

2010/2011 PROGRAM EVALUATION (PEP) SURVEY

QUALITATIVE REPORT

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5. WHAT DO YOU SEE AS THE GREATEST POTENTIAL CHANGE IN THE FIELD OF LIBRARY, INFORMATION AND ARCHIVAL STUDIES IN THE NEXT 5 YEARS?

The area of intellectual property, especially as the digitization of books means that commonly-held rights afforded to print works may no longer apply when DRM is applied to digital works.

New cataloguing system. I suppose I should say use of technology and computers but that's already happening and it's almost a cliché.

An influx of terribly pretentious new library grads who didn't get a very good education but are confident in their ability to... hold up the status quo. Perhaps because SLAIS keeps accepting staid English majors, and perhaps because it doesn't teach people to be innovative or creative.

It's all change, all the time.

The digital shift... including an increase in use of digital repositories, OA publications, and digital libraries.

There will be fewer schools teaching traditional skills and a more cohesive sense of theory & methods.

Technological changes.

A greater focus on IT. A move away from traditional libraries and a greater focus on information science specifically.

The increasing emphasis on technology skills.

Digital preservation, collection management and development in the digital era, marketing and funding of library and archival programs, service distribution in the digital era, digitization projects

I really couldn't say...

Librarians --like journalists-- must become more entrepreneurial in their career in order to work in their field of choice.

Greater importance on records management.

Staying relevant as our profession becomes more and more outsourced to non-professionals and private companies.

The outbreak of the Information Wars between governments and their corporate overloads and the average citizen. Will academia take the side of the Anonymous freedom-fighters or their funding-masters?

Implementation of social technologies and e-books in libraries.

Technology. The role of the librarian vs. other library staff.

Tacking digital information issues, especially access and long term preservation. But also contributing archival knowledge to records management and EDRMS.

A big transition as established professionals who probably should have retired 5 years ago being replaced by ill-prepared new graduates with irrelevant English literature backgrounds.

Technologically driven changes to the ways in which patrons use library and archival resources, and concomitant budgetary constraints that will force libraries and archives to accomplish more with less. (On second thought, these are continuations of ongoing changes, rather than new/potential changes as such.)

The combination of library, archival and museum studies together or with other programs.

Reaching out to users through technology.

Further specialization.

More and more to electronic services. Also the change to RAD should definitely be reflected in the cataloguing courses. Where do you also learn metadata? Current trend, yes, but no means to learn it in SLAIS.

The closing of many libraries and cutting back on library staff due to the poor economy.

I see the student demographic as getting younger and younger. Also, based on the interests of much of the faculty, there seems to be and perhaps will be over the next 5 years, a large focus on the digital side of things and in particular, on human-computer interaction.

Incorporating more of the current practices and theory to move beyond the foundational ones.

Even more focus on digital collections; tech affinity required; shift in cataloguing practices (beyond RDA?)

Jobs...as municipalities and corporations all cut back, convinced they can do without librarians.

Greater levels of technological know-how required for librarians and archivists.

Not sure.

Growing archival theory to address contemporary RK issues.

Greater focus on information and data management.

Changing technology and the difficulty in marketing the degree and traditional information centres (academic libraries included) to administrations, governments, and the young. There is also the difficulty in getting library administrations to make the right choices with respect to change.

Technology, duh.

The hiring of more Library Technicians.

Continued erosion of the public sector, proliferation of non-Master's level library tech positions

The greatest potential change will most certainly be on how we look at collections and specifically the format of collections.

Technology.

Digital initiatives and technology.

Technological changes leading to changes in types of jobs available.

Staying relevant and marketing of the programme to reflect that this field of studies is not just for people interested in librarianship.

Use folksonomy/user tagging model to built navigable meta-index.

ebooks and dealing with their issues with vendors and publishers and their DRM bullshit.

Digital records preservation, FOIA

Exponential changes with computer technologies. EVERYTHING will be expected to be delivered online, or straight on a personal computer device (iPad, etc.)

More courses focused on HCI, web architecture/programming, usability, taxonomies.

Further advancements in the form of public outreach and public service in both libraries and archives.

As a MACL student interested in Canadian children's publishing, it is in staying abreast of the changes in publishing which include the downsizing and folding of Canadian publishers, school libraries, teacher librarians, and nonprofit organizations, publications and institutions which support literacy. 2. integrating the increasing digitalization of materials as well as the new platforms for reading.

Not sure.

More tech savvy requirements, more towards the information-technological part of things, more expectations in terms of software knowledge and providing technological solutions to library-related issues.

An increased emphasis on digital preservation (which crosses all three fields) as the problems that obsolescence presents to information/records retrieval and access become even more widely known.

Technology (especially google-style searching and 2.0), RDA and other changes to cataloguing, shifting values and expectations of what people need from a library.

Keeping up with technology.

Standardization, incorporation, and structuring of iSchool curricula within and/or parallel too, Library, Information, and Archival Studies.

More IT-based instruction.

Data management.

Contraction of public spending and therefore of library jobs.

The shift towards digitization of more print materials.

Financial difficulties and technological innovations that will force change. Both to academic and public libraries. Facing these changes will mean major changes to both library practice and library education.

Hard to say, maybe the wide array of new tech we're supposed to be able to use effectively?

Licensing versus ownership of electronic media.

How should I know?

Shifting realities within the profession in terms of what working librarians do and what is needed from libraries.

Increased usage of social media.

Shift in all fields towards customer-based service as means of retaining relevancy to patron's lives.

The commercialization of the library. Libraries will start to move from being a municipally funded public service being a business enterprise similar to a big box book store. Free browsing and reading on site but pay to rent digital and hard copy resources.

Library automation and rapidly changing/advancing technologies and the abilities of non-traditionally trained information professionals being hired to work in the field.

Moving from being library focused to being information science focused.

Social media.

Necessity for marketing and outreach.

Budget cuts to institutions - less jobs, less resources within jobs.

Blurring of boundaries between library/archives/information management, and the need to have a broad information-management knowledge base.

More focus on records management, and graduates will have to have more of a background/grounding in technology.

Metadata challenging Marc records due to RDA delays and OCLC claims of owning catalogue records.

Competition with other related fields such as computer science and library technicians, increasingly marginalized position of libraries in the information economy as those who can go elsewhere. the growth of the information economy and corporations whose entire reason for existence is the search and retrieval of information leading many to question why we need librarians at all.

Working out a balance between politics and necessary and desirable services.

New approaches to information and communication brought on by both the introduction of new technologies and how people adopt to and use these technologies.

Way too many degrees granted, rendering the degree much less meaningful and valued.

The continued proliferation of Library Technician diploma programs.

That there will be more and more encouragement to go into other related, but non-library fields of work. (Because they will finally admit that there are few jobs!)

Technology.

ebooks, and librarian tasks being given to other library staff.

eBooks.. if libraries continue to cave to publishers like the ALA did recently, they will be completely unable to take advantage of the benefits of these new mediums.

The field is likely going to continue it's move towards the organization of online information

There should be a joint MAEL/MLIS program because MAELers take MLIS courses but are officially not qualified, in terms of degree title, to work as children's librarians. I am unaware if there is a joint option or how courses can be transferred as credits to either degree.

User-centered design of library services.

The increasing prevalence of electronic resources seems to be increasing exponentially, and yet SLAIS' focus on this is only to provide students with the most rudimentary frame work. It would be nice if they focused on a stronger technical stream. While we can of course tailor our course offerings to these kinds of courses, we are not receiving any special recognition for this field of library work. We already focus on Children's and First Nations' components, and yet when one looks at the rise of something as simple as online journals and the increasing shift in user interaction with the library through these resources, and the considerable expense the present to libraries, one wonders when SLAIS is going to start focusing on how the general public is really looking at libraries: online.

This question isn't totally clear to me... Do you mean the most likely change or the best possible change? Anyway, I can't really see the future but I would think that it would be good for there to be more cooperation between libraries, archives and info professionals in general and things do seem to be moving in that direction. I would suggest that the artificial boundaries between the MAS and MLIS program be broken down.

The shift in user's expectations with increasing versatility of automated services.

IT impact.

Demand for librarians with increased technology, teaching, or specialized skills such as social services.

Technology is going to become even more prevalent in archives. I hope this influences the development of a unified methodological language.

The open data movement will pick up more support (across disciplines), and a new information eco-system will emerge. This will change how computing practices are exploited, increase the need for [true] interoperability amongst institutions (nationally, internationally), and place further strain on the relationship between libraries and subscription agencies.

A split in those who want to deal directly with patrons and the soft skills and those who wish to technologically lead libraries and information organizations to the point where there are two different disciplines entirely.

There are two challenges that I see in play that I expect to continue. I am very worried about the effect that economic difficulties will continue to bring to the profession and I think it might be helpful to have a class that addressed fund raising more fully. I also think that keeping on top on technological changes will continue to be challenging.

Growing focus on self-publishing, e-books and online journals, removing the commercial publisher as middleman between author and reader.

Technology will continue to change.

More electronic materials, and more technical skills required on information professionals' end.

Library technician grads will be better prepared for entry-level library positions. LIS and Archival Studies will need to prepare students through practice-based experiential learning and an emphasis on technology courses.

The oversaturation of the job market will mean that new grads will have a harder time finding full-time employment in LIS. Also, the lack of practical elements in LIS programs will make paraprofessionals more desirable in the job market.

Keep up to date with computer technology and other developments.

The continual growth of and reliance on electronic records.

Implementation of federated searching of indexes and databases

Perhaps a matter of processing and evaluating the amount of information there is? I am no expert.

More knowledge management approach. More business focus--how can libraries, information management, and archives deliver success for business requirements and the bottomline

There needs to be more opportunities for employment experience, especially for international students. International students are held to their student visas, which only allows them to work on campus. However, the on campus employment opportunities are few and far between. In addition, the co-op jobs for non Canadians are virtually non existent. I think SLAIS promises bigger than they offer.

Technological change will have the greatest effect on LIAS.

Increased role of technology, becoming more "information professionals" than "librarians" - although I personally prefer the title of librarian.

7. WHAT CHANGES TO THE CURRICULUM OR TO THE PROGRAM AS A WHOLE DO YOU THINK WOULD HELP PREPARE YOU FOR THE CHANGES YOU LISTED ABOVE?

Bring in more visiting scholars to offer summer-term courses. At all, summer of Vancouver can be a good leverage.

Smaller classes where it would be possible to have proper seminars (20 people or less). I experienced several of these which was wonderful. The LIBR core classes are very weak on theory and library history which would have been useful base knowledge. I consider myself a self-taught librarian who independently chose her own reading list - a proper graduate level reading list was never provided. Also, a sample of student essay writing for entrance to the program would be a good idea to keep the level of academic ability of the students up to a reasonable level.

Change the core to include courses that are actually applicable to a career in the field. Include more courses that are about the "information studies" side. Less general "theory" and more applicable knowledge.

More emphasis on solution of actual, real-life problems and tasks information specialists face at their workplace.

Courses dedicated specifically to those topics, rather than having those topics marginally addressed as they are now (more options in the 510 and 550 series)

More of a focus on presentations and a greater emphasis on the importance of public service

More direct, on-hands learning from the start of the cohort.

Reclaim radical epistemology from philosophers, start employing quantitative methods to study information flow and collaboration. Give up on defending "intellectual property."

Better instruction/teaching in some cases.

A computer science and Human-Computer Interaction component. Courses with a stronger focus on metadata and ontology building/management.

More practical experience; not necessarily the same level as a lib tech, but doing more hands-on activities

I think more technology related courses are needed, especially things like more coding and programming.

More current technology courses.

This does not relate strictly to the previous question but it does address changes I'd like to suggest: 1. Illustrated Materials for Children should be a core course. Librarians and reviewers do not have have the knowledge or vocabulary to discuss or review illustrated materials.

The curriculum could use more courses focused on actual practice, with less time devoted to abstract theoretical issues.

I was very interested in the topics Giovanni Michetti discussed during his presentation....I want to feel comfortable with EAD and technological issues.

More classes that combine technical principles/theories and practical technical skills (so that when the technology changes, a strong foundation to learn the next system/technology remains).

Much, much less writing of papers and presenting topics. I could not really learn the technology or tricks of it because this was doubled with presenting material I was not too familiar with. Also, some tests in place of papers might be more efficient because a bit of testing adds some permanence to what is remembered and would take some time pressure off of professors and allow them to carry out their other projects better.

I think there should be more focus on technology and fund raising.

More technology courses.

I think the program, as I have experienced it so far, has informed us to keep our minds open as to the future of the profession. As far as I am aware there are plenty of opportunities to prepare yourself for any eventuality.

Better teaching and organization of the courses already offered so that they actually deliver what the syllabus advertises; higher standards within the courses (I don't have to work very hard for my grades and I routinely sit through classes where no one has done the readings, but since certain instructors never ask for student participation, it doesn't matter).

More workplace/professional experience.

More realistic talk about the job market in our courses.

Cut the archival core in half.

More management courses. Project management courses. marketing in the library courses. the department owning some ebooks and letting us learn to use them.

More emphasis on e-literacy; make it easier to take classes in other departments (like CS).

A more responsive and practical curriculum with more "for credit" experiential opportunities available.

More technical/programming classes should be offered (expand the range of LIBR 55X classes).

Looking at real-life situations. asking professionals of their experiences/pitfalls successes.

Again, I don't know

1. Opportunity to develop technical skills through coursework (while this isn't nonexistent at SLAIS currently, it's really difficult to develop skills unless you came into the program with a certain level of expertise)
2. greater focus on practice as opposed to theory
3. more opportunities (or, dare I say it, requirements) for professional experiences and professional work built into the program

Community-led libraries should be a 3-credit course

Increasing focus on non-traditional roles of librarians in the changing publishing landscape.

Perhaps more computer programming courses (like PHP, XML and such)

I would like to gain an understanding of just what exactly is needed to be competitive in the job market - there are a lot of mixed messages (for example - cataloguing, some say it is outsourced, dont worry about it, others say essential skill, and cant believe it is not a required course). I think less emphasis on the potential obsolescence of libraries/librarians would be helpful. Anyone who did their research before applying knows this, and being

reminded of it at some point in every class is hardly motivating. This program is a lot of work, and I would like to believe that it is not all to gain entrance into a dead-end career. I would like some hands on activities in class (e.g. here is your budget to work with, now come up with creative ways to stretch it and still provide excellent service/build excellent collections), and maybe some real life examples.

More emphasis on/training in digital information/media management (practical). A greater openness/willingness to problematize traditional archival concepts related to the nature of the record (theoretical)

More practical technology courses.

Access to technology not just MS Access.

The theory/practical divide seems artificial too me. we need theoretical courses on information ethics and organization and the things that conceptually separate us from other professions (such as computer science). these courses need to be rigorous and the instructors need to hold students to a high standard. We need practical courses on everything else: technology, teaching, customer service, public speaking, reference, etc. I would also like to see more 1-credit courses or workshops that offer these hard skills.

Not sure.

My concern is not so much about the balance of theory vs. practical in the program, but the quality of the theoretical and practical instruction and the unevenness throughout the MLIS program in terms of where you can or cannot find a theory or practical focus. In other words, some courses do have a good balance of both, others skew too far one way or the other, and in some cases they don't do a good job of teaching the theory or practical elements even when that is their focus. Other observations: There are courses that seem like they should be required for an MLIS that aren't (e.g., cataloguing, information retrieval). While these are supposed to be covered in the Core, I didn't feel competent in those areas afterwards having only taken those courses. Could have a system where we need to take an additional course in certain areas to ensure we have the basics covered: so not necessarily making the Cataloguing course a required one, but saying you need to take a course that would cover that area (e.g. cataloguing, or indexing, or a course that required cataloguing to complete an assignment in the course). SLAIS seems to be trying to do everything, but doesn't seem to be doing it well. E.g., many tech-centric courses seem to be "tech-lite" and as a result, we end up feeling like we aren't well-trained in these areas despite having taken a course on it. Overall, there seems to be an unevenness to the program, with some courses and instructors who are very strong in terms of content and pedagogy, and others that are not. As a result, I fear I will leave SLAIS feeling like I have some serious gaps in my training, skills, and knowledge.

Creating a clearer link between the academic and the practical. Offering Core courses in the summer.

Not sure.

More full-time archival faculty. For students at the doctoral level there is a shortage of disciplinary experts to engage in research and theoretical discourse -- something one expects in such a programme.

Focus more on information profession outside of the library and archival setting. More in-depth theory on information science is needed as well as technological classes.

More practical courses; some theory is required but practitioners (adjunct professors) ought to teach information with which they are familiar.

Making technology incorporated more into the core courses other than LIBR 500.

Assessing similarities and differences between iSchool curricula and Library, Information, and Archival Studies curricula, and developing courses that incorporate those missing and/or relevant educational aspects and practical skill sets.

More courses that provide students with hard skills in information technology. At present, there seems to be a relative lack of such courses, at least compared to the more theoretical offerings.

Less required courses and more ability to take courses across departments.

More technology, reference, and programming courses.

Specialization streams.

More tech courses. I want to learn data curation!

In the core, it would be helpful to have some explanation of the different career tracks available to MLIS holders, and what preparation is necessary for them. It would also be helpful to have a suggested course plan for various tracks, to help with course selection.

The faculty interested in human-computer interaction can create more courses for students to learn about their research and this part of the field. However, I still think there should be a balance in course offerings between digital theory and physical services and practices within libraries.

Field trips and case study assignments.

I believe that a more hands-on curriculum as described in this article <http://hacklibschool.wordpress.com/2011/03/10/apprenticeships-a-model-for-library-school-2/> would be a good first step in the right direction.

Offering more records management courses.

More technology focused courses or more integration of technology.

No comments at the moment.

I think that the core courses need to be more focused on practical skills, though that does not relate to the changes mentioned above.

No more ideas about this.

The MLIS program could be less interested in theory and more in practice, including offering students the opportunity to complete more work experience. This experience should involve a wide array of responsibilities, including creative and boundary-pushing work. Alternative theories, like the community led model, should be taught.

An emphasis by faculty and the department on digital proficiency. The focus on digital resources and skills should be stated and repeated in the core.

The 600 level methods course needs to be much stronger. It needs to involve people who are active in different kinds of LAI research. It also needs to cover different types of methods before the 'how to put together a research project' phase.

Technology courses need to involve current technology or at least more recent than 10-15 years ago. More Records Management courses need to be offered and there needs to be more integration between the library and archives courses that are offered.

More real-life experience in the classroom (more "in the field" instructors or guest lecturers). More tech-focus in the Core.

MLIS: More courses covering these incoming technological trends in libraries. Far less theory and a realization that we need to learn about the technological side of archives. I think that the MAS program is fast becoming terribly out of date!

Technology more advanced than ppt.

More focus on "real work" rather than theory.

Hire faculty with professional rather than academic experience to better prepare students.

The program requires more practical courses to prepare students to be professionals - a finance/budget class would be helpful for both. a review of current core offerings on both sides. I believe that library or archival experience should be a requirement for the program.

Informed planning and choice of courses should be encouraged so that people specialize in certain area according to professional requirements.

There is a physical preservation course, along with an archival digital preservation course, but it is not clear how much the long term perspective has been integrated into the library courses. Yet many libraries have preservation mandates, and so-called non-traditional information organizations have an interest in building systems and websites that support preservation.

As previously noted, a stronger recognition of the IT side of the library world. While this is part of my concern, the other is to have practical experience throughout the program to compliment one's education, I would not go so far as to say that SLAIS has done a poor job of this. I would say that SLAIS does fairly well in providing opportunities, and that students must be reminded that they are going into the professional workplace which IS competitive and requires us to assert ourselves and our skills, and not simply rely upon our degrees and wait for jobs to come to us. Hence the curriculum is pretty good, but needs perhaps a reframing on how it is presented. Now the registration for classes is another story altogether and frankly a complete embarrassment for the institution.

More practical application rather than theory-driven courses. Apprenticeship model is something to consider.

Greater integration of Information Technology into information science.

Introduce more technology based courses.

Allowance for more professional experience and internships for credit.

More practical; less theory. Less about the history of the internet (if I hear about the Memex one more time I'll scream), I don't see that as very useful to future info professionals. I'd like to see tech classes that really focused on teaching us the sort of skills asked for in job postings.

More technology classes, taught by competent instructors who use those technologies in their work.

There are some key courses that many employers still see as necessities, though they are not requisite courses. These include cataloguing and collections management. Scheduling should ensure that students are able to take these courses in addition to the mandatory courses. For example, in Winter semester 2, cataloguing was offered in the same time slot as management.

The program already prepares us for this change by offering a variety of computer related courses.

MUCH less theory, way more hands on training. I did not enter the MAS program to write theoretical papers or engage in self-serving academia. That is what undergrad is for. I want to learn the trade and walk away with experience that will translate well into my career.

More classes on electronic documents.

A specific "online search strategies" course.

More knowledge management, records management, and IT courses.

While I am of the opinion that we need a certain level of theory in our classes, since this is a Masters program after all, I am very worried that I won't end up with enough practical skills in the end. This is also because you have to graduate after a certain number of credits and your required courses are done, and this limits the courses you can choose. But, if I am honest about it, there are all kinds of courses on digitization and social media that you can take... I just haven't taken any yet and most likely won't have the time since I will reach my maximum credit soon.

I would like to see more cross pollination between disciplines here. I noticed that research day was very heavily tilted toward the "info" side of things. It would be exciting to get everyone involved in creative thinking and collaboration across disciplines.

Job placement assistance while in school. This can be paid or unpaid. And the 2 week practicum doesn't count. Ask any librarians, and they will say experience is key, so I think SLAIS needs to work more closely with students to get them that experience. Advisers need to take more of an active role. If this means admitting less students, then admit less. Also, courses need to teach more relevant experience. The core offered little in terms of technology skills. There was some HTML work, but we created a blog and a PowerPoint? These are not things that we need to be learning in graduate school. These are not hard skills that will get us jobs.

More courses focuses on various aspects of information architecture.

Courses in MACL could be more Arts based rather than library based since a MA Arts degree is obtained in its completion.

Management, supervisory, and communication (with the public) skills could be emphasized more.

10. PLEASE SHARE ANY ADDITIONAL THOUGHTS ABOUT YOUR CO-OP EXPERIENCES BELOW.

Two responses were redacted

I haven't started my placement yet, so I can't speak to that, but the general feel of the Co-op program is more corporate than I'd like, and I feel there is a rigidity and unwillingness to accept diverse attitudes toward "career" and "success"...it's very ladder-climby, which doesn't suit me.

Quality of work in the Co-op placements is not particularly good. Co-op administration must really examine the placements more thoroughly and monitor them more carefully when the student is in the placement

There were not nearly as many placements advertised as what I'd been told there would be. I know of several students who arranged their own co-ops, which I imagine counted toward the statistics that the Co-op office shared. Many of the placements I did see required Canadian citizenship or seemed too clerical to be worthwhile. Many placements were not posted until just before the start of the term, or even into the term, and many have already made commitments (other jobs, courses, leases, etc)

Requiring us to decide whether or not to participate in co-op (and therefore pay the \$200+ fee) by the end of September is unrealistic. Many of us do not know what we are planning to do in the summer - especially during the first month of the program when we are still just figuring out the Core and orienting ourselves to a new school, city, program, etc. I signed up and paid the fee so that I would still have the option to do co-op once I figured out what I was doing, but it was a hefty price to pay to keep an option available to me and not everyone in SLAIS has the means to do so. In the end I decided not to pursue a co-op position.

Did three co-op terms and glad I participated. Co-op provides opportunities that would be very hard to obtain straight out of school with no experience.

The jobs were too few to even consider this an option.

I am having trouble finding Co-op opportunities in the health science field.

I would have loved to do co-op, and I am signed up for it, but it will most likely not happen, because I will have too many credits by the time that I have a semester in which I could work. Another thing that really disappointed me is that, while we were warned that most jobs would be unavailable to international students, nothing was said about the fact that all government/special library jobs are Canadian citizens only. I would not have signed up had I known this. According to some friends of mine from Political Science, they are not even allowed to specify that for entry level jobs...

I mentioned this earlier. As an international student, there are little opportunities for me in co-op. I have been told this time and time again by international students participating in co-op. The majority of the jobs are restricted to Canadian citizens.

I will be starting my co-op term this summer. So far I have been a bit unhappy with the lack of corporate employers participating in the program

Most jobs aren't posted/available until a few weeks (2-4) before co-op employment is supposed to begin. I've looked and found opportunities outside of co-op because of this.

I think that there are too many restrictions on many of the co-op jobs offered. If you need to stay in Vancouver and are not a Canadian citizen, it is very difficult to find co-ops. I think that the co-op experience was oversold to us and they admitted far too many people for the number of positions they offered.

Part time coops would be great

Time will tell.

It would be helpful to explain when Co-op would not be useful, as well as how wonderful it is.

The co-op program offered a the opportunity for professional development through workshops and one-on-one time with the coordinator which was valuable. I felt that regardless of whether or not I got a placement, my money was well spent. Too many students look at co-op as a guarantee for a job (which would be nice), but co-op simply offers unique job pool in which to compete. It is challenging, however, for many MAS students to take advantage of co-op terms other than the summer semester with the generally limited course offerings on the MAS side (you miss one course, and you have to wait an entire year to take it again). There should also be more flexibility for students doing course work and co-op (i.e. don't limit students to one course only).

More transparency. Not knowing which jobs have been taken (not just in the interview stage), doesn't help.

It would be helpful if Co-Op solicited summer placements earlier. It's already March, and there have hardly been any jobs advertised.

So far, much of Co-op's marketing lines have not come to pass. The program that is marketed before we begin SLAIS and the program we experience appear to be two different things. For example, there does not appear to really be the variety of postings they promised -- there is a huge imbalance in the types of libraries from which to gain experience. As well, there is too much pressure from Co-op for students to go on out-of-town work terms. Communication from Co-op has been inconsistent and we have not received all of the emails and reminders that were promised to us during orientation.

I am finding Co-op very disorganized. They forget to inform students of workshops until the day before and can be rude at times.

More information for part-time students and better dissemination of information is sometimes needed (e.g. procedures/documentation on how things work in simplicity)

For those of us who decided to attend the school because of the opportunity to do co-op and the courses offered, both have been greatly disappointing. It seems that Co-op has been marketed as an opportunity that all can participate in, but the jobs are rare and often found by the students independently of the program itself. I can find my own job and not pay them to not find me one.

I have been disappointed in the workshops, especially the resume one, where I assumed there would be one-on-one resume reviews, but that never happened.

My co-op job had little resemblance to the posting. The co-op office was quite unresponsive to my concerns; it took some a very strongly worded e-mail before anything changed. I attribute this in part to the high staff turnover in the co-op office during the last year.

I feel like this should almost be a mandatory part of the program, with an opt-out option. I applied for Co-op and paid my fee, but didn't feel I needed to do it after securing a work-study...now I'm kinda pissed I paid the \$240 or

whatever it was. I may not have applied if I knew how many GAA/work-study positions are available to SLAIS students.

UBC should supply more funding to Co-op program.

It's one of the best things about my time at SLAIS - the work experience has been so valuable. For example - it's one thing to learn about the reference interview in class, but you learn so much more while doing it (and learning from your mistakes) in a real life work situation.

I haven't yet applied for a position but I'm told that they often don't pay as well as the co-op program claims they do. Former co-op students have relayed tales of grunt work in basements and poor compensation. This worries me as I will be paying tuition during placement.

The number of jobs I was actually eligible to apply for was few due to my status as a U.S. citizen who was unwilling to leave Vancouver. I would have appreciated greater variety in placement options.

What a waste of money. A few points on that. In the co-op meeting, they advised me to restructure my resume. After an interview with a potential employer, I asked for some feedback. She told me that the new format was bad. There was a resume workshop last semester, to which we were told to bring our resumes. At no point during the resume workshop did anyone look at our resumes. A potential employer e-mailed me directly and requested that we not communicate through the co-op office because he thought that they did not understand what was going on.

Too many students in co-op - make it more selective.

Do MACLs go on Co-op?

I found the communication between the Co-op office and the Slais office could use improvement.

Couldn't fit it into my part-time schedule

I did not participate in Co-op because I already have a firm experiential background in library work, however from my classmates I sense a overwhelming feeling of frustration with the Co-op process (and difficulty getting placements + cost of Co-op).

I had a successful experience in the library program, as I took a position away; however, many of my classmates did not, as there were not enough positions available in the lower mainland.

Very useful, a chance to gain professional experience in an area of interest, easier to get there through the co-op and get some initial idea for later career planning.

I was unable to take the option of Co-op due to work issues.

It's hard for me to comment completely on the previous question as I am still in the process of applying for jobs, but so far the level of support I have received from the co-op staff has been fantastic.

They were misleading about the number and variety of jobs available for students. There have only been 31 jobs posted so far, and sixty-plus students competing for them.

I find the qualifications of the people who edit and suggest revisions to my application materials dubious.

It would be nice if there was more encouragement of self directed job searches and and greater variety of types of work.

The co-op job postings are asking for a lot of skills that I don't feel my classes have prepared me for, and as such I doubt my ability to be placed in a really meaningful co-op job without a great deal of luck.

There were very few "traditional" library-type jobs offered. Non-Canadians should be warned before paying the \$200+ fee that they will be shut out of a number of co-op positions.

Great program

Students (at least in my intake) were outright lied to about the job prospects in the co-op program. I don't blame the co-op staff for the lack of jobs, as I know the economic struggles over the last several years were a huge contributing factor here. However, students need to be given correct information about the job market and not mislead about the number of co-op jobs that have been available recently. The lack of honesty has left me feeling resentful about the program, whereas I feel like being given honest information would have done a lot to change my perspective, even if the outcome had been the same.

There needs to be better representation as to the availability of jobs. Co-op representative is supposed to represent the students and their interests. I felt misled and betrayed when I signed up for the program, with promises that most everyone gets placed, only to find 11 postings of which 1 was relevant to my interest areas (children's/ youth services). I was incredibly, incredibly disappointed in the program and the way the program was presented and handled. If they had only been honest with me about the likelihood of placements and how hard they would be working to find placements representing all student's interests, I would not have felt like I had been lied to and it would have definitely improved my relations with SLAIS and the Co-op program - even if I hadn't been placed.

Many of the jobs posted seem to require skills that are difficult to gain within the credit limit required prior to your first COOP - unless you have previous experience, or planned your courses based on the skills needed for a particular position. And in that case, it depends which courses were offered in the semester after the core. Some of the jobs are pretty far out (programming robots??) for someone in this program (unless they have a comp sci background). It is unrealistic to expect 3/4 of the students (many of whom have leases and partners that they live with) to uproot for each COOP term (I already moved here). I wish I would have known just how few jobs there would be in this area (and how many students were enrolled this year). I was under the impression that the 'best' ones might be outside of the lower mainland, not that the vast majority would be. No wonder there are more jobs than positions filled each term.

I think it's a great idea for anyone who has not worked in a library. My decision to not participate in Co-op is based on the fact that I am already working in the field and want to finish my degree in a specific time frame. While I definitely think I could still benefit from co-op even though I have work experience already, it is not worth it to me to extend my studies and stay away from my existing job; I'd rather continue with actual on-the-job learning in my actual job.

This is not meant to be a slight against the candidate, but I find it truly bizarre that the first person to receive a coop position this term was not even a coop candidate until January when they heard about the job and thought "hey that sounds interesting, can I apply?" I believe this speaks well of the individual showing resourcefulness and initiative, which need to be more recognized in our program. What concerns me, however, is that after spending a great deal of time the previous term attending seminars, writing resumes, and jumping through numerous hoops,

where we are told this is the ONLY way to get into coop that it is frankly not true. Coop should seriously practice what they preach. I consider myself fortunate to have a coop placement already, but I know a lot of people who are quite concerned with their experience so far with coop and around 30 jobs posted so far and only 5 people placed, that seems like a pretty poor turnout to me.

The co-op program was a deciding factor in why I came to SLAIS. I wanted the practical, hands-on experience that you can't find in the classroom. It also provides students with an opportunity to explore an area of librarianship they may not know a great deal about (explore options). The Co-op office itself at times feels like an overly controlling middle-man, but I appreciate the effort they put into promoting SLAIS students.

Your questions for #8 don't include any categories for people who are unsure. I am officially enrolled, have not yet looked for jobs, and am unsure if I will do so.

I really haven't had my experience yet. The events I've attended so far have been well run.

The Co-op program needs to offer a MUCH more realistic view of the number of postings available and the timeline in which they are posted so that students who need to know if they have summer work by the end of April for financial purposes aren't led to think jobs will be posted by February and March when in reality half of them went up in June. SLAIS needs to offer a balanced description of the program, rather than selling it as a guarantee for income when students are applying to SLAIS. It would also be useful if the decision to participate was not required so early, giving students time to check in with their peers and make an informed decision about spending the fee to participate. The Co-op program also needs to offer better resume/cover letter/interview help; the feedback I received was so generic as to be useless (or certainly not worth paying for), and the SLAIS co-op coordinator with whom I met was inexperienced and defensive.

I would like to see a wider range of out-of-province and international co-op placements in the future.

I found Co-op to be a very unappealing option since you have to pay an additional fee to participate, which makes it feel like you are buying an opportunity and seems like an unfair opportunity for those living on a very tight financial budget. It is also an experience that is without credit, therefore expanding the duration of your stay at SLAIS, for which you have to pay of course, which is also not always feasible for people with limited funding options.

13. IF YOU DID NOT ATTEND ANY SLAIS COLLOQUIA, WHAT PREVENTED YOU FROM ATTENDING?

One response was redacted

FYI: I attended a colloquium and I thoroughly enjoyed it. It may not have been in my field of interest, but I think the colloquia are beneficial to offer as it gives us new ideas on what we may become interested in.

They are on days that I work, or days I am not on campus.

I've attended one but I'd like to attend more. I feel this is more about my own time management than anything about the program itself.

I would have attended more colloquia but I consistently had scheduling conflicts.

Scheduling.

Scheduling conflicts. Lack of interest.

There should be more advertising of lectures. More flyer-ing, and more visibility on the SLAIS homepage.

Finishing MACL thesis from outside of Vancouver.

I have had pressing family issues that have made it difficult to find "extra" time. I live very far away from campus and can't take the extra travel time out of my homework time. I would love to attend however, and plan to next semester.

Often it is a matter of timing. Now that I have a GAA position, it is often hard to rearrange my schedule so that I can attend the events. I don't consider this to be a terrible state of affairs as it is a question of gaining needed professional experience against the continued broadening of our knowledge of the field and the opportunities available.

Prior engagements.

Things get hectic, run out of time.

Too busy; lack of a calendar that gives us a "dashboard" of all SLAIS events rather than a kabillion emails

I live outside Vancouver.

No time.

Time constraints.

Time of day - midday is fine for those who are already on campus but when you live and work off campus, that is not an optimal time.

Lack of awareness.

Scheduling and the heavy workload.

Scheduling and Time Pressure.

Lack of publicity.

There were other workshops scheduled at the same time that I thought were also valuable, so I had to make a judgment call on which to attend. As well, it was more difficult to find motivation and energy to attend a colloquia later in the term, as we were all simply too tired and needed a mental break in between classes.

No interest.

My schedule.

Not enough time.

Scheduling and laziness.

Work and other issues.

As a first term student, I've found it challenging to balance coursework with being able to attend the colloquia (this most likely will not be the case the future).

Didn't like the topics.

Bad timing

Scheduling conflicts

I usually attend one per term. This is about as many as I can manage in my schedule.

Busy

Too much going on, and too many emails to keep track of what was going on, and where. Or, I was just not interested in the topics.

No time.

My own schedule.

Sometimes scheduling, sometimes too many activities going on at SLAIS - could not fit them all in.

Reason for not attending .

I've missed a few because of scheduling clashes, but generally I miss them because I feel that they focus too much on the academic side, and not on anything really applicable to my future career hopes.

Conflicts with another class, not interested in topics, unaware of event

Time.

My work study job or group project meetings always conflicted.

I had to work.

Schedule pressure.

The subjects of the talks were rarely interesting to me, and I am too busy - between multiple jobs and full time classes - to carve out time for colloquia.

N/A

Timing in the term, lack of printed notice of colloquia.

I attend all of them.

Lack of advertising.

Scheduling of the colloquia, and lack of interest in topics covered.

It's all talk. We need to be engaged more in practical work, solving real problem. When we get a real-life experience, then we can sit and discuss it.

Conflicting schedules of other events.

Not interested in topics offered so far.

They are all at times when I have to work. Usually on Tuesday, which is the only day in the week that I am not at UBC.

Lack of interest in topics.

Scheduling.

I work full-time.

I have attended some colloquia, but when I don't it is because of lack of time or the colloquia time just doesn't jive with my schedule.

Bad time.

Work load.

Coursework...simply no time...

It was a problem that they were all in the middle of the work day when I began working. - It would be nice to have one in the evening.

14. DID YOU ATTEND A DIRECTOR'S FORUM THIS YEAR? IF YES, WERE YOU SATISFIED WITH THE FORMAT AND CONTENT? : OTHertext

The director wasn't fielding the questions for the most part. Answers were evasive, but I appreciated the opportunity to raise issues with the faculty directly.

Yes, the format was fine. The turn out was disappointing and the content was mediocre. I understand that we depend on student participation to create a context but we also need the director and chair to have answers or at least appear responsive.

2nd forum was organized compared to the first.

I don't even remember hearing of this...

I would have been satisfied since I knew what the format was going to be, but again, I had to work.

I did not attend, but did participate - I sent questions on to LASSA to be asked on my behalf. Am waiting to hear back what was said in response to my questions and in the meeting in general.

Have not yet attended, will do so in ~5 days.

Hasn't occurred yet.

15. IF YOU ATTENDED A LASSA NEW STUDENT ORIENTATION THIS YEAR, PLEASE SHARE ANY SUGGESTIONS YOU HAVE FOR IMPROVING THESE ORIENTATIONS IN THE FUTURE.

Club fair format is good, having each club speak to the group is a long and arduous process.

Thought it was good, gift bags unnecessary.

It did feel more like a "meet and greet" session. There didn't seem to be any real talk advice. It would have been great if we could meet other existing students in the programme - perhaps to share experiences and even facilitate selling/buying or core texts.

I thought they were quite effective at informing me of the various student organizations.

Did not attend this year.

N/A - not a new student

Handing out little slips of paper with acronyms on it is pathetic. There is an over reliance on acronyms for the different groups and it only serves to keep them exclusive and dissuade participation. We are being introduced to so many new ideas and clubs that this was possibly the least helpful way to introduce us to the varieties of different libraries available to us. I would recommend that Students are provided with a bookmark for LASSA (which is at least something useful) and have it point students to the LASSA website. From here, there should be directions to the different student groups and an actual description of who they are and what they do. Still have the speakers, but give people the right tools for getting them to the right information. If we want to be librarians and provide people with access to information, this is the time and place to start our professional experience and behaviour.

I think there was too much time allotted for the orientation.

I attended. I didn't seem like there were very many people from other cohorts. It was nice that they had arranged for a social evening both at SLAIS and at a restaurant downtown, but there wasn't really any mingling between the incoming students and the current students. None of LASSA reps wanted, or were able, to go with us downtown either. I think most of us were disappointed with that, especially the ones that were from out of town.

Please inject the orientation with more of a social component.

I felt the orientation was very well organized, it was a good way to meet new classmates and the LASSA organization in general.

N/A

It was wonderful

Include gifts (pet goldfish or kazoos, maybe?) or playing a game of shirts and skins jai alai.

Move the lunch reception to a larger venue.

More vegetarian/vegan options. Maybe some getting-to-know-you or LIS-themed games.

It was the best of all the orientations that I experienced as a January cohort student. I can't think of any way to improve them, except possibly finding a less crowded space.

The lunch was horrible! I know it's hard work to cater for a large group of people and I don't know what the budget is for the catering, but I'd rather have fewer things on offer and just tap water to drink if it could all be of a better quality.

Because the director was new to slais the only issue discussed at the forum were the amount of emails sent by on list-serves, rather than issues of staffing, course offerings, and poor teaching.

The talks by various LASSA officers and club reps should be no more than 3 minutes each. The overall orientation should be shorter. More time should be spent on stuff like small group tours of where to buy the two different copy cards, where our classes will be, where to buy the cheapest texts on campus, which listserve should I sign up for right now, etc.

More time to ask questions.

Did not attend this year.

Alumni representatives might be useful. A lot of incoming students are over the age of 30 and might find it more relevant to themselves.

Explain more about what LASSA is and does.

Don't ask for student participation in groups before you explain what they are.

The presentation of the various clubs was kind of refusing and redundant. A handout listing all the clubs, what they do, and how to contact them would be helpful.

Food was great. The student group table fair was an interesting way of organizing that information, but the room was a little small for everyone to move around.

More of a social event for students to get to know their cohort/classmates.

The lunch and introduction to clubs was fine. Some of the presentations - such as the student who talked about her MAS internship experience - seemed unnecessary and unhelpful.

Better communication. My student group was asked to speak at the new student orientation and we arrived at the time and place where things were supposed to be held only to discover that last minute changes had been made and the event had been moved up earlier and no one informed all the speakers.

Perhaps better directions/more cohesion with moving from location to location/more relevant information.

Enough food for everyone please.

I think having the student groups set up tables (as opposed to having all groups give speeches in my year) was helpful in differentiating between LASSA as the organization that represents us at UBC and optional professional associations we can sign up for. It also gave the student groups more of a chance to answer questions and recruit.

Maybe give different clubs the opportunity to introduce themselves along side LASSA, however this may significantly increase the overall duration of the orientation.

Skip the campus tour.

It was fine.

Having opportunities to talk with current studies is good - but everyone stood in a clump at one end and it felt like they were more interested in their friends than in chatting with the new cohort. This is also true of the clubs - I had no idea what ASIS&T stood for.

While snapping photos for the stalker wall, it would be polite to inform students what the photo is for. Give us a chance to put on some makeup, etc. The speeches about the clubs were generally bad. The handout had a bunch of acronyms that were foreign to a new student. Maybe changing the format to a clubs fair type setting would be better. The campus tour should be more formalized.

The New Student Orientation was welcoming and the food was delicious.

I don't know about suggestions, but there was definitely information overload, at least in terms of the student groups. It seemed like everyone was interested in having us as members, but I didn't know why I should be interested in joining them.

I think the new student orientation was great. I think it would be nice to try to mingle the cohorts more. There was never an official time to "meet the elders" so to speak.

It was fine.

The campus orientation part could have been better. Our guide basically stood in the middle of the courtyard between the IKBL and the GSS building and pointed to everything in view. I need to know things like, where to get a good coffee, the cheapest lunch and how to get to the drugstore!

16. DID YOU ATTEND AN EVENT SPONSORED BY A SLAIS STUDENT GROUP THIS YEAR? IF YES, PLEASE SELECT ALL THE GROUPS THAT APPLY. : OTHERTEXT

What was previously Research Rescue

YAACS

Doctoral Student Association

YAACS

yaacs

YAACS book discussion groups

17. WHAT WOULD MAKE YOU MORE LIKELY TO ATTEND EVENTS AND PARTICIPATE IN STUDENT GROUPS IN THE FUTURE?

One response was redacted

I graduate in a month. N/A.

I was interested in some, but there was a lack of time. The School encourages us to get lots of work experience. I did this through paid and volunteer experience, totaling 4 jobs this semester. Additionally, I took 4 3-credit courses and 3 1-credits, which made me very busy. The School seems to think we can do everything - work, school, group assignments, associations, colloquia, etc. I'm interested in having a life outside of SLAIS, though, so I traded events and student groups for time with friends and family.

I had scheduling issues that were unique to me, and probably also unique to this term. There isn't much that an event planner could do to fix that. :)

The opportunity for student positions to carry-on into regular association positions after graduation. I didn't feel the desire or need to attend a few student association meetings for just one year. From the people I have spoken with, it just doesn't seem like student associations DO anything...I'd rather volunteer and gain some work experience.

There are many groups to choose from. I am married, most semesters I worked two jobs, and I always took a full course load; attending the events of more than two student groups would be an unreasonable goal. I supported the ACA symposium as a well organized, international event with excellent speakers where I was able to meet and speak with other professionals.

Celebrity speakers like Lou Diamond Phillips. Make your own pizza day.

If I found them relevant to my professional interests or if they provided opportunities to network beyond the walls of SLAIS.

More time.

If the timing worked better with my schedule.

If they are free. If they are scheduled at a time that works with my schedule. If there are opportunities for networking. If they can add value to my resume (i.e., a workshop).

Scheduling them further in advance with better notice and less changes being required by faculty/staff.

More library tours with ample space for participants; more trivia nights/social events.

More organized way to know about all events, like a SLAIS calendar perhaps?

Booze.

Relevancy to my interests.

More advanced notice would be helpful. Some events were announced very close to when they happened.

Not sure.

Less work.

As I am in the FNCC, I take classes outside of SLAIS and often the time clashes with the student group events and meetings.

Possibly having some events at the end of a class day in the evenings, as well as events during lunch hours.

Depends on my course schedule - I live off campus, so I'm not going to make the trip all the way to UBC unless it's worthwhile.

Not applicable. I am graduating.

Scheduling - but I'm guessing the timing works for the majority of SLAIS students. I'm usually at work during the event/meeting times.

Better promotion and knowledge of the events. If someone came to classes to promote the event. Incentives to go - why is this important? how will it help me in the future?

Free food, friends.

Not being loaded with schoolwork when they happen...

A clearer articulation of the value for me as a student.

I'm an older student and I've already participated in association type groups prior to SLAIS.

If they were scheduled on days that I had classes, plus provided free food.

Having more time and having events that appeal to me personally.

These groups relate to librarians. I'm a MACL student.

What time they take place.

If there were more events where I stood to learn something instead of just buying something or hearing something. For example, workshops on software or Cool Tool Days were good. Not so much a "buy our coffee beans" event.

If they are on days when I have classes to I don't have to come to campus just for the event.

Less scheduling conflicts.

Hopefully next term will be less intense in terms of coursework/workload.

Publicity & timing.

If I lived closer to campus and had more free time.

Nothing - I think the student groups do an excellent job of advertising and offering a variety of events. It's just about timing for me.

It's mostly about finding time in my schedule and not having conflicting events.

I wish I had more time to attend events.

Nothing. These are great and usually quite convenient.

If group activities were more relevant to our professional development rather than simply performing the administrative duties required to run a student organization.

Unique offerings - is the event going to inform me about something new? Is it at a reasonable time? Are there a ton of other events going on that day? Double booking is a big problem.

Having events on the same days I have courses.

Topics that sound exciting and relevant. More international speakers.

If I could see the relevance of students groups (and if the events weren't around due dates, of course). The common pitch that student groups are good on a resume is quite un motivating.

Better advertising.

Relevance, better location, earlier notices.

Have them on days I am not working. Make sure the executive of the groups are not cliquish. Some groups invite people to join, but through their behaviour, make it clear they are not interested in new ideas or compromises.

I will probably start participating after my first term is over. I haven't been in school for a while, so I'm just focusing on the work right now.

More fun events, less dry talks - we get lectured at enough in classes, I don't want to sit through dozens of panels!

More time in the day.

Free food is always a plus, but it usually comes down to whether they coincide with times I'm likely to be on campus, but not in class.

I was able to participate more in student groups and events this year because I was less overwhelmed by school. There are too many student groups.

It's simply a matter of time/juggling course work...

Less classwork, readings and time on the job and more free time to socialize - in other words, clubs are not a priority for everyone.

Long commute makes it difficult to attend unless I am on campus for a class.

If I don't have to work as much...so basically, winning the lottery.

I love the events that are going on. It's great to have so much to choose from. I love all of the student groups and events but it is sometimes hard to make time for everything. I think the student group event calendar should be made more prominent on the SLAIS website.

Some groups just need more notice.

Interesting topics, and of course...and food, of course.

Cohesive event calendar. Professional development benefit.

Free food? No fees. More "cool tools" days.

If we're being honest, free food.

Better scheduling.

Just a function of my part-time schedule.

More time.

Scheduling.

Stronger focus on relevance of organizations/events to professional/personal lives.

Many students have a challenging schedule between courses and study and working and other commitments.

If the meetings were a little more spread out. If there were more social events, rather than just meetings.

If I weren't so freaking busy with work and school.

Living closer to ubc.

A student calendar that was prominently displayed on the SLAIS and LASSA website and consistently used by students, while also being consistently checked by faculty before they schedule events. maybe even a joint calendar.

If they pass on relevant hard skills, or are really fun.

An online component for those of us who are interested and can't make it to campus every day. Maybe participation in social networking like facebook. Also, you get an overview of all the groups on orientation day, but if you can't remember what they all are, it's not that easy to find out. Student group communications people need to spell out what their acronyms mean, and links to websites should provide a clear "about" section.

If they were better organized and run. After being involved in running meetings both in the professional world and in student politics, I would say that the student groups have a lot to learn. I have considered playing a greater part, but when I have little time left in my day and I experience the attitudes of self-entitlement and self-righteousness being so prevalent, it leaves me with little incentive to be involved.

There are only so many hours in each day. Between class and work, I only have time to truly commit to one or two student groups.

If they spent less time on procedure, hierarchy, and consensus-building and just did something. They are also generally too insular within the department when it comes to things like fundraising.

Better communication and scheduling would be helpful. I often do not receive emails about upcoming meetings until the day before the meeting. I also feel like the meetings are not scheduled in a way that makes it easy for my cohort to attend. Most of the leaders are second year students so the schedule around their classes which are completely different than mine.

I live far from campus and work full time, so if the meetings are not on the days I have class I am not likely to attend events.

20. WHAT SUGGESTIONS DO YOU HAVE FOR HOW LASSA CAN BETTER REPRESENT YOU AS A STUDENT?

One response was redacted.

I don't know what kind of power or responsibility LASSA has, so I'm not sure how it can be improved.

There might be more social events put on my LASSA (as opposed to specialized groups), so that everyone at SLAIS feels welcome, regardless of their specialized interest. This would get more students socializing and perhaps give LASSA execs a better understanding of what their peers needs are.

Even with the orientation, we were so inundated with information that none of it stuck. It took me a couple months to realize what LASSA was and what they did.

Start advocating for a better tuition schedule for part time students.

LASSA could be more assertive in marketing what they actually do for students. Instead of having useless positions (like the Facilities Rep, who says that they only way to get the bathrooms cleaner is to call facilities to report the current situation... why is there a facilities rep then?), ask members to be vocal in telling students what their specific position in LASSA does for students.

LASSA always feels very Library dominated - the minority groups are generally underrepresented.

Get matching "LASSA" bowling shirts with our team numbers and clever nicknames on the sleeves.

More interaction with the student body; more awareness of what it is they do; how they are making students' lives better at SLAIS.

Not familiar enough to answer.

By organizing more social events - pub nights, etc. and encouraging students to get involved and be a part of their school program - rather than something for their resume.

A job fair would be a start.

Do something about the ridiculous summer class registration fiasco. As an American student, it is vital that I be enrolled in an on-campus class in order to receive US loan funding. With the small number of qualifying classes and the caps on registration, I ended up stuck on waitlists. I can't pay the mandatory tuition without a loan, and I can't get my loan disbursed without an on-campus class. For a School focused on information, it's disappointing that the registration system is as flawed as it is.

This year LASSA did not run the student job fair which I feel was a missed opportunity.

Do more things like the Director's Forum where I feel like high level communication between students and faculty are being facilitated.

LASSA has improved this year, but in the past LASSA did not do a very good job explaining to students just what the association can and cannot do. I hope LASSA continues to publicize meetings and activities more prominently, as they have been doing over the past year.

Can't think of one.

I would like to see a rep from the FNCC on LASSA. (And I would stand for this position if there was one!)

To act by example. Many students complain about problems with the administration and faculty, and yet for all of our ideas and enthusiasm, we really aren't trying to set trends but would rather push others to do them for us. After the Directors meeting I went to where we complained about the volume of emails they were pushing to us, they tried a digest format which failed miserably and they just went back to the old standard and we as students, and LASSA as our representatives, just sat on our asses and let them do it. From what I have seen so far, LASSA has not done a good job as promoting themselves as the medium between us the students and the faculty. Every student group I have worked with would work on gathering information from students, holding a proper debate about these concerns, voting on them, taking the resolutions to the faculty in a regularly scheduled meeting, and then reporting back to the students what has happened. This does not happen with LASSA or if it does, it has not been well communicated to students. In any organization, this is how things are accomplished, and yet LASSA doesn't seem to understand this. Nor do they have a connection to the longer term ideas. We tend to focus on short term problems that affect us today but not offer any solutions for the future. If we are having problems with the faculty, has anyone ever offered to help them work on the issue or do we just sit here as impetuous students offering self-righteous decrees and do nothing to help implement them or take the time to make sure that they work. Perhaps a little less antagonism towards the administration would go further than what we have now.

Do not promote student positions as a way to fatten your resume.

Have meetings on days I am not working, and days I am on campus.

I really don't know enough about the issues to comment.

It is unclear to me how LASSA currently represents me. To SLAIS? to UBC?

Let us know what you do.

I don't think the fault is LASSA's. I think there is a general attitude of apathy from the student body and I don't know how to generate excitement and interest in SLAIS issues.

I'm not sure I really know what LASSA does (largely a function of my own ignorance I suspect).

Have some sort of procedure in place for identifying with whom, and how, you can raise concerns. If there is such a procedure, then perhaps advertising it better?

Perhaps address the issue of workload, as it has negatively affected my level of participation in student groups, etc., as well as compromising the quality of my academic output.

None - this group works hard enough.

Maybe have the MAS/MLIS/Duel make an announcement in class so we know who they are and that we can go to them for any concerns?

I feel very represented because I go to meetings. I feel that we do not represent most students, because most students do not attend meetings. Perhaps giving students some incentive to attend would make them more popular.

No comments at the moment.

LASSA isn't always great at communicating what is going on or what they are working on. If you don't go to the meetings LASSA is a bit of a black box. I don't have time to go to the meetings, but would still like an update, maybe in a monthly newsletter or something.

Would be nice if I knew who my student rep was and if they initiated more interaction with the people they represent. Students don't always know who to go to with issues at SLAIS.

I'm not even sure what LASSA does, so I can't really gauge why they may or may not be doing to represent me. Plus, it has always been my experience that student groups really just serve a social function, as they never seem to have any real influence on policy. I can already tell, from this year's nominations that, in terms of race, LASSA definitely doesn't represent me. I guess, in that regards, they probably fail to represent me in any meaningful way, given the lack of diversity.

LASSA has done a good job this year rebuilding itself and needs to continue this momentum by reaching out to students more. Standing members and first year reps need to actually introduce themselves and make themselves available and an effort has to be made to be more relevant to student's lives. Students also need to be more involved and actually come out to meetings and events.

LASSA seems very non-integrated into the student lifestyle. Letting students know how LASSA is different from other clubs right from day one is important. Otherwise, you're just another club.

LASSA could do a better job about saying how it represents me as a student. I have no idea what LASSA actually does.

LASSA could work to become an organization I don't find embarrassing. Failing to have enough food for new students at orientation, having slap dash presentations from organizations and other events that appear to be thrown together at the last minute are not what I want to be associated with and that is the way I currently view LASSA.

I don't think the program should be increasing the enrollment without increasing the course offerings. I am concerned about not being able to get into the courses that I would like to take in the coming year. Let's have more LASSA events that aren't just meetings or elections. Let's have more fun department-wide get togethers so we can all meet people from different cohorts outside of our separate interests.

Communication with students has gotten better this year, but keep working on that.

None, really.

More outreach.

I don't really participate

Work towards improvement of the Core, reduction in class sizes

Less whining in closed meetings. More action. Whine about things to people who can actually change them.

I think the MACL program is sometimes overlooked as part of SLAIS.

21. LASSA'S BUDGET IS FUNDED FROM YOUR STUDENT FEES. WHAT OTHER ACTIVITIES OR PROGRAMS WOULD YOU BE INTERESTED IN SEEING LASSA ORGANIZE?

Like the events hosted by LWB and ASSIST. Trivia Nights, workshops, etc.

LASSA should help promote faculty research to students (many students don't even know what faculty are working on). It might get students interested more in research and building the field.

It does its best. Unfortunately, the mix of work and school don't allow me to participate.

I'm not sure that I am currently concerned about other programs/activities, but I would be interested to know how much of the SLAIS fee of \$200+ goes to LASSA. I feel that all I have got for that money is a pass key to the building and a nasty lunch!

Workshops and other experience-enhancing programs that will help increase students' opportunities in the workplace.

Protests and demonstrations.

Career/job fair or a formal meet-and-greet event with librarians across all types of libraries.

Events like pub nights and fun activities that are not on campus.

Any event that encourages social interaction between MAS-DUAL-MLIS-MACL groups, together.

I would like to see LASSA work harder at making SLAIS more positive. There is a lot of negativity towards our school and our program and I feel that being so negative only hurts us all. There's things that every program doesn't do well, but I think SLAIS does do a lot of things well and that should be celebrated rather than holding sessions on what is wrong with SLAIS.

Possibly more regular social events, maybe with library or information studies themes, but with more options for informal socializing, networking, and meeting students from different cohorts.

Field trips.

More social events; I'd like to meet more people from other cohorts. (Movies, games, etc.)

Bring back the job fair and works uncited.

Use some of our fees to do more fun things like the pub quiz night that ASIST & LWOB organized.

More social events? like pub nights.

More fun, group events to promote community building amongst students from the various cohorts.

Recreational - for student bonding. Things like outings/ski trips etc.

Organized library tours similar to what SLA does for special libraries, might be an option, especially as the space in the SLA tours is limited and there are no official SLAIS tours.

A speed dating night between MLIS and MAS students. MACL only karaoke. PhD student cage match.

Guest speakers and workshops.

Skill-building weekend workshops by practitioners.

Trivia nights.

More career orientations.

They do OK right now.

More insight into various roles of librarians and information professionals, e.g., panels of professionals who talk about the work they do, skills needed, what they like and dislike about it.

Job fairs, scholarship opportunities.

More fundraisers! More activities that get us out into the wider university community.

It would be nice to have some social gatherings that include all the SLAIS programs so we can meet each other.

Meetings that are held when I am available to attend.

I haven't been in the program long enough to comment.

Social events.

Career and curriculum counselling for students.

More free food.

1. job related activities - resume writing, interview skills, career fair. 2. social events

More panels and programs on job hunting and interview prep.

More outreach programs in the community.

Maybe more peer mentoring activities.

Job search related workshops.

Practical workshops, like the DBTextbase workshop that SLA organized recently. They can be for a small extra fee (this was \$20).

Workshops are good. I've been loving the tech workshops like cool tools day and the DB/Textworks workshops. These are so valuable and I often feel like I learn more concrete information than in my courses :o

I would like technology workshops, like ones you can register for (like a Yoga course) and take on the weekends and really learn a real hard skill, for instance Drupal.

I like the potluck idea, but I never get enough notice to plan to get there.

A bi-weekly social night. We need to interact together, yet one night or two a term means that if you have another engagement (such as a class, work, or homework), means that you don't get to talk to people who will be our

peers and job leads in the future. Rather than one or two big-ish events, try micro ones. What about starting off with meeting at SLAIS, then at Koerner's pub, then at somewhere off campus. Perhaps difficult to arrange, but if we start pointing people towards the LASSA website with something fun, then people can be more involved. Second, help students understand funding for conferences. I am sure that the GSS has a fund of some kind, and usually faculties do too, yet I hear many students complain about receiving no funding for attending conferences. Even something small like \$50 from our fees would go a long way.

More out of the building social activities. Maybe a sports team?

Social events not held at SLAIS.

More professional development opportunities or workshops, a career fair, finding jobs, etc.

Pub nights, a job fair.

I like the colloquia and the potlucks. Other than that, I don't know.

Events/activities that get people from all SLAIS programs interacting. Too much division and segregation.

I think they have more than enough work on their plate. Perhaps they should focus energy on doing less events well. I know it is often a problem to attain quorum at a LASSA meeting and this has been frustrating over the years for various member of the executive.

Themed seances (for example, only talking to dead movie stars from the 20s). Classes to teach how to knit cat lingere.

More career related stuff.

A career fair. And maybe only one director's forum per year?

Don't particularly care what LASSA does or does not do.

The potlucks are nice, but Friday evenings aren't the best time for me.

Craft night / stitch n' bitch, pub nights, pizza study lunches (maybe on a weekend to encourage social studying).

Bowling night?

How about a book club?

Evening social events.

Anything drinking related.

Field trips/tours are always fun and informative. Having speakers come in would also be useful.

More tours.

I would love to see an end to the potlucks and attempts at social activities and just have my fees returned to me.

Professional development- Perhaps LASSA should team up with the other student groups to offer bigger/more workshops.

22. PLEASE GIVE US YOUR THOUGHTS ON ANY OTHER ASPECT OF SLAIS THAT YOU FEEL WAS NOT COVERED IN THIS SURVEY.

Room 260 needs to have better sound-proofing. Even if some kind of portable/sliding wall could be put in place in the back corner with the glass wall, this would help block out the constant chatter of students in the cafeteria.

Administrative issues are the primary thing that is having a negative impact on SLAIS' relationship with their students. The treatment students receive makes it appear that once we are in the program we are inconveniences and nothing more. If the school has to change/cancel a class the response/reaction from the faculty/staff should be more than "oh well, just stay another term". That is not an acceptable response, in fact it illustrates the lack of respect the students are treated with while at the same time being expected to treat all faculty/staff with the utmost respect.

The program is good, I enjoyed it. The only suggestion I have - less 20-pages term papers and more emphasis on real life situations.

Very upset with summer registration and how it was handled.

A more in-depth survey focused just on our learning experiences and the course curricula would probably be more useful to the department.

It would be nice if people took more pride in their program and were a bit more loyal to the program. That doesn't mean that they can't highlight issues, but even the tone of this survey is negative and I feel that it is the wrong way to approach things. Why not ask what you like best about SLAIS? Wouldn't that be useful?

I've had a hard time getting information about the content of courses. Sometimes I don't understand the written description or it doesn't accurately describe the course. eg whether I should take LIBR503 or EDUC 500.

The lack of racial diversity in the faculty? Or how strange it is that some of the 'faculty' do not yet have their PhDs.

Announcements about colloquia, special events, and especially the student librarian positions are announced way too close to when they take place. Announcements should be made at least a week ahead of time.

At the director's forum, the possibility of having faculty teach more courses related to their own research interests came up. I would be interested to know how well the average student (i.e. beyond people who attend research day or work for professors) is informed of faculty research, how much faculty talk about their research interests in their current courses - and how interested students are in learning more about faculty research.

When it comes to professional experiences, slais students shouldn't have to be put through interview processes etc. for these volunteer positions. It should just be "one of the first 5 applications received will get the volunteer work."

None.

Taking courses outside the program for SLAIS credit.

I wish the professors had more experience actually working in the information field. I most enjoy the classes taught by adjuncts, as I feel that they teach from experience rather than theory.

The Library Core did not do a great job of introducing and describing the professional options (LIBR 501). Classification (LIBR 502) was a bit too theoretical. It should include some cataloguing experience as well. LIBR 500 is unnecessary for those with computer backgrounds. It should be replaced with an advanced version of it for those students with better skills or students should be allowed to take another course instead. Professors should have real-world library experience and know the subjects they're teaching.

I would like to see more awareness of archives connections with cultural institutions such as museums, and the way in which these two fields intertwine.

In part, I decided to come to SLAIS because it was a smaller program. I was looking for smaller class sizes, without fewer course offerings. However, it seems as though with every intake, the incoming class grows larger and larger. If it continues to grow in this manner (without hiring more professors or increasing the number and variety of classes offered), SLAIS runs the risk of seeming more like a cash cow than a graduate department.

Our intake in each cohort is too large and makes it difficult to have real discussions in class.

There is not adequate summer coursework offered. Selection of RAs is a secretive process with no transparency or publicly posted positions. The 3-hour lunch break is way too long.

I feel that better support and counseling for students in navigating the program's available options would be helpful. Completing the HCI specialization is damn near impossible; this should be remedied.

Students should be allowed to do directed studies with experienced practicing professionals as well - particularly students in the professional degree programs.

Maybe the program can consider lowering some workload level.

The core cores, the curriculum and the professors were excellent.

I feel SLAIS could do more to create an environment of collaboration, flexibility and openness.

The job scene is not good on graduation. There are few jobs and many graduated students are complaining of underemployment. It is unethical that SLAIS takes in so many students when the job market is not particularly good. This is a case for making money (or justifying the program's existence) by keeping enrollment high despite the poor outcome for many of the students paying for and investing a great deal of time and energy fulfilling the requirements. Also there seem to be several American students attending the program, which is great for the school and a mix nationalities is important. However, it would be interesting to know the number of GAA positions filled by them. This is not to say that they should be excluded from competing and being accepted into these positions, because they too pay student fees and are competent. However, most will return home, leaving some very qualified Canadians who intend to stay, without experience, "a foot in the door", and chances to network on their home turf. One American student said "well times are tougher in the field, but at least we have more opportunities in States to find work, than you do here".

Admin and tenured faculty are quick to cite budgetary limitations and beauracracy when topics such as access to equipment, resources, or unfilled faculty positions are raised suggesting an inevitability that problems will persist and beyond their ability or desire to improve.

More SLAIS parties. There is a not-so-subtle division between each of the cohorts that seems hard to overcome. It'd be nice to have more non-academic social events (without the cynical pretence of "networking" involved).

Please, end the 8-5 Tuesday day session for 502 and 503. It's crazy to have to be at UBC for 9 hours for two classes. Start becoming friendlier for part time studies.

The faculty? SLAIS requires a wider diversity of faculty teaching, whether as associate professors or as adjunct. More importantly, SLAIS requires a more rigorous evaluation of adjunct professors and associate professors alike, it is disappointing and frustrating to see student feedback from student evaluations ignored and instructors ignoring students needs

Assessment of course instructors. Good for student body to be informed.

I think there should be more support for finishing the MACL program successfully, especially in terms of the mandatory thesis. There should be a course devoted to MACL research and thesis preparation. I felt lost most of the time while writing. I also did not know how to organize my work and research. I ended up taking much longer than I thought to finish, it has taken 4 years instead of 2 as I originally intended. There also should be more financial support and work opportunities for MACLers.

I would like to see more online classes. Room 260 is awful!

The registration system is atrocious. Spending part of my December holiday not knowing what my schedule was going to be is frankly unacceptable. Plus this utterly baloney idea that we email the office to put us on a waiting list for classes seems like something to do in the 1980s, but not today, and certainly not from a school of "information studies". Not knowing what my classes were this term until the week I started was a problem not only for my student job, but also for me to prepare myself for the term. We all know that SLAIS has a lot of busy work to the program, yet to not have some lead time to prepare has been a major detriment to my studies this year. Then I see the courses offered for the summer and hearing that they were filled within 20 seconds of registration opening shows me that something is truly "rotten in the state of Denmark (ie SLAIS)". I wondered if all the stupid horsetrading of classes that we all went through at the start of the term, could be avoided with a practical solution to the registration problem. We have an automated registration system. Yes it is a goofy system, but certainly it should be able to hold people in place for classes much more efficiently than our office. And I don't mean this to be a slight against those in the office, but when students can still register for a class if it is an opening in the online system, and thereby properly register for a class, and of course circumventing the process SLAIS tells us to take, then there is clearly a problem with the process. Thankfully I will not be taking many courses this summer, but for students who are, this is truly a pathetic system.

Summer courses/registration. I mean, come on.

Offer more archival electives outside of the realm of RM. Not everyone wants to be a records manager, people.

I think the core courses need some work, but I'll probably have more helpful observations after another term or two.

Students and professionalism - SLAIS students could benefit from a talk about entering the professional world - dressing like professionals, learning about basic hygiene (especially important for some), things like regular haircuts. Personal grooming = sloppiness at SLAIS, and this is never covered by professors, visiting lecturers, and other speakers who prepare us for our careers. A workshop on this (maybe organized by BCLA?) could be very beneficial.

While I have not graduated yet, I am assuming that SLAIS basically loses touch with recent grads. I'd really like to see some effort made to assist recent grads with the transition to employment (i.e. promoting of the jobs posted on the SLAIS blog, encouraging grads to subscribe to the jobs listserv, LASSA or an association starting a job posting blog/site, etc).

We need to spend less time 'balancing' between practitioner and theoretician interests. It would be to everyone's benefit if our teaching were strong in both areas.

It would be better if we were treated like adults who can make decisions instead of like children/undergrads. I know the faculty doesn't get to teach any undergrads but turning us into them isn't very good for morale.

Do not keep letting in more students unless there are more professors. Even then there are not the jobs for the student in the program now. Do not switch to online class the quality of learning will drop further (especially for the LIBR courses where the bar is set low). Fewer students means better quality student body and better quality work. The SLAIS students and alumni do not want to be associated with an 'i' school (i-caucus, seriously a low blow) school we would like to remain unique and a place to learn librarianship, archival practice, theory and knowledge, and do unique things like the First Nations concentration and the MACL program (which consistently produces quality writers and contributors to the field).

The First Nations concentration doesn't seem to be supported very well for class scheduling. It would be nice if LASSA championed it.

I think it's shocking that we sign up for course waitlists via a Gmail account. Aside from the lack of professionalism, we are told as students not to use Gmail accounts for research purposes because we can't have data on non-Canadian servers. To turn around and have us send our name/student numbers to an American hosted server in order to be able to waitlist courses is unethical, and poses a double standard. Also, SLAIS needs more cowbell.

I am unhappy with the classrooms in SLAIS. The chairs are horrible. I'm also very unhappy with the three hours breaks during the core semesters.

Diversity? - Could SLAIS at least pretend to put forth an effort to improve upon the diversity of the students and faculty?

Someone needs to acknowledge the fact that students who fall into certain minority groups (e.g. based on race, age, ethnicity, sexual orientation, etc.) do not always feel welcome in some professor's classrooms at SLAIS.

I really appreciate the motivation and enthusiasm from all the faculty and staff, I have found it a really wonderful experience to be here. I know people complain a lot, but I think a lot of it is unjust. Grad school is never what you think it will be, and being a little disappointed is normal, but after that you just have to make the most of it for yourself and stop complaining. People are doing their best and you can have a wonderful experience if you want to.

I don't necessarily want my responses to be an evaluation of LASSA as much as a critique of SLAIS in general.

23. PLEASE GIVE US YOUR THOUGHTS ON THIS SURVEY AND HOW IT CAN BE IMPROVED IN THE FUTURE.

One response redacted.

Your questions are VERY biased!! I was tempted to stop after the first few questions because of how badly put together it is.

I'm not sure the survey will be completely anonymous if it asks you to identify things like FNCC and then whether you are in the MAS or MLIS stream. This is such a small program that it would be fairly easy to identify us from this information. Also the question on how satisfied you are with co-op should reflect at what stage you are in the co-op/job application process. (Never ask a trainee librarian for feedback on a survey, eh?!)

It's fine.

More questions per page.

Its fine.

I have no idea what a GAA or GRA (some kind of professional experience thing?) is. Maybe a definition next time?

Paper option!

I'm only halfway through my first term, so I didn't feel qualified to answer many of these questions yet.

I just want to see some changes. Also, please reconsider forcing students, especially international students to pay for Summer. It's ridiculous that SLAIS doesn't even give us a choice. It is difficult to obtain funding as a US student when I won't be in Vancouver (I have a job). I'm left to scramble for aid because I didn't realize I couldn't take online courses and receive funding. This is a real criticism of SLAIS. You had to have known this, so warn us. I would gladly have paid more Winter terms 1 and 2 and not had to pay for summer.

MACLers are not represented or applicable to answer for some of the questions.

Good survey. I am very glad that you are doing it and have no suggestions.

Add some "I don't know" or "unsure" choices for answers, with room to elaborate.

The survey is fine.

Thanks for asking these questions.

Although I realize you may have very limited control over this, and there are also specific opportunities for course feedback, more discussion about the curriculum, it's structure etc. would be appreciated.

Perhaps offer more examples of possible options, to further clarify questions.

It is good

More controlled questions as opposed to open ended questions; a lack of focus on the archival program and the library program exclusively;

None, it's fine how it is.

Question 2 is very confusing. Some of the questions that allow us to fill in our own response could probably be improved by offering a few radio buttons with expected common responses, to reduce the amount of time spent answering them, and to improve the experience of the person tallying responses.

Be less negative!

This is a good survey. Thank you for the opportunity to express my thoughts.

Broaden the free-form questions about work experience to include more than co-op related matters. People may have feedback to give about internships, professional experiences, and practica.

Option to clarify under the multiple choice - ie text box

Perhaps questions about the general environment at SLAIS

Would be nice not to have to click through--maybe on one page?

For Q.2, the question focused on how my time frame would be affected. Would like to see a question that gets at how my knowledge/skills were affected by these same factors. For example, if someone was not prepared to vary their completion time, did they take courses that weren't necessarily relevant or of interest to them just to stay on track in terms of completion time? For Q.3, Assumes a theory vs practice dichotomy and then only investigates it in terms of balance. Should also look at the quality of theoretical and practical instruction. For Q.8, should include an "other" option along with textbox. None of the options provided applied to my situation.

If a person is in the MACL program, there should be either different questions or there should be a "not applicable" option for more of the questions related specifically the library science.

I would like to see the related questions all on the same page. If there is a multiple choice with a follow up question for elaboration, they should be together.

I don't think that questions 6 and 7 should necessarily relate solely to question 5.

Need more n/a options as several questions don't apply to all students.

It would be nice to be directed past the other co-op questions once I have indicated that I am not interested/involved in co-op. Also, I forgot to mention that the two practicum was a waste of my time and the time of the professional who was kind enough to take me on. My other experiences working in libraries and archives were far more valuable and should have made the two week practicum unnecessary - I had better things to do with my time including a three week work experience that I designed and carried out. The 12 week archival internship was wonderful and should have voided the need for a practicum. In addition to working in three libraries and three archives over the course of the Dual program. The practicum should be reserved for people who have never worked in a library and chose to not do a work experience or an internship or only work (perhaps as a research assistant) jobs that do not involve going in to institutions.