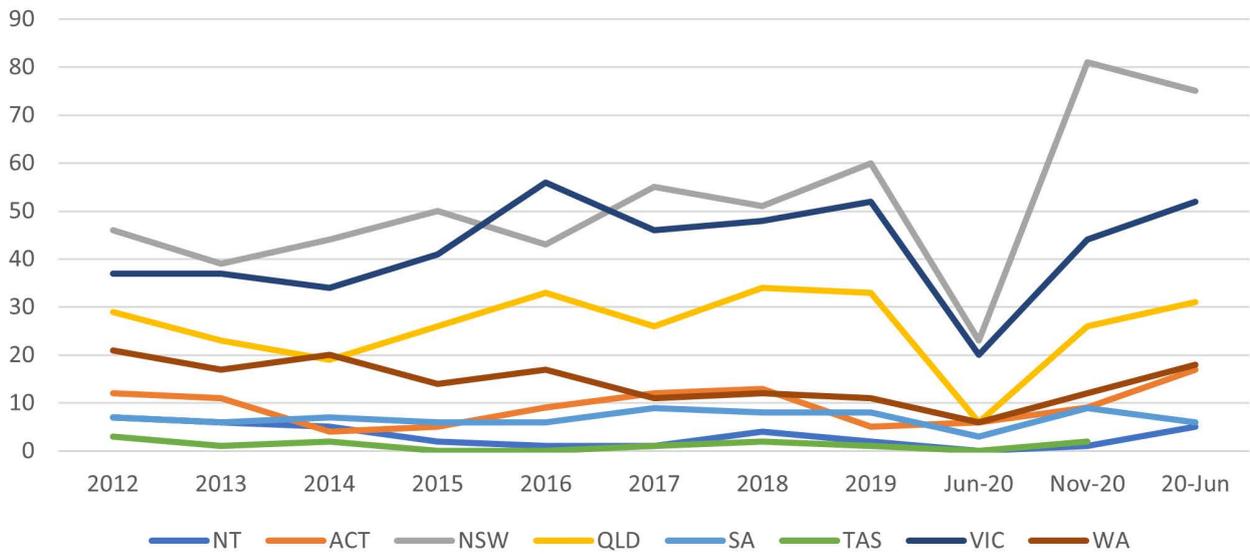
Source: Internet vacancy Index

MID-TERM OUTLOOK

Over the longer period of five years, the expectations of growth were positive. Just over a quarter (27%) of surveyed institutions expected staffing levels to increase while only 21% expected them to decrease. Over 50% expected staffing levels to stay the same (Figure 20). Public and NSLA libraries were the most positive for growth, while university libraries were the most likely to anticipate a decreased staffing profile over the five years.

Figure 20: Predicted staffing levels over the next five years, selected sectors

Public & NSLA

Health

School

University

■ Fewer ■ More ■ Same   ■ Fewer ■ More ■ Same   ■ Fewer ■ More ■ Same   ■ Fewer ■ More ■ Same
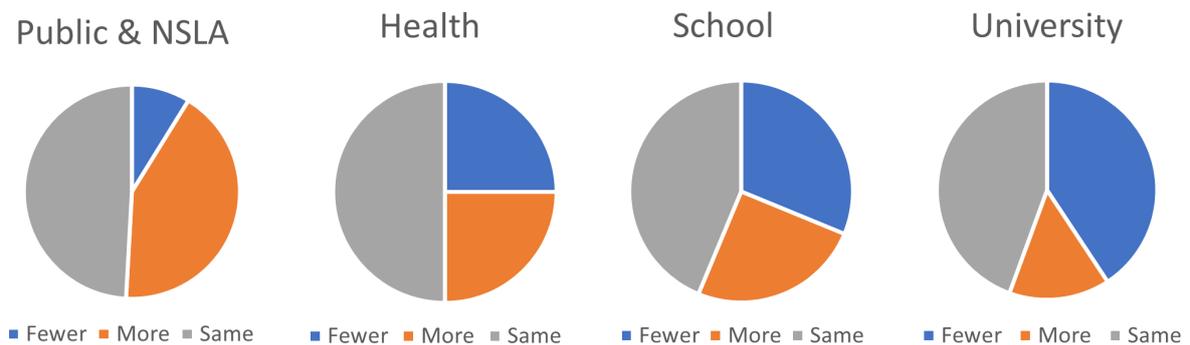
RESILIENT PROFESSIONS

In lieu of the routine Jobs Outlook at the end of 2020, the National Skills Commission instead released a resilient occupations framework. Characteristics of resilient occupations included:

- Young people proportionally less represented.

- Science, technology, engineering and mathematics (STEM) occupations.

- Skills levels of 4 (commensurate with a Certficate II or III) or above.

Health care and social assistance, and education and training were the two industries with the most resilient professions (National Skills Commission 2020), although it must be noted that the university education sector is under significant and increasing financial pressure with the drop in international students.

As a highly educated, older workforce that integrates STEM and has significant footholds in education, health and increasingly social assistance, there is much to take comfort from in this analysis. Increasing STEM skills was a clear priority for surveyed employers, with digital, technology and data skills being frequently nominated as the skills with the most growth in demand.

Management, leadership, research and soft skills were the other most frequently identified skills with anticipated growing demand. Confirming the library and information sector's strong commitment to lifelong learning, the vast majority of institutions surveyed reported having allocated time and budget to support continuing professional development. Only 4% of respondents had neither time nor budget allocated.

As well as professional resilience, personal resilience and what organisations can do to support staff was an issue raised by survey respondents.

'Resilience to change is a real issue and resilience in light of all the changes with Covid. Are there better ways to promote self-care and well-being actions as normal for all library staff?'

Survey respondent

TRAINEES AND APPRENTICES

Traineeships and apprenticeships provided an important route into the library and information profession, allowing people to learn on the job. Around 20% of surveyed institutions reported employing trainees or apprentices. The highest numbers of trainees or apprentices were reported in public and NSLA libraries.

SUMMARY

It is challenging to pull together a trend report in a period of constant change, when previously reliable data reports are not being produced and statistics that are available come with significant caveats.

Thanks to the support of employers we have been able to gain a different insight into the sector. It is one that shows significant disruption, especially significant within the higher education sector. Sentiment in the short and medium terms is notably more pessimistic from university libraries, whereas across the rest of the sector the sentiment is for a steady or growth period in the medium term.

The growth in student numbers, most notably at postgraduate and certificate level, shows the continuing attraction of the sector. While the number of VET courses is stable, the consolidation of university level courses, especially during a time of continued pressure for Higher Education, provides challenges for the sector.

The period of disruption has emphasised the need for a capable workforce. ALIA's ongoing work to strengthen the LIS workforce through the Professional Pathway Initiative, including providing alternate pathways and ongoing support continued professional development and specialisations, could not be more timely.

REFERENCES

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APPENDIX ONE – PREVIOUS YEARS' DATA

Table 1: Characteristics of LIS employment

	Librarians (ASIC 2246)	Technicians (ASIC 3993)	Library Assistants (ASIC 5997)	Archivists, Curators and Records Managers (ASIC 2242)
Number of jobs November 2010	14900	12500	6800	8600
Number of jobs May 2017	12500	6700	6600	6600
Number of jobs November 2017	13800	7100	7200	7200
Employment level May 2018	15400	6600	7200	5600
Employment level May 2019	8900	7600	5500	10000
Projected employment level — May 2022	14500	6700	5700	7800
Project employment level — May 2023	16400	6300	6900	5400
Projected employment level – May 2024	9100	7300	4900	10500
Projected employment growth — five years to May 2022 (%)	15.6%	-0.8%	-13%	18.3%
Projected employment growth — five years to May 2023 (%)	6.4%	-3.5%	-4.4%	-4.0%
Projected employment growth — five years to May 2024 (%)	1.9%	-3.4%	-10.5%	4.7%
Future growth * (Job Outlook website as at 13.9.2018)	very strong	stable	decline	very strong
Future growth * (Job Outlook website as at 8.11.2019)	moderate	decline	decline	decline
Future growth * (Job Outlook website as at 20.1.2021)	stable	decline	decline	moderate
Unemployment level compared with other occupations (Job Outlook website as at 8.11.2019)	below average	average	below average	below average
Median age	51	51	49	46
Working part time	39%	55%	71%	31%
Female	84%	86%	87%	71%
Skill level [1]	1	2	4	1

Source: The Department of Employment, Skills, Small and Family Business 2019

[1] Skill level 1 is commensurate with a Bachelor degree or higher qualification; 2 is commensurate with an Advanced Diploma or Diploma; 4 is commensurate with a Certificate II or III

Table 2: Employment and financial performance of LIS businesses (vendors)

	Employment end of June	Wages and salaries $m	Total income $m	Total expenditure $m	Earnings before tax (EBITDA) $m
2012-2013	1000	49	191	166	23
2013-2014	1000	47	180	154	26
2014-2015	1000	47	194	153	27
2015-2016	1000	53	216	175	22[#]
2016-2017	1000	60	191	164	16
2017-2018	1000	69	210	172	32
2018-2019	1000	65	N/A for publication	166	16[*]

Estimate has a relative standard error of 25% to less than 50% and should be used with caution
* Estimate has a relative standard error of 10% to less than 25% and should be used with caution

Source: ABS Australian Industry 2018-2019

APPENDIX TWO – SURVEY INSTRUMENT AUGUST 2021

Thank you for participating in ALIA's Employment Trend Report Survey 2021.

Please note that to facilitate robust data collection and analysis each organisation may only submit one response.

Aggregate results (no institutions will be identified or identifiable) will be published in ALIA's Trend Report 2021.

Please note that if your library or information organisation sits within a larger institution, we only require data relating to the library or information organisation.

SECTION A: INSTITUTION DEMOGRAPHICS

1. What is the name of your organisation?

Please note that data from question 1 will only be used for the purposes of identifying duplicate responses and will be removed from the dataset before analysis.

2. In which state is your organisation located? (select one)

- O ACT
- O NSW
- O NT
- O QLD
- O SA
- O TAS
- O VIC
- O WA
- O Multiple locations (please specify)

3. Is your organisation in a metro or regional/remote area? (select the option that best describes your situation)

- O Metro
- O Regional/remote
- O Both (multiple locations)

4. Which library or information sector does your organisation belong to? (select the option that best describes your situation)

○ National, state or territory library
○ University
○ TAFE
○ School
○ Public
○ Health
○ Special (law, government, industry. etc.)
○ Industry Partner/Vendor
○ Other (please specify)

[ ]

SECTION B: STAFF OVERVIEW

5. Approximately how many FTE staff are in your institution? (select one)

○ 0-5
○ 6-10
○ 11-20
○ 21-50
○ 51-100
○ 101-200
○ 201-300
○ 301+

6. Compared to 12 months ago, which of the following statements best reflects your change in staff numbers? (Choose one)

○ We have more staff than 12 months ago
○ We have about the same number of staff as 12 months ago
○ We have fewer staff than 12 months ago

What is the approximate percentage change in staff numbers?

[ ]

7. Thinking of 12 months into the future, what is your best estimate of the changes in staffing for your organisation? (choose one)

- ◯ We will have more staff in 12 months
- ◯ Our staffing levels will remain the same
- ◯ We will have fewer staff in 12 months

What is the approximate predicted percentage change in staff numbers?

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8. Thinking of 5 years into the future, what is your best estimate of the changes in staffing for your organisation? (choose one)

- ◯ We will have more staff in 5 years
- ◯ Our staffing levels will remain the same
- ◯ We will have fewer staff in 5 years

What is the approximate predicted percentage change in staff numbers over the next five years?

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9. Approximately how many staff do you expect to leave your organisation through retirement or moving out of the sector in the next 12 months?

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10. Approximately how many staff do you expect to leave your organisation but remain in the same or allied sectors?

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11. Has your organisation has been through a restructure or realignment in the last 12 months?

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Thank you for completing the core components for this survey. The next optional section seeks to gather some more qualitative information about staff skills and training.

SECTION C: OPTIONAL ADDITIONAL INFORMATION

12. Does your library have apprentice/trainee positions? (select one)

O Yes
O No

13. Do you have a formal workplace learning program? (select one)

O Yes
O No

14. What are the top three skills/knowledge areas that you see a growing demand for in your organisation?

1. [_____]

2. [_____]

3. [_____]

15. Are there any gaps in available training that you would like to see filled?

[_____]

16. Does your organisation support professional development/training of staff through dedicated allocation of time and budget? (choose one)

O Yes, time and money allocated
O Yes, time allocated
O Yes, budget allocated
O No
O Other (please specify)

[_____]

17. Any other thoughts or suggestions?

[_____]

Thank you for your time!

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