

PEP 2003 – MLIS/MACL/First Nations/Other Curriculum Results

August 2003

There are a total of 99 responses. The quantitative and qualitative responses of students who identified as MACL, First Nations Concentration, or "other," are included with the results for the MLIS students. This is to compensate for the small numbers of MACL/FN/other students, and to avoid the risk of a student being identified by his or her comments.

Where applicable, the names of persons have been removed from responses, as the PEP survey is not intended to facilitate critiques or praise of specific people within SLAIS.

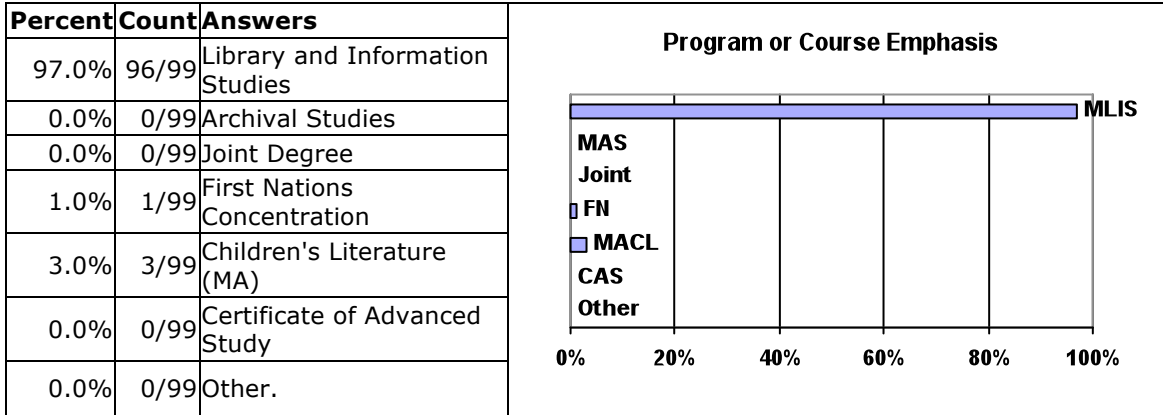
MLIS Executive Summary

- Offer more courses, especially during the summer
- Repeat each course in a regular, predictable pattern
- Vary which courses are offered during evenings and weekends
- Firm up schedules – for both the upcoming semester timetables, and within a semester for each series of lectures.
- It is important to students that Core courses fulfil all course objectives.
- Instructors should have prior practical experience if they are teaching a course on a particular subject or field.
- Online courses are only useful if there is quality, frequent instructor participation and feedback given.
- Many MLIS students feel that LIBR 520 should be a required course.
- Students prefer classroom or mixed format courses over online courses.
- Some students feel the work load for LIBR 510 is too heavy.
- Due to heavy work loads, some students feel that they have to skip readings, skimp on assignments, and cannot adequately process what they are learning.
- Replace the uncomfortable tablet desks with new furniture, preferably chairs and tables.
- Current cataloguing resources (especially DDC schedules) should be available for student use.
- The lounge and kitchen space were valued and well-used by students.
- Replace the computers in IT Lab 1 with newer, faster hardware.
- Obtain more computers.
- Group work space with computers would be very useful.
- Lounge, group work space, and quiet study space are important facilities – and should be separate from each other, if possible.
- LASSA should consider the needs of part-time and MACL students.
- LASSA may be perceived as a "radical fringe" by some students, and should be more open and welcoming to general student contributions.
- Many students feel they do not have time to participate in SLAIS student life (activities, student chapters, events, colloquia, etc.)
- Interaction between different programs – and even different intakes – should be encouraged and fostered.

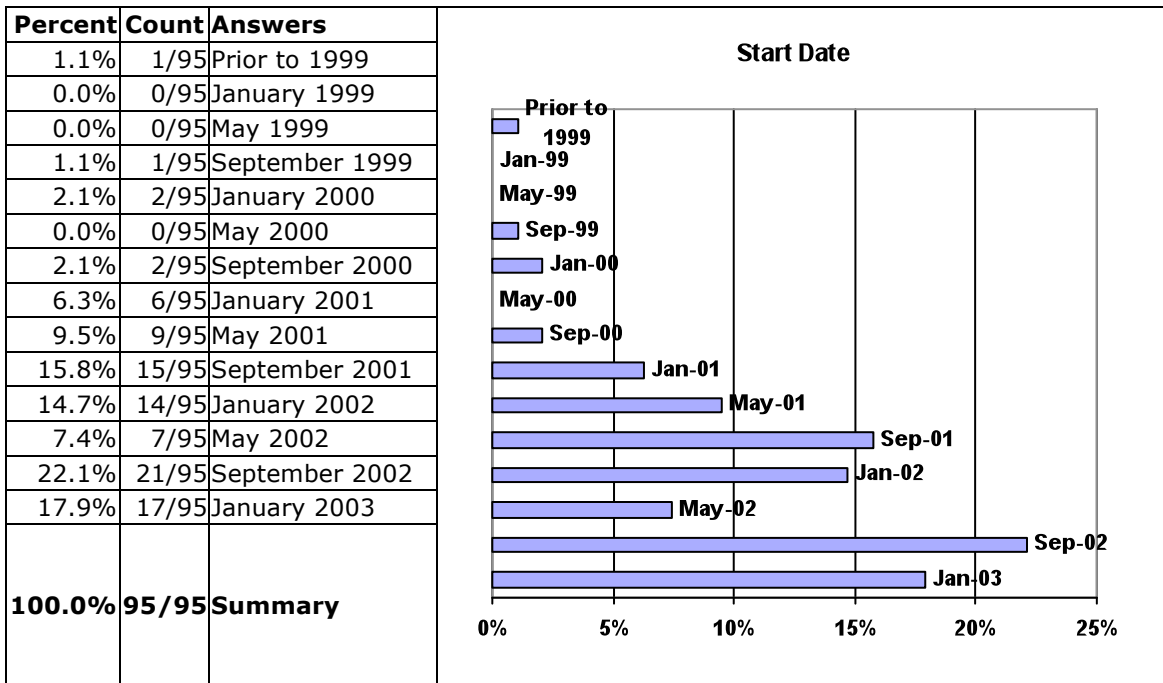
- UBC administration provided inadequate information about the tuition raises, and the consultation process was completely inadequate. Information provided by LASSA and LASSA's AMS Representative was useful.
 - The tuition increase has caused financial hardship and in general made it more difficult to get by for SLAIS students.
 - There is some confusion about awards and financial aid information. The school should facilitate improved access to this information.
 - Students are satisfied when communicating with SLAIS faculty and staff.
 - Overall, students are satisfied with adviser-advisee relationships; however, some students feel that their advisers provide inadequate advice and answers to questions.
 - Hiring a sessional instructor for 2002-2003 was a good use of funds; however, more tenured (or tenure-track) faculty should be hired, rather than sessionals.
 - More instructors should be hired so that more courses can be offered.
 - The worst parts about SLAIS are the people and the courses.
 - The best parts about SLAIS are the people and the courses.
 - The PEP survey should be shorter.
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Section 1 – Student Information

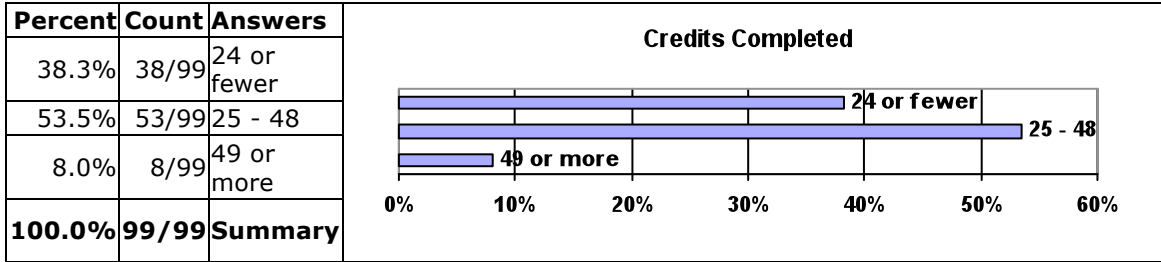
1.1 What is your program or course emphasis at SLAIS? (Check all that apply.)



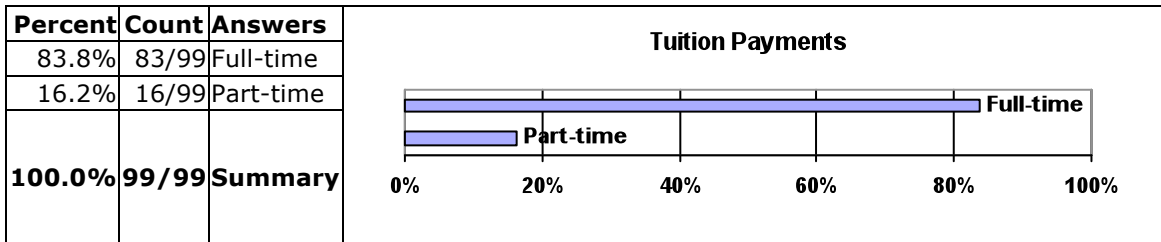
1.2 If you are pursuing your MLIS, MAS, or Joint Degree, when did you begin your core courses at SLAIS?



1.3 At the end of April 2003, how many credits will you have completed?

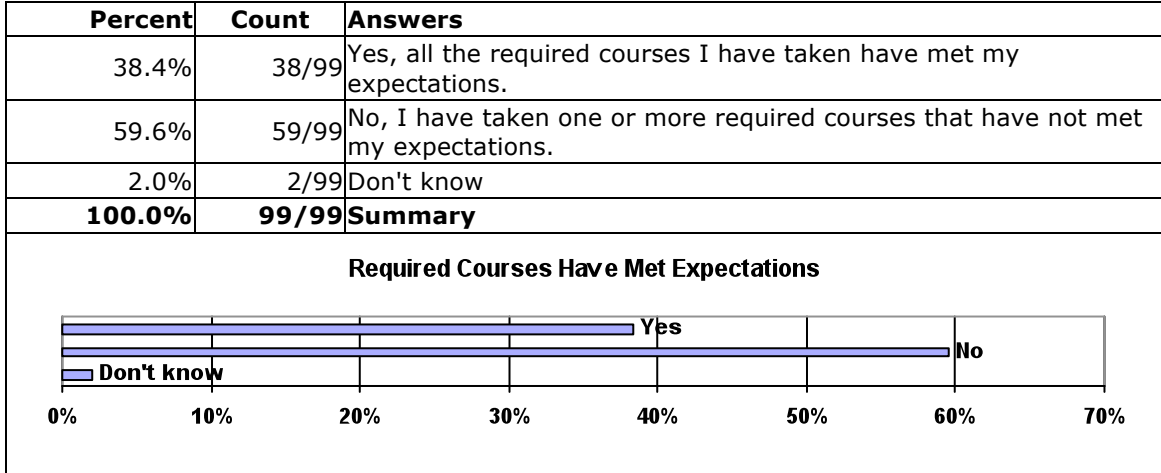


1.4 Are you paying full-time or part-time tuition fees?



Section 2 – Curriculum and Courses

2.1 Have the required courses you have taken met your expectations?



2.2 If 'No', which course(s) and why?

33 students cited LIBR 540: Foundations of Reference and Information Services:

540: material covered did not follow the objectives of the course

LIBR 540 (Sept 02) was less thorough than it could have been. Needed more hands-on work.

540 had problems. Among them, I had a feeling that assignment requirements were not always articulated with clarity.

Libr 540 on Reference was lacking in actual search strategies, etc. I felt the information was taken from the text book with little else added.

LIBR 540 - I felt the course did not ground me enough in the skills I needed to work as a reference librarian. For the most part, it was a very shallow survey of sources.

540 Reference seemed a little weak in terms of the [...] ability to convey actual experience as a working Reference librarian; could have been more hands on; Reference even in the core should maybe involve observing or job-shadowing

Expectations (from other professors) around the class LIBR 540 Foundations of Reference Services seem to be that it is a very practical, problem-solving course, but the course is taught at a very theoretical level.

11 students cited LIBR 510: Foundations of Bibliographic Control:

510 is a good class, but it should not be administered by correspondence. The assignments are also too lengthy for their grade value.

LIBR510 - excellent course, but way too much crammed in. This course should be worth more credits or should be split up into more courses

LIBR 510 [fall 2002]. There is way too much content in this course compared to the other core courses.

10 students cited LIBR 560: Foundations of Information-Based Organizations:

In my own experience at SLAIS, 560 was basically a self-taught course that did not do a good job of providing background on libraries and library services.

LIBR560 - lack of coherence in relating source subject matter to course assignments

I have found 560 to be a fluff course, with no real focus. It is a pleasant change from some of the more demanding courses.

9 students cited LIBR 500: Foundations of Information Technology:

LIBR 500 Due to instructor illness and poor organisation of the course, I did not feel that we were taught what was needed to continue on in other courses.

I had a sessional teacher and it was clear that the course was not her priority (her full time job was). I believe the lack of enthusiasm/knowledge on the part of the teacher, coupled with the condensed 6 week course, resulted in a substandard education.

LIBR 500 - too rushed in the labs - instructor not listening/attending to needs of slower students

7 students cited LIBR 570: Management of Libraries and Archives:

I wasn't happy with 570 being a full-term, 3-credit required course as I feel I could have gotten the same grasp of the material in a weekend or 1-credit course.

LIBR570 because there hasn't seemed to be a focus on library management. I was most interested in budgeting and daily management tasks, these have not been addressed.

570 - Management. Good instructor but weak textbook; too much theory; should not be mandatory; perhaps key concepts and literature could be covered in a 1-credit course

3 students cited LIBR 597: Research Collaboration:

597 -- I thought I would be learning a lot and feel like I'm only doing a lot of grunt work.

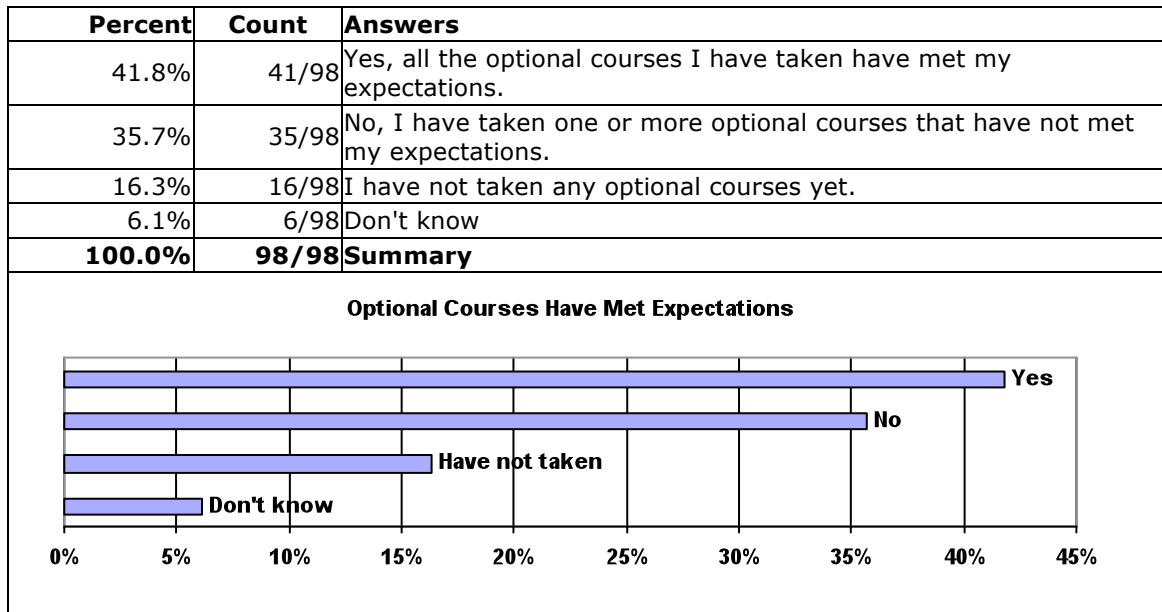
1 student cited LIBR 590: Research Methods in Libraries and Archives:

LIBR 590 - I thought the course would cover more ground in the area of evaluating/criticizing social sciences research. I think this is an essential skill for being able to assess one's own research.

1 student cited LIBR 522A: Literature for Children:

522A online - was not really taught, but rather was minimal readings and discussions with others in the class online. Little information came from the instructor

2.3 Have the optional courses you have taken met your expectations?



2.4 If 'No', which course(s) and why?

10 students cited LIBR 542A: Services for Youth: Children:

LIBR 542a Services for Children did not meet my expectations as I was only able to take it as an online course. The online course did not cover any of the practical issues of children's services, e.g. designing and providing programs. Only theoretical issues were covered, and it therefore seemed like half of a children's services course.

Children's Services did not meet my expectations for the following reasons:

- little or no faculty input, direction or actual teaching
- no curriculum pertaining to programming an essential component of children's services
- no information about future issues within this subject

LIBR 542A Services for children Sept '02: delivery was online and so no "Programming" for children was covered in this course. This seems to me to be an integral part of services for children, and so it was to my great dissatisfaction that I read in the course's first week that no attempt would be made to cover this topic. SLAIS has since offered 2 programming sessions to make up for this lack; I'm happy that the school recognized this shortfall and felt that they should make up for it. Thanks SLAIS!

Children's Services (LIBR 542A) The course was taught in an online format, and the required lecture material did not equal three hours of class time per week. Also, a large emphasis was placed on student participation in the course, but the instructor had little or no involvement in weekly discussions. Furthermore, programming was not part of the course, and students have had to attend supplementary workshops offered by the school to make up for the lack of programming in the initial course.

LIBR 542A Services for youth - was offered online. The objective states: The goal of this course is to provide students with the knowledge required to plan, implement and evaluate a program of public library services for children. - There is no way I have this knowledge after taking this course - how can you learn programming by writing a 15 page, SINGLE SPACED paper? We needed to do it, not write about it.

4 students cited LIBR 554: Database Design:

LIBR 554 Database Design did not meet my expectations. It should either have focused more on the theory of database design and the numerous different software platforms OR it should have gone into more depth about Microsoft Access. As it was, it did a poor job of both of these areas.

ARST 554 - being taught by an instructor who admitted on the first day of class that he had never taken a course in database design, had never done any database design, and would be learning as much over the term as we would. It doesn't exactly instil confidence!

LIBR 554 (Database Design) - more time should have been spent on learning to use database programs.

3 students cited LIBR 557: Advanced Information Retrieval:

557 -- Advanced Information Retrieval seems very beginner, and I'm disappointed to not be learning more. Also, the incredible focus on Dialog, after already having taken 540 (with more than enough Dialog) was unfortunate.

557 - too much theory, not much practice

3 students cited LIBR 579D: Topics in the Management of Libraries and Archives: Marketing:

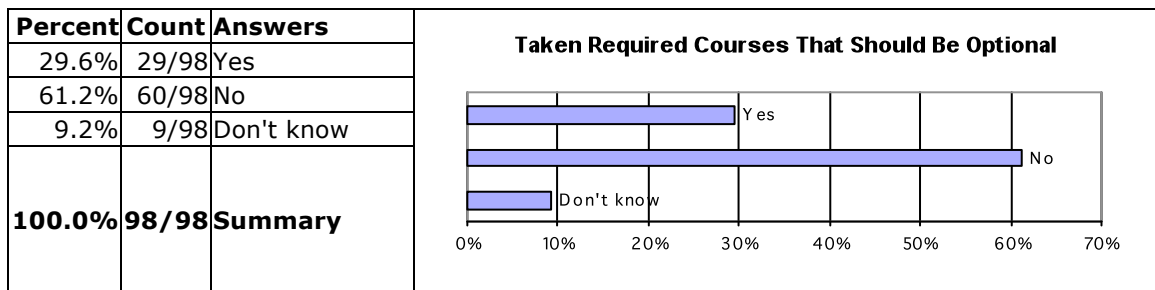
The prof is nice. However, it would be better to include marketing for other kinds of libraries as well, such as academic ad special libraries, but not just from public libraries' point of view

-marketing class presented only the public library kind of marketing, and only marketing to outside clients -- I knew the instructor would bring this perspective, but I would have liked to have SOME discussion of marketing in the special (marketing the library to staff and for its survival) and academic (marketing to faculty; marketing instructional sessions to students) environments

Other courses cited:

LIBR 513	LIBR 542J
LIBR 516	LIBR 550
LIBR 517	LIBR 559B
LIBR 520	LIBR 559E
LIBR 522A	LIBR 569J
LIBR 539A	LIBR 569L
LIBR 541	ENG 318

2.5 Have you taken any required courses you feel should be optional?



2.6 If 'Yes', which course(s) and why?

15 students cited LIBR 597: Research Collaboration:

LIBR 597: I believe this course would be of great benefit to those who hope to pursue research in their chosen field, but that the 3 credits it costs would be better used for others in another, elective course more suited to their career goals. I read an email from Terry Eastwood today stating that LIBR 597 is now an elective course for those starting the program Sept 2003. I agree with and applaud this decision.

590 and 597 may be redundant for students who have already undertaken research in other disciplines. Perhaps only 590 should be required to familiarize students with library research.

8 students cited LIBR 570: Management of Libraries and Archives:

LIBR 570 should be optional as not all MLIS students will become managers, and many are not interested in this area at all. If it must remain a required course, administration should consider making it a 1-credit rather than a 3-credit course.

LIBR 570 - I don't feel that the material is applicable to me at this stage. How can I learn how to manage a library and librarians if I'm still learning to be a librarian?

570 -- while it's nice to know how management works, most of the information doesn't stick at all, as it won't be relevant for some time yet. It would be really great as a continuing education course.

7 students cited LIBR 590: Research Methods in Libraries and Archives:

Now that the collaborative research is optional I feel that LIBR 590 should also be a co-requisite for that course, and not a mandatory course now.

590- because some have taken virtually the same course as social science undergrads, and because so few of us opt to conduct research. I can see this being part of another class, or even a required one-day clinic or something, but I don't think it should be required, esp. as 597 is no longer required.

1 student cited LIBR 500: Foundations of Information Technology:

LIBR 500 - too easy. Skills can be picked-up via other course work. I'd rather have room to take other credits.

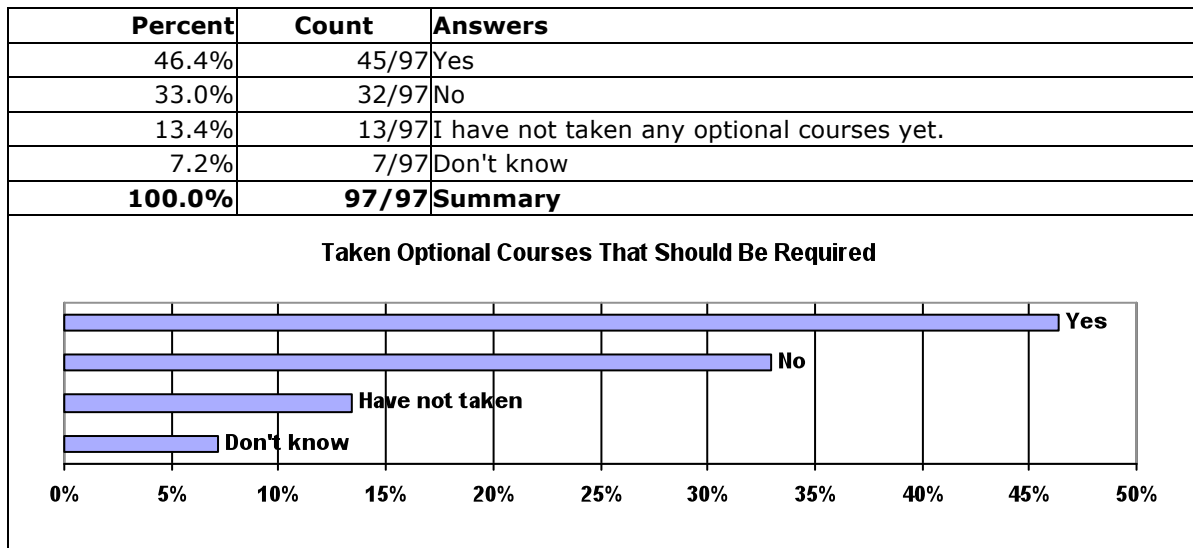
1 student cited LIBR 510: Foundations of Bibliographic Control:

I have a library technician's diploma. 1/2 of the library courses you take when getting your diploma are cataloguing courses, therefore I feel those of us with prior academic experience should be exempt from LIBR 510. The courses I took at Langara went into much greater detail and were far more extensive than

the courses offered at SLAIS. However, I should note that the Instructor teaching this course was fabulous and my comments are in no way a reflection on the quality of the teaching.

1 student cited LIBR 560: Foundations of Information-Based Organizations

2.7 Have you taken any optional courses you feel should be required?



2.8 If 'Yes', which course(s) and why?

31 students cited LIBR 520: Collection Management:

I think this course should be required as any type of library will require this knowledge. The content could be modified to include more information about special libraries or information management.

LIBR 520 Collection development: for LIS students this course is invaluable; almost all librarian positions I've seen advertised require some level of collection development. It was a course I found extremely helpful and very practical - one of the best I've taken at SLAIS.

I think LIBR 520 should be required as a lot of librarians do collection development work and this course at least provides some of the basics for this aspect of librarianship.

LIBR 520- it is such an important class. We have learned about the book trade industry and also how to develop a collection in the library. We have also had the opportunity to hear from vendors to understand where they are coming from. This is a very relevant and useful class.

LIBR 520 - Collection management - it covers all the ground that LIBR 570 (Management) doesn't. It deals with the everyday workings of libraries. It was a pivotal course for me, in that it helped me to gain a more complete understanding of how libraries function.

4 students cited LIBR 517: Advanced Bibliographic Control: Subject Analysis:

LIBR517 - I think more cataloguing courses should be required as 510 only provides an overview (a very good overview, but nonetheless still an overview)

I think 517 material at least (Dewey, LC, subject headings) should be worked in somewhere as mandatory; students should graduate with more familiarity with these issues because 510 will be forgotten. Perhaps Dewey and LC could be covered in 1-credit courses that students could pick up in a flexible way

3 students cited LIBR 597: Research Collaboration:

Collaborative research. If the school is to have any credibility it must develop a higher research profile. I think there should be additional mandatory research methods courses including more in-depth qualitative methods, statistical analysis etc.

2 students cited LIBR 512: Indexing:

Indexing -- if we all have to take LIBR510 then naturally we should take indexing [...].

2 students cited LIBR 541: Subject-Based Information Services:

LIBR 541. In fact, I believe there should be additional reference classes for specific disciplines. This is excellent preparation for reference work.

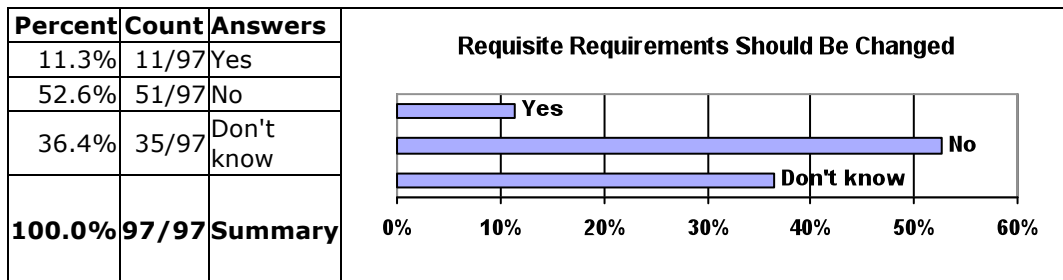
Other courses cited:

LIBR 539A: Specialized Materials: Government Documents

LIBR 554: Database Design

LIBR 569J: Current Issues and Trends in Library Services and Information Science: Issues in Intellectual Freedom and Access

2.9 Are there courses for which you feel the pre- or co-requisite requirements (or lack thereof) should be changed?



2.10 If 'Yes', which course(s) and why?

Comments:

'Survey' courses such as 560 should not be a pre or co-requisite to any other. It is understood that a foundation on the history and structure of library services is important. However, restricting students, on a short time-line, from being able to move along in the program is unnecessary.

LIBR 500 - Students entering SLAIS should have minimum computer competencies before enrolling in this class.

LIBR 510 - Some of the electives that have 510 as a prereq. but have nothing to do with cataloguing; I can see why they want all core courses finished first but it can be a problem not taking a full course load.

I think that there should be only three initial core courses, and that LIBR 510 should be a requirement for the second term, or treated like LIBR 570 and 590, where we can take them at any point before graduating. There are two reasons for my opinion: first, I think that, fundamentally, most people's experience of the core is fairly negative, and that is because the faculty is trying to cram too much information into us, too quickly. People are encouraged to feel that they can pass through SLAIS in four semesters, and that idea begins with this first semester, and four core courses. And yet, if you took a

survey and gathered people's honest thoughts, I think you would find that the quality of learning is very low. The second reason for my opinion about LIBR 510 is that I simply think that the information it gives us (although important) is not absolutely necessary to have in the first semester. It should only be a prerequisite for a few courses (i.e., 512, 513, and 517).

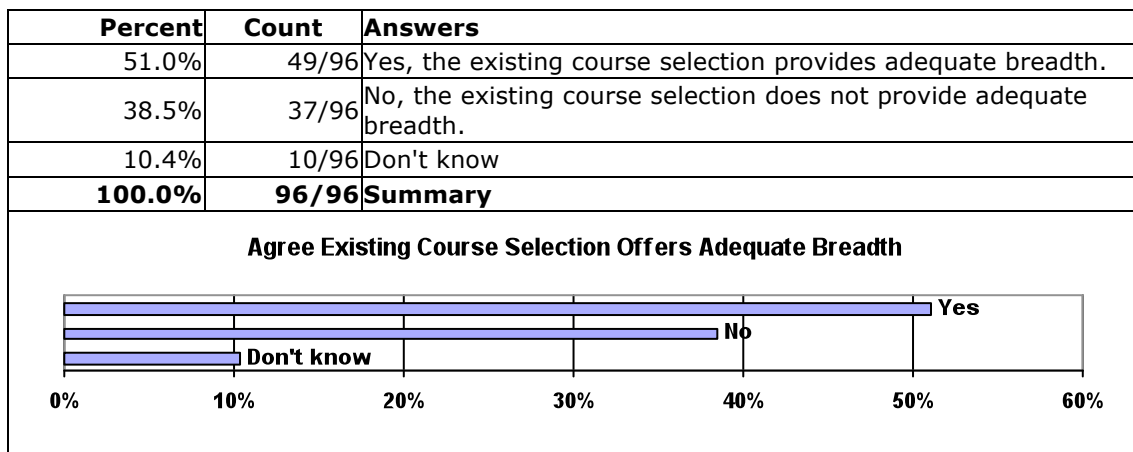
LIBR 538F - The Health Sciences course. Instructors' expectations are v. high re. our knowledge of the resources. Previous experience working in a health sciences lib. would help greatly in this course.

LIBR 542 - Children's services. I don't see how 510 is necessary.

ARST 554 - Perhaps archival students should have an equivalent course to LIBR 500 that introduces them to Microsoft Access. I enrolled in the ARST section because the LIBR section was full, and spent the first six weeks of the course reviewing subjects previously covered in LIBR 500.

Core pre- or coreqs should be relaxed a little bit to ease scheduling problems for part time students.

2.11 Does the existing selection of courses provide an adequate opportunity to obtain a broad education in the field?



2.12 Please elaborate:

25 students expressed concern about balance (or lack thereof) in scheduling courses:

In my first year at SLAIS the selection of courses seemed adequate if not terribly broad. Over the last year, however, the selection seems to have diminished dramatically, to the point where very few courses are being offered in the coming summer semester. I myself am graduating in May and won't be taking courses this summer but many students have complained about the lack of courses and I know if I were staying on I would be very frustrated as well. I was also very unhappy with the courses offered in Winter Term 2 of this year. There were fewer courses than usual and many of them had a special-libraries focus, which does not interest me.

Courses do not appear to be balanced from term to term, in terms of availability as well as in terms of restrictions. Students who have amassed the necessary number of credits to graduate should not be permitted to register for courses and take up space that students still seeking to graduate are unable to enter.

Unfortunately, many courses are offered at the same time during the year that makes it difficult to arrange a timetable. The lack of offerings during the summer session make it difficult for students to take classes during this session, thereby extending their stay at SLAIS

The course offerings for the summer are severely lacking...There are no required courses offered, and there are not many elective courses offered, and the ones that are filled up too quickly. If the school is going to continue allowing more students into the program, there should be enough courses offered, or the class sizes should be increased.

5 students requested more courses on information management topics:

I don't feel there are enough courses offered in the area of IM for those of us who are planning on embarking on a non-traditional library career. I have spent a lot of my own money and time taking additional courses at local community colleges and attending workshops and seminars.

Even though the degree is library and information studies the emphasis is very much on the library side with few information studies courses available - for example competitive intelligence, intellectual property management, knowledge management, information management, informatics, etc.

4 students requested more IT courses:

I wish there had more IT types courses available, particularly for novice IT types. I feel quite unprepared for our electronic world. When there were IT courses, I had other more important requisite courses at the time or they were too difficult.

SLAIS is lacking in information technology courses that would assist students in preparing for technically demanding positions in the field. The school administration seems to have forgotten that 'Information Studies' is part of the school at all.

3 students felt that the breadth of the existing course selection is adequate:

Basically yes, although I think that the accompanying experiences we have available to us (the workshops and seminars sponsored by student associations, the faculty, and the university community), as well as work opportunities (GAA positions) are all extremely valuable. The problem (if there is one) is that some people only see value in those activities for which credits can be earned. That is sad and, I think, more could be done to encourage people to look beyond coursework.

Other topics suggested:

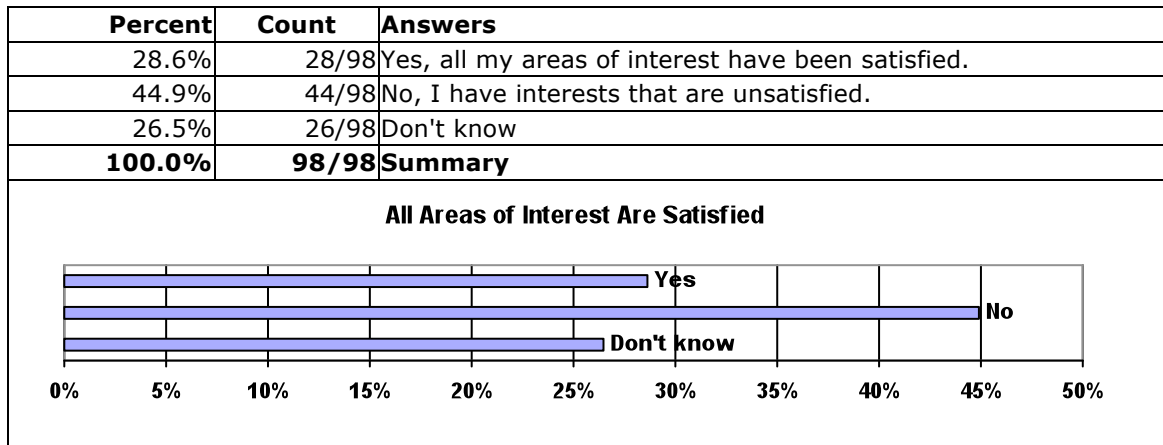
Serials management	Special librarianship
Library automation	Special collections
Database licenses	History/role of library in society
"Advanced" IT course following LIBR 500	History of the book
Library architecture – offer more often	Music librarianship
Academic librarianship	Science librarianship

Other comments:

There was not a broad range of courses available for full-time students. A wide variety of courses are available for part-time students, but very sporadically. With the main contact and professor (Judy Saltman) going on sabbatical, course offerings were not as complete as they have been in the past (so I understand)

Actually more than adequate! Because [MACL] is interdepartmental, there was oodles of choices...the problem was I couldn't take some I would have liked to

2.13 Have all your areas of interest been satisfied by the course selection?

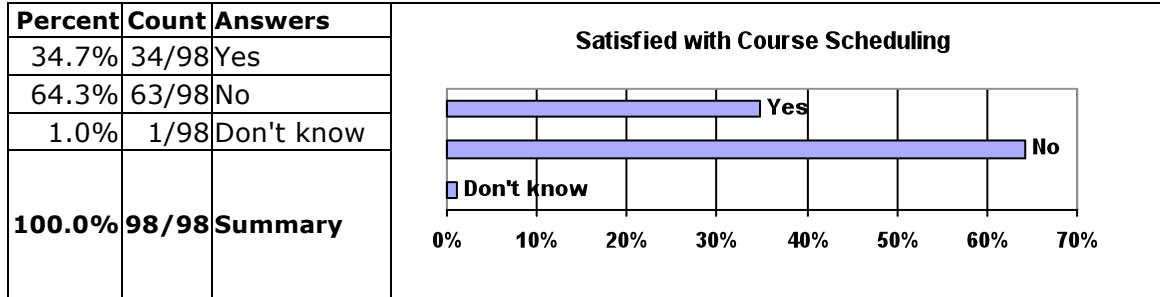


2.14 If 'No', what topics would you suggest?

Suggested topics:

- | | |
|--------------------------------------|---|
| Science librarianship - 4 | Intellectual property management |
| Knowledge management – 3 | Competitive intelligence |
| Children’s programming - 3 | Informatics |
| Public libraries – 2 | Dublin Core |
| Management Information Systems - 2 | Health librarianship |
| Information management (general) - 2 | International librarianship |
| Web design – 2 | Special collections |
| Special librarianship – 2 | Specific software (ColdFusion, Dreamweaver) |
| Computer programming – 2 | Real-world context of librarianship |
| Electronic text (more) – 2 | Reference services (more) |
| Cataloguing – 2 | Marketing for academic libraries |
| IT (general) – 2 | Libraries in the developing world |
| Literature for adults | Inner-city youth |
| Trends in IT | Teacher librarianship |
| Systems librarianship | Copyright |
| Information systems design (more) | Business librarianship |
| Literacy | History of the book (more) |
| Change management | Government publications (more) |
| Chat reference | Records management (more) |
| Theoretical children’s literature | History of Childhood |
| Oral Traditions | |

2.15 Has the scheduling of courses met your expectations?



2.16 Please elaborate:

18 students requested more summer course offerings and/or increased class size for summer courses:

I have been very frustrated with the summer courses. Once you eliminate the core classes and those associated with children's literature, there are few courses offered. Twice I have found that of the remaining classes, I had already taken them in the September and January terms (collection development and Services for adults). Also, I have an interest in pursuing some basic archival classes, and the archival offerings are always very poor.

Summer offerings very sparse, considering number of students fast-tracking. Also scheduling conflicts in summer, despite sparse offerings.

The summer offerings are paltry and often consist of entire Saturdays, which is a lot to give up for those in the part-time program who work 5 days a week. The summer courses are currently all full which leaves me to either prolong the length of time I will be a student, or forces me to try to come up with alternatives.

11 students requested that course scheduling information be confirmed and distributed as early as possible:

I do not feel there has been adequate information for students to plan their programs. We heard there would be more courses offered this summer but three weeks before the end of term and there is no word of possible other courses and nothing about next winter's courses at all.

I am disappointed that it is taking so long to get next year's courses published- it makes it impossible to plan. I am also disappointed that there are no required courses offered over the summer, and there are not many courses to choose from. By 7.06 am on the day of registration, I was unable to get two of the courses I wanted.

It's really frustrating to not be able to do any long-term planning, and only go on a semester to semester basis. It would be a lot easier if we could plan a year ahead of time.

I really think SLAIS should do much more to plan ahead. Students should have an idea much earlier about what will be offered in the next year. Some departments plan several years in advance. This is especially needed with the new co-op program, when students really have to organize their schooling in conjunction with work terms.

6 students felt that too many courses are scheduled for evenings and weekends:

While evening and weekend time slots are a necessary evil for courses being taught by adjunct faculty, I feel that for courses taught by regular faculty these times should be avoided whenever possible.

I am a part-time student and find it challenging to find courses offered at night and on Saturday, especially the required courses outside of the core.

Lately there are too many evening and weekend courses. Probably suits some, but I prefer m-f daytime.

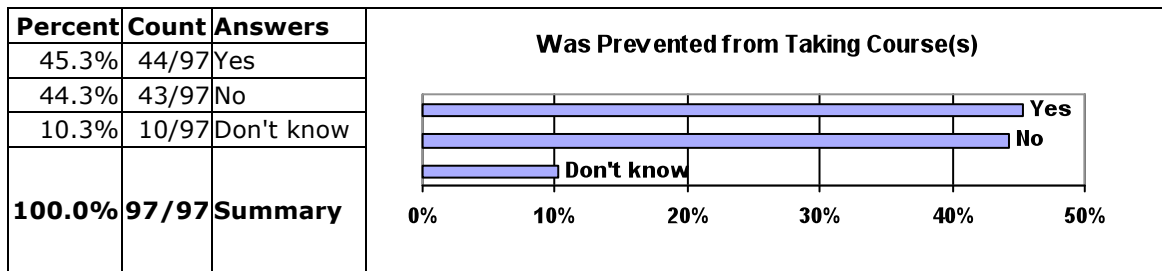
4 students expressed concern about the isolation that results from holding Core courses on Saturdays only:

The "all day Saturday" schedule for the core this past term is not appropriate. We are isolated from each other at a time when we should be cohering and providing support for one another as a group. The WebCT delivery of the other two courses is problematic as well: what is the force behind the move to WebCTize all these courses?

Since beginning in Jan/03, and only having classes on Saturdays, I have not felt like I have had an opportunity to meet any staff, faculty, or other SLAIS students. I think it was ridiculous to place a first year intake on Saturdays only and alienate them from everyone and everything else. This was not fair.

Other requests included more overall course offerings; more evening and weekend courses; offering required courses in the summer; more daytime courses; different class start and end times, to avoid rush-hour; fewer online courses; and more online courses.

2.17 Are there courses which you have been prevented from taking?



2.18 If 'Yes', which course(s) and why?

18 students expressed concern about the availability of seats in courses, and specifically the lack of space in Summer 2003 courses:

Almost all the courses have had very long waiting lists!!! As a new student, I didn't sign up for courses right away because I wanted advice from my advisor. When I tried to sign up--they were full. I did get into the classes I wanted for this semester (mostly through luck). However, the summer session has the same problem. Which courses specifically? I wanted records management and issues in international librarianship. The inavailability of classes in general causes more inavailability--I know of many students, who, not sure of which classes they want to take, but who fear not getting a seat in any if they wait to decide, rush to sign up for all the classes they MIGHT want to take, and plan on dropping some later. This perpetuates classes filling up quickly, because it happens every term which just causes more students to sign up for every class in the next term, for the same reasons.

The summer courses were full within minutes of registration.

11 students cited LIBR 516: Records Management:

516 Records Management filled up in less than 20 minutes. Surely someone can teach this course during the regular academic year.

LIBR 516, because it had filled up by 7:05 on registration day. I realise that it is not a required course, but it would be nice to not have to be faced with this sort of situation in graduate school.

3 students cited LIBR 557: Advanced Information Retrieval

3 students cited LIBR 569J: Current Issues and Trends in Library Services and Information Science: Issues in Intellectual Freedom and Access

Yes - Intellectual Freedom and International Librarianship because they were only available in the summer

2 students cited LIBR 520: Collection Management

2 students cited LIBR 578: Planning and Design of Libraries

2 students cited LIBR 554: Database Design

Other courses cited:

LIBR 512: Indexing

LIBR 517: Advanced Bibliographic Control: Subject Analysis

LIBR 542A: Services For Youth: Children

LIBR 548B: Issues in Information Services: Competitive Intelligence

LIBR 569A: Current Issues And Trends In Library Services And Information Science: The Instructional Role of the Librarian

LIBR 569K: Current Issues & Trends In Library Services And Information Science:

International Issues And Innovations

LIBR 569L: Current Issues & Trends In Library Services And Information Science: Information Policy

LIBR 570: Management Of Libraries And Archives

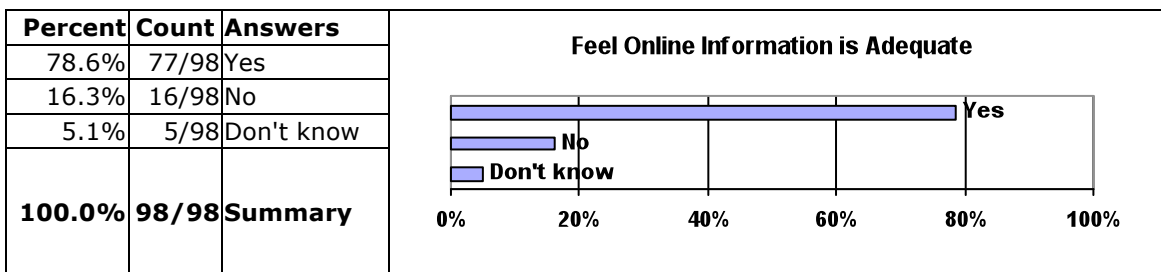
LIBR 579B: Topics in the Management of Libraries and Archives: Financial Management of Libraries and Archives

LIBR 579G: Topics in the Management of Libraries and Archives: Archival Materials and Community Libraries

LIBR 590: Research Methods In Libraries & Archives

Other reasons cited for not being able to take a course include course cancellation; course(s) scheduled only once every two years; course schedule conflicts; work/personal commitments; lack of instructors; and refusal of permission to audit course.

2.19 Is course information available online adequate? (e.g. syllabi, assignments, etc.)



2.20 If 'No', for which course(s) was the information inadequate and why?

5 students requested that detailed course webpages and online syllabi be mounted as early as possible, to assist with students with planning. The brief course descriptions do not provide enough information to support planning.

3 students requested that current and upcoming course section numbers be included with online course information.

2 students requested that assignment descriptions and mark distributions be included on all course webpages.

2 students suggested that the user interface for the courses section of the SLAIS website could be simplified.

Comments on specific courses:

LIBR 500 and 510 need to have the assignments on the course webpage, to ensure complete random access (i.e.: without having to have access to WebCT)

510 - syllabus does not make clear that attendance at SLAIS is required.

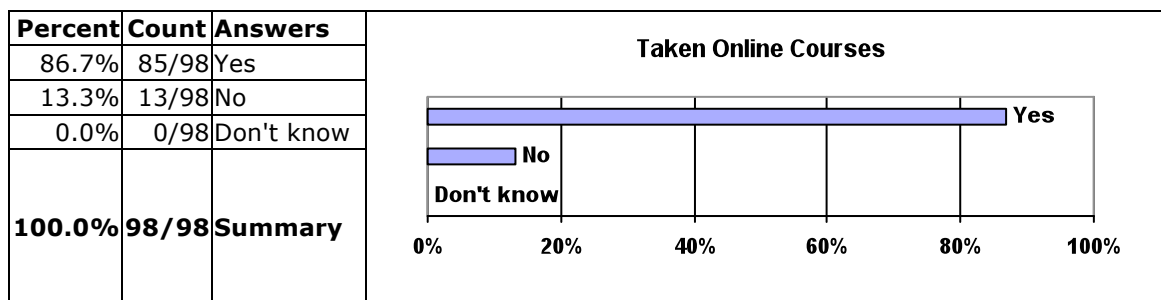
560 - assignment expectations are not clearly spelled out

540 - assignment expectations are not clearly spelled out

Other suggestions included:

- List course numbers, section numbers, brief descriptions for each term
- Hard copies of course information are inadequate or are not provided, and this is a problem
- Make sure online course information is up to date
- Make sure every course has a webpage
- Link between course webpages, syllabi, and brief descriptions
- Include reading list – both required and optional materials – online

2.21 Have you taken any online courses at SLAIS?



2.22 If 'Yes', how was your experience of taking the online course(s) at SLAIS?

18 students reported positive experiences overall with SLAIS online courses.

7 students reported negative experiences overall with SLAIS online courses.

LIBR 510:

6 students reported positive experiences.

12 students reported negative experiences.

2 students thought there were too many in-depth group projects.

1 student thought the course material was too wordy for web delivery.

LIBR 542A:

3 students suggested that it was too theoretical, needed more practical application.

2 students thought that the course objectives were not met.

10 students reported positive experiences with LIBR 500.

6 students suggested that taking online courses isolates students from their peers and the rest of SLAIS.

5 students expressed preference for classroom over online courses.

4 students suggested that online courses end up being more work than classroom courses.

2 students felt that online courses are useful for part-time students.

2 students attributed their negative experiences to poor instructor participation.

2 students liked WebCT better than Blackboard.

2 students reported positive experiences using Blackboard.

2 students suggested that a weekly face-to-face lab or tutorial should be a mandatory part of online courses.

Other comments cited the importance of group work; dissatisfaction with mixed course delivery (combined online, in-person tutorial, and group projects); frustration with technology; the need to ensure content is suitable for online delivery; children's literature as a good topic for an online course; and the thought that less information is retained from an online course.

2.23 If 'No', how do you feel about the idea of taking online courses at SLAIS?

6 students are opposed to online courses at SLAIS:

I think for the price we pay, we deserve and need good instructors. Also, so valuable to meet other students and talk.

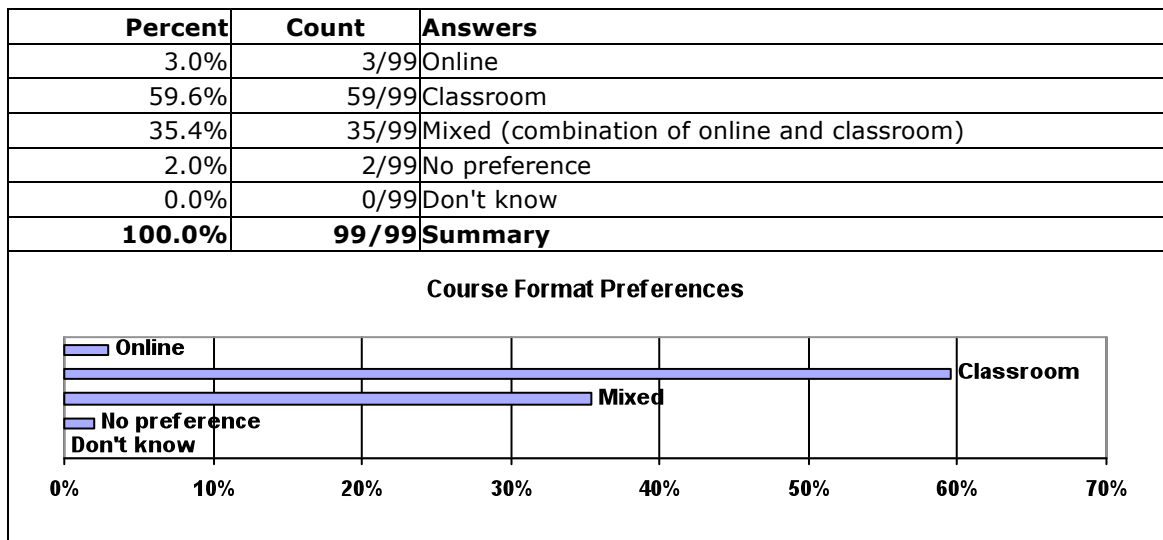
I like the classroom and small group dynamic. We spend enough time working computers just doing our work outside of class. Online courses would be dreadful. Is it true that THREE of the core courses will soon be available only online? I have a friend who is applying to the school; I feel obliged to warn her about this.

5 students support online courses at SLAIS:

I think it is a good idea if people have enough background knowledge to make sense of the content of the course. I don't think the Core courses should be taught online. People need to get this core knowledge in a more structured format to be able to succeed later on at SLAIS. As well, if the course is a programming course, it should teach programming not theory.

TERRIFIC IDEA!!! I would like to see many courses online so that non-Vancouver students may receive degrees - have students attend full time for one year (core courses) & then take others online. I realize how limiting that may be as one misses so much without a community of learners, but SLAIS could arrange courses in other cities with "team leaders" to chair weekly meetings maybe.

2.24 Which course format would you prefer?



2.25 Please elaborate:

15 students preferred the classroom format because of the opportunity to interact with instructor and peers:

Classroom-based courses in general give students a wider coverage of the area at hand. They also allow for far more interaction between students and teachers, and between classmates, providing a higher-quality educational experience.

I learn better with the interaction of others. I would prefer more informal discussion in smaller groups at this level of education.

More is learned from the instructor and colleagues in class discussions. Topics of interest are raised and addressed while they are still of interest. Reams and reams of paper are wasted printing out modules, assignments, readings, etc., etc., etc. and there is no option to this because it is virtually impossible to read the required volume of material off screen.

8 students expressed a general preference for the classroom format.

8 students suggested that some topics work well online, while others do not:

I feel that different courses are more suitable to different formats. LIBR 554 (Database Design) would be quite difficult to teach online, while I feel that LIBR 520 (Collection Management) could successfully be

offered through online means. The combination of online and in class teaching could result in greater variety of courses being offered and the accommodation of various student learning styles.

4 students suggested that classroom interaction helps students develop communication skills:

As library students we do a lot of group projects. We are told that working in teams is more effective and results in better work, better research, better service for the user and is more fulfilling. And we are told that when we enter the workforce we will be working in teams and in groups. If this is the case, then the classroom work is very important - possibly more important than online (individualized learning and activities). Classroom format courses provide a place and time to work in teams. The team work develops our people skills and diplomacy. Online courses do not require the student (or provide opportunity) to develop these skills.

Classroom or seminar formats allow for the development of critical interchange between professor and student and student and student. Critical interchange is severely hampered by online format as there is no live component.

Classroom contact is important in preparation for the working environment, fostering professional attitudes and constructive verbal communication essential in work environments and relationships.

3 students preferred the classroom format because it fosters camaraderie among students:

I prefer the interaction that classroom learning provides, it's more social

I really feel it important to have MORE - MUCH MORE - seminar style classrooms and that camaraderie with fellow students is important.

3 students preferred independent study, so preferred online courses:

Well I love independent learning and I have so much school under my belt now that I know the routine...basically lectures pretty much follow the same format. And I find most of my lectures at SLAIS involve regurgitating the text book onto power point slides and then reading off the slides. (They really ought to give Profs lessons on the effective use of PowerPoint because I am sure this is not what it was meant for!) Quite frankly, I can do that all on my lonesome, I don't need to trek up to campus for three hours of that.

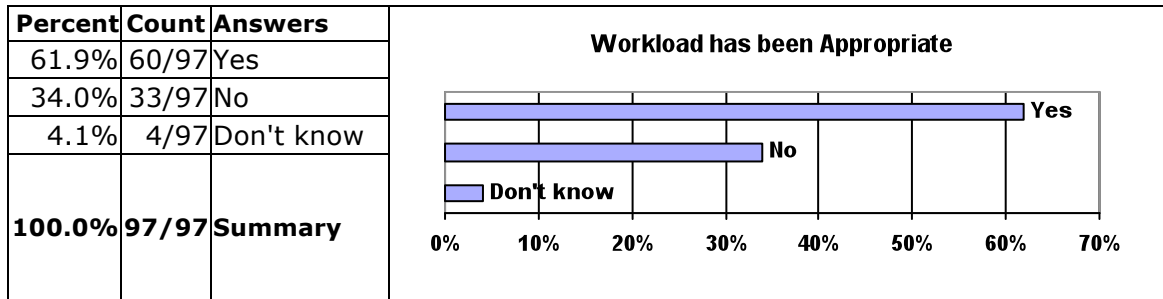
I like to work on my own.

3 students supported both online and classroom formats, because they offer more flexibility.

2 students supported online courses only if they enabled more variety in overall course offerings on a regular basis.

Other comments/observations included: LIBR 510 is too complex for online delivery; online content might be ignored in a mixed format; frustration with technology; prefer mixed format over strictly online format; supplement classroom courses with more online information; online or mixed formats entail more work than classroom format; depends on individual learning style; and online courses create the impression that SLAIS is short on funds and cannot deliver classroom courses.

2.26 Has the workload for courses you have taken been appropriate?



2.27 If 'No', which course(s) and why?

19 students cited LIBR 510:

The amount of reading and constant barrage of assignments made it difficult to keep up with readings in other courses

510 is obviously 2 courses in one. There are simply too many assignments competing against the assignments for the other core courses. There is no complaint with the content of the course nor the instructor which/who are both incredible!

510, need I say more? The content requires A LOT of learning; the learning curve is steep. I understand the reason for the intensity but I have no time to reflect on what I am learning in order to assimilate the content into my thinking and practice.

LIBR 510 had a number of time-consuming assignments that were optional in the sense that they were not graded, but were necessary if one was to understand those that followed and were graded. Fewer, graded assignments might have made that class a little more manageable.

3 students cited LIBR 517:

LIBR 517 - there are four assignments due in the [final] two weeks, two of which are major assignments.

3 students cited LIBR 520:

Libr 520 - too many assignments

3 students cited group assignments:

The group assignments drive me crazy. Sure - in the real world you sometimes have group work but at SLAIS it is overdone. As a part-time student who spends little time on campus trying to do group work is very frustrating.

2 students cited LIBR 560 - too much work.

2 students cited LIBR 560 - too little work.

2 students cited LIBR 554:

Quizzes? In a course that deals with database design, why is a quiz even necessary?

Other comments/courses cited:

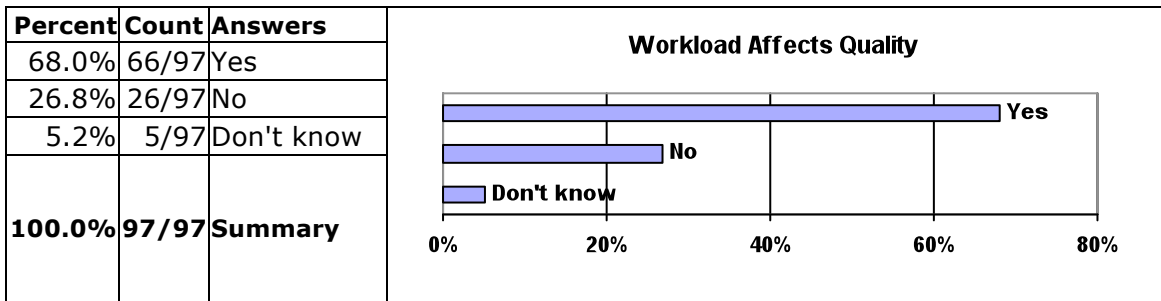
- LIBR 512
- LIBR 538D
- LIBR 540 - too little work
- LIBR 557
- LIBR 570
- LIBR 590
- Core - too much work
- Core - workloads of different courses not consistent with each other
- 1-credit courses - workloads of different courses not consistent with each other

General comments:

I think the school needs to ask itself, What do the words "full time" mean? Why are we encouraging students to rush their way through the program?* Is this making better librarians? Is this improving the overall reputation of the school? Would it not be better for students to take only three courses per term, so that they have more time to devote to their learning?

*I believe it is an encouragement for students to rush through the program, a) when it is possible to graduate in four terms, and, b) when in the first term the clear expectation is that students will take four courses. That sets a precedent. Why not three?

2.28 Does your workload affect the quality of your learning experience at SLAIS?



2.29 Please elaborate:

11 students suggested that the heavy workload makes difficult to complete readings and to put in a best effort on assignments:

When a workload is too high, no reading gets done and I don't feel like I have time to absorb and care about the material. One of the classes I learned best in was audited where I did as much work as I felt was needed to learn.

A consistently heavy workload has often required that some assignments been skimped on and some readings been skipped for most of my courses.

Sometimes I am not able to complete the readings for classes due to the workload of necessary assignments. Also sometimes I am not able to spend as complete assignments to the standard that I would prefer, due to time constraints.

We are constantly forced into a situation where we must sacrifice quantity for quality. I have heard instructors encourage us to understand that, in the real world we are also faced with this problem. But I don't think those instructors understand the extent of the problem. When are we ever encouraged to do our *best*?

When I have too much work, I skimp on the readings, skip extra-curricular meetings, and think about skipping classes. Sometimes I do skip class to work on other assignments.

11 students reported that the workload is so heavy that they have little time or energy to process what they are learning:

Sometimes I feel I absorb less in the classes with a heavy workload because I'm so busy just finishing assignments that I don't really have time to *think* about them or the course content.

It's hard to absorb the material for some courses (especially the online modules) when you're trying to keep up with multiple assignments that require a lot of group effort and time. I find that I don't really comprehend some of the concepts in the online courses until weeks later. Plus, there are times that we are required to complete assignments, or at least start assignments, before we've received all of the information we need.

There's not the time to absorb, to get deeply in to anything. It's all just a passing glance and 'oh I'll learn that during the Christmas Holidays, or when I get a job, when I'll have more time' ... but the problem is that this here IS the time I have set aside to learn, and there's so much busy work to do I don't have time to learn it! Yes, I've learned time management, yes I GET that, but now can I learn about librarianship please?

6 students reported that due to workload they have no time to do follow their own interests or research in the field:

I don't feel I have time to do readings in professional journals that talk about life in the real world. Also just don't have time to immerse myself in the course contents/readings/material.

I am so busy doing assignments that there is no time to explore avenues of interest. For example, I learn something in one course, or discover something of interest which I want to pursue further and expand my understanding of librarianship and library work but there is no time to follow those leads.

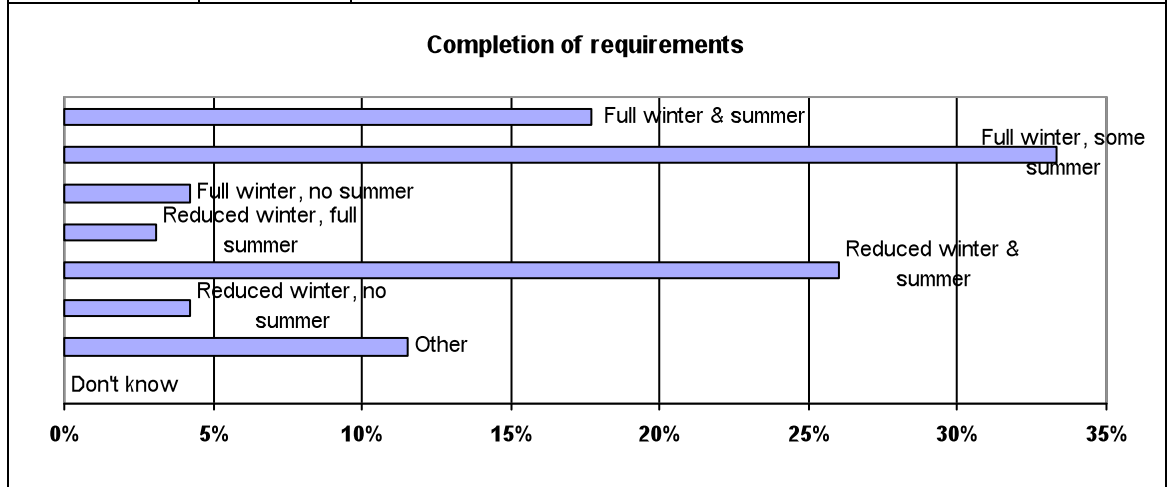
4 students reported that they are too busy to participate in SLAIS extra-curricular opportunities:

It is harder to become involved with activities and student-groups when the workload forces an almost crisis-management feel to school.

Other students commented on the following: too much group work; group work can be an unfair process; prefer to spend time on discussions or field work, rather than "busywork" assignments or huge reading lists; students need to develop good time management skills, take personal responsibility for learning; too many assignments at end of term; and due to end of term burnout, cannot process information at that time.

2.30 In what manner do you plan to complete your program requirements?

Percent	Count	Answers
17.7%	17/96	Carry a full course load for consecutive winter and summer terms
33.3%	32/96	Carry a full course load for consecutive winter terms, and take one or more summer courses
4.2%	4/96	Carry a full course load for consecutive winter terms, without taking summer courses
3.1%	3/96	Carry a reduced course load for consecutive winter terms, but carry a full course load in consecutive summer terms
26.0%	25/96	Carry a reduced course load for consecutive winter and summer terms
4.2%	4/96	Carry a reduced course load for consecutive winter terms, without taking summer courses
11.5%	11/96	Other.
0.0%	0/96	Don't know
100.0%	96/96	Summary



2.31 Why have you chosen to complete your program requirements in this manner?

20 students reported that financial reasons influence their program completion:

Money.

I have to work to avoid student loans and meet my financial commitments.

I saved to come to SLAIS: my funds are limited and I need to get a job. I want to be in and out ASAP - maybe stopping to work during the summer to save more.

Because I pay a hell of an amount of tuition and I guess this way i get to spend lesser and lesser

14 students reported that other commitments (work, family, personal interests) influence their program completion:

I work three days per week - have family and other commitments.

11 students reported that concern for quality of life and/or quality of educational experience influence their program completion:

Because I feel that the experiences available to me here at UBC are very rich, and that to pass through the program too rapidly would be cheating myself. I also think that by taking a reduced course load, I learn more and will have a better understanding of what I have studied by the time I graduate.

I took a full course load in the winter terms of my first year and found this to be detrimental to my quality of life, so I decided to take a few courses during the summer so that I would not have to take a full load in my second year.

I want the freedom to not have to take whatever is being offered in the winter terms just to complete my degree requirements. Theoretically, spreading the courses over 12 months gives me more options.

I think I will have work and committee responsibilities during the normal school year; therefore, I'm contemplating taking a slightly reduced workload during those semesters. I think these aspects (work and committee involvement) will be a significant part of my education too.

11 students reported that limited summer course offerings influence their program completion:

I would take classes in the summer, but I have never been too thrilled with what has been offered.

There isn't much selection in the summer, otherwise I'd try to finish the program in 4 terms. I will take one or two summer classes because I have to pay for the term anyways whether I take any classes or not.

There was not enough offered in the summer to go straight through.

10 students reported that the desire for concurrent relevant work experience influences their program completion:

So I can work at a number of jobs within the profession to gain real world experience and credentials.

I want to balance school and work as practical experience is very important to me. Therefore, I take three classes a term and work 25 hours per week.

Have to work - want to gain work related experience.

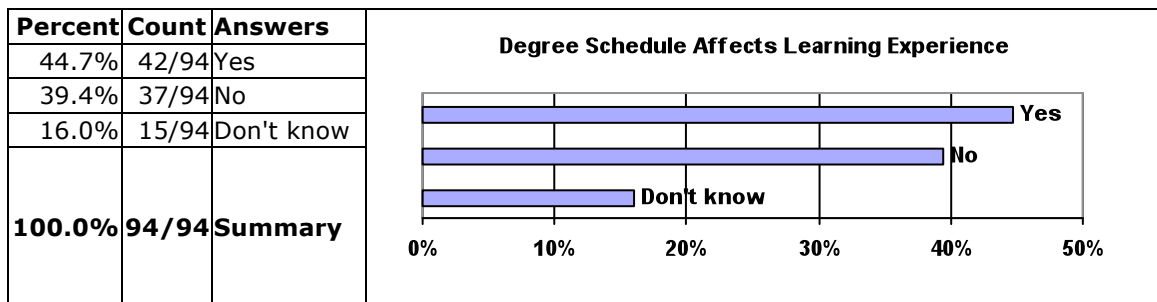
8 students reported that their program completion is influenced by the desire to get a job/get on with their careers:

I would like to get a job as quickly as possible.

I have chosen to complete the program in 16 consecutive months in order to enter the workforce sooner.

Other factors influencing program completion include preference for a lighter course load; need time to rest and recuperate; leaving time to job search during the final term; participation in the co-op program; time constraints; perception that summer courses are compressed and more stressful; the fact that international students cannot work off-campus, and may choose to concentrate instead on coursework; and the desire to take more courses overall.

2.32 Does the manner in which you are completing your program requirements affect your learning experience at SLAIS?



2.33 Please elaborate:

7 students associated a full course load with negative experiences:

Even though I made the choice to complete the program in this way, the amount of work required in each course makes it difficult to fully comprehend and achieve the learning objectives set by the instructor. I have been in other graduate programs where a full term is only three courses per term -- and the programs only took two years to complete. I think SLAIS students would benefit from a similar arrangement.

More courses = less time to enjoy it.

3 students associated a full course load with positive experiences:

I'm having a great time at SLAIS. Learned lots and made great friends. I don't think that taking consecutive full course loads has made any difference.

6 students associated a reduced course load with positive experiences:

... taking reduced course load will, I think, enhance my learning experience because I will have time for other things (related job/volunteer and extra workshops and presentations)

Taking 3 courses in the Winter term seemed to have reduced the stress level somewhat.

6 students associated a reduced course load with negative experiences:

Part-time students are a bit lost. We don't find groups to work with all that easily, and sometimes instructors make announcements in one core course, assuming they've reached everyone, but then the part-timers who are not in that particular course are left out. Maybe part-time students should all be assigned to an advisor, for example, who might call us together once a term to discuss issues like this?

Another reason why I wanted to come back full-time is that as a part-time student I feel no connection to the school. I can't participate in a lot of the activities because they are during the day. I am not reaping the benefits of going through the program with others in my group. Every class I take is a sea of new faces, so I have little opportunity to network. I just don't feel a sense of belonging or involvement.

Other comments:

I believe I am able to apply many of the concepts from courses in my work and I have found it to be a great asset to already by in a library setting when dealing with many of the issues and ideas that arise in each course. In that way I can often try to make my assignments relevant to my work and thus it has immediate benefits.

It depends what courses are going to be offered the closer I get to graduation. When the courses are only offered once in a year and you cannot plan ahead of time because you don't know what courses will be offered when, it makes it difficult to schedule your program requirements

Summer appears to be an area that is not attended to as with winter sessions etc. The lack of flexibility with who can take what, when, deters from being able to progress smoothly through a 16 month timeline of courses.

2.34 Please use this space to express any additional comments, concerns or questions about SLAIS curriculum and courses:

5 students requested that course schedules and syllabi be finalized and made available as early as possible.

3 students requested fewer group projects.

3 students requested that a greater number and variety of courses be offered.

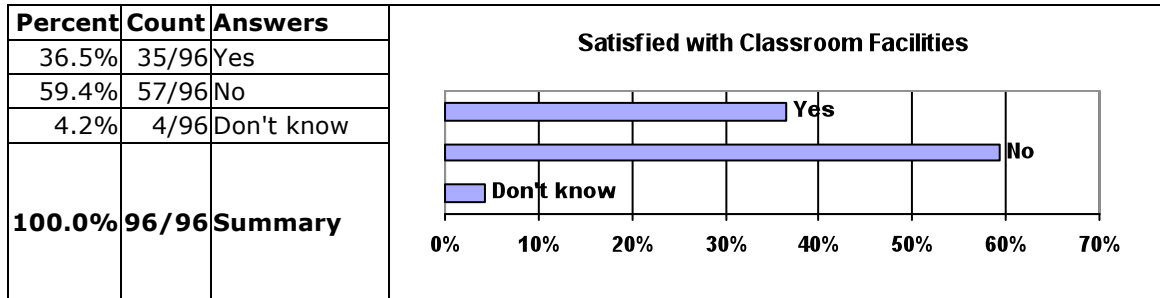
3 students reported positive experiences overall at SLAIS.

Other issues/comments [paraphrased]:

- Some courses are too light/easy
- Would like list of non-SLAIS courses each term that could be taken as electives
- Need more faculty
- Appreciate cumulative nature of learning at SLAIS
- Decide whether SLAIS is professional or research-based school
- More discussions, fewer lectures
- More instructor response to and discussion about group projects
- Questioning whether course evaluations ever influence selection/training of instructors
- Slais need to be more aware of the children's lit students, and offer more orientation and more complete courses, without requiring that the MA students take the courses from the 'library' standpoint.
- The MACL program has been a wonderful experience ... my only "complaint" is that it wasn't long enough I would love to take at least 2 more courses
- Request greater number and variety of summer courses
- Concern that there are too many adjunct instructors
- Perception that the range of grades is limited to "Low A-, solid A-, and high A-"
- Request a 3-credit History of the Book course
- Request that only librarians be hired to teach LIBR courses
- Stop having all-day Saturday Core
- Need more evening/weekend courses
- While I have been satisfied with my course options, I know that many of my colleagues, particularly those trying to study full-time, have not had enough selection.

Section 3 – SLAIS Facilities

3.1 Are you satisfied with classroom facilities at SLAIS? (e.g. size, furniture, blackboards/whiteboards, computers, a/v equipment, etc.)



3.2 Please elaborate:

38 students found the tablet desks uncomfortable:

The horrible seats that are available in the classrooms, may have been fine 20/30/40 years ago, but they are absolutely disgusting and painful to sit in. Getting rid of those terrible seat desks would be the best move SLAIS could do. I hope and pray that in our new home, we have seats with tables, something a little more practical and considerate of our bodies.

The chair/desk combinations provided for students in both the large and small classroom are excruciatingly uncomfortable. I have known students to stand during long classes rather than endure the physical torture imposed by these plastic monstrosities.

The desks are the most uncomfortable things I have sat on.

The desk-chairs are horribly uncomfortable and there are not enough tables and chairs to set up alternative classroom furniture.

The "desks" in Rm 835 are torture devices! I hope they do not follow us to the new location.

Everything is fine except for the desks!!!! they are horrible!!! They are much too small/short for most people. Just sitting in them takes away from the concentration I could be investing in listening to class lectures because they are so uncomfortable. I know of a number of students who have back problems because of them.

12 students requested tables and chairs instead of the tablet desks:

Comfortable chairs at tables, or even better, nice rolling chairs at tables, would be great.

The tiny desks should be replaced by chairs and shared tables.

I prefer tables and chairs because they are more flexible for classroom arrangement and more comfortable to sit on.

8 students found the old classrooms draughty/inadequately heated:

Windows don't close, it's cold and loud (noise from outside).

5 students requested better computers.

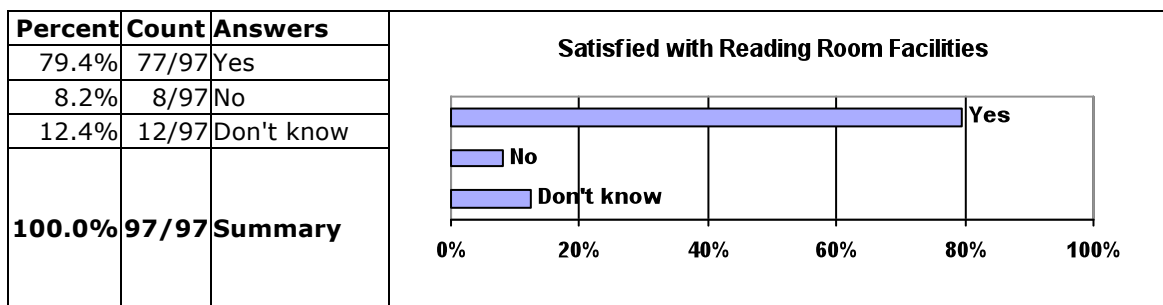
4 students were satisfied with the computers.

4 students requested more computers.

Other issues/comments [paraphrased]:

- A/V equipment is satisfactory
- A/V equipment is unsatisfactory
- Request built-in A/V equipment
- Request wireless mics for lectures
- Need more space/classrooms
- Request seminar rooms for group work
- Lounge is satisfactory
- Need better classroom computers
- Washrooms unsatisfactory
- Request better study facilities
- Prefer white boards over blackboards
- Request better (computer) mice

3.3 In September 2002 the research space adjacent to Room 854 was designated as multipurpose (research, reading room and group study space). Are you satisfied with the current Reading Room facilities (space, furniture, etc.) at SLAIS?



3.4 Please elaborate:

16 students commented positively about the Reading Room:

It's a great quiet study space with lots of natural light and space for many students; I have often used and greatly appreciated it!

It is essential to have this type of space within the facility. Additional course materials are often shared and the reading room makes access to these resources functional.

The study space is adequately furnished.

I actually enjoy spending time in the Reading Room, with its large windows and comparatively comfortable chairs.

9 students suggested improvements to the Reading Room or similar space:

Being able to eat there would help.

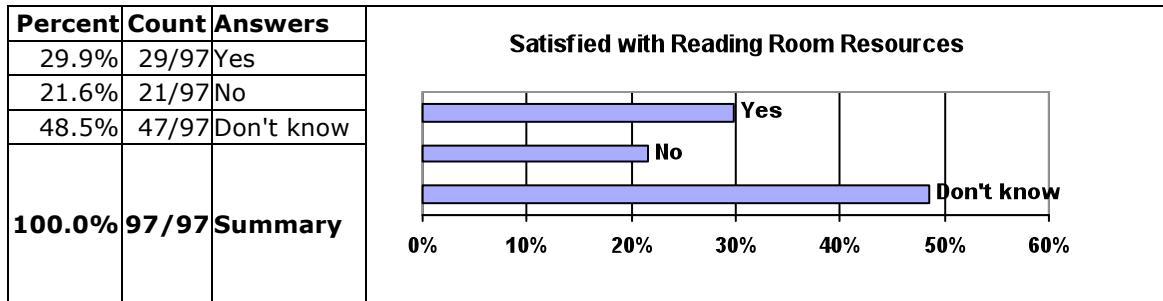
Would like the inclusion of a photocopier machine as well as things like a basic area for students to do their paper work other than the small cramped and cramped lab next door.

I would like better access to power for my laptop.

There could be some more group study space - since there are more students at SLAIS than before, we need more space.

I would also LOVE to see readings available there. It is unfortunate that we don't have our OWN library.

3.5 Do the print resources provided in the Reading Room meet your resource needs?



3.6 Please elaborate:

7 students requested that a copy of the DDC schedules be kept in the Reading Room:

It would be wonderful if SLAIS would rent a copy of the DDC schedules from the bookstore so that students don't have to shoulder this responsibility on their own.

There should have been a copy of the DDC21 for students to use instead of all of us having to rent a set

6 students requested current copies of other cataloguing resources (LCC, LCSH, AACR2R) be kept in the Reading Room:

New editions of cataloguing resources is a very welcome addition.

possible to have up to date LCSH?

4 students commented on course readings made available in the Reading Room:

Well, it depends on the class. For some classes the materials are out of date or in bad condition.

I like that sessional profs will leave readings in there

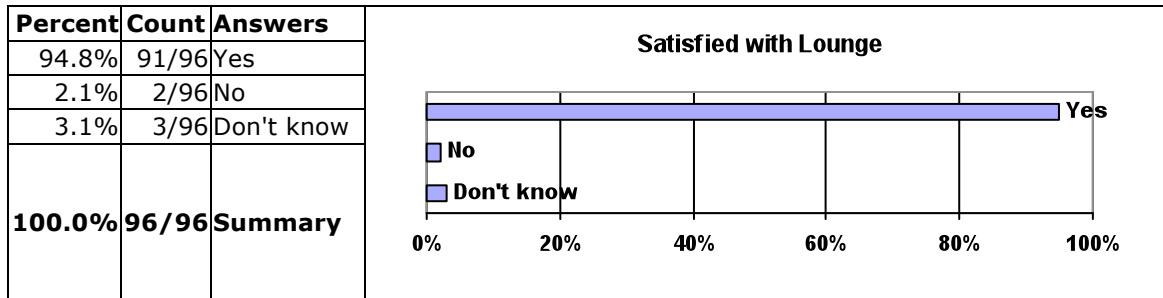
It would be better if at least one copy of all the required materials of each course are available there.

Other comments:

would like to see a larger reference collection for library studies

I would prefer to have some more professional journals available for browsing.

3.7 In September 2002 the classroom space in room 830 was designated as lounge space and the kitchen reopened. Are you satisfied with the current lounge space?



3.8 Please elaborate:

32 students commented positively on the lounge:

Having a lounge is wonderful and so important to the quality of student life!! With so many evening courses offered many many students eat their meals in the SLAIS lounge.

It is very important to have a space to talk with classmates. Because of the online requirements in my first term I was feeling isolated from the school. This room always had classmates; it was where most of my bonding occurred.

It is much better than when we didn't have it. It is a nice gathering place for everyone at SLAIS. It seems to be well used and cleaner than before it was closed.

Other comments:

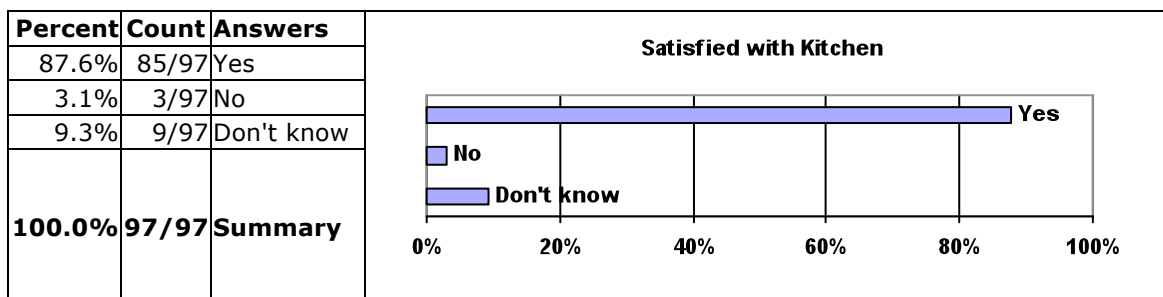
Usually pretty "lively" which means it isn't a great place to try to work on group projects

Although some more space would be welcomed in the new facility. SLAIS students need a lot of room for group study and there just isn't enough.

Thanks to LASSA and SLAIS that we have the kitchen back. But the space is too small, considering the student body. Often at lunch times, there is no place to sit.

It is wonderful for students, but I would like to see the staff have their own space. We are always in their face & they deserve a lounge of their own!

3.9 Are you satisfied with the current kitchen space?



3.10 Please elaborate:

13 students commented positively about the kitchen:

What a difference a warm (or cold!) meal makes. Greatly enhances my learning experience and general mood.

Having this kitchen is essential - I bring my lunch every day and can't afford to buy meals on campus. It makes a big difference to me.

Most humane to provide this access !!!

Other comments:

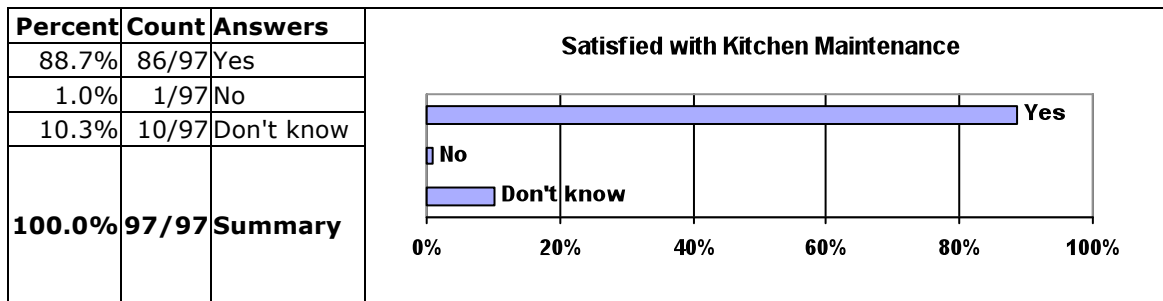
Larger space would be nice; two fridges and two microwaves is good. Having said that, I am thrilled to have a kitchen and lounge.

If it gets any bigger, it will be too difficult to keep clean. Currently, it takes only 15 minutes to clean the kitchen AND lounge space adequately, and this is great.

Let's get coffee

Too small, no plates. We would like to use the real plates.

3.11 Upon reopening the SLAIS kitchen and lounge in September 2002, a new maintenance system was set up where each SLAIS student volunteers to clean the kitchen for two days each semester. Are you satisfied with the current maintenance of the kitchen?



3.12 Please elaborate:

12 students commented positively about the kitchen maintenance system:

I feel that students (even those who have not signed up for the formal maintenance system) have been very good at keeping the kitchen and lounge area clean. Students have overall been very respectful of the space and I have seen students who were not signed up for maintenance duty tidying the area and making sure that it is kept clean.

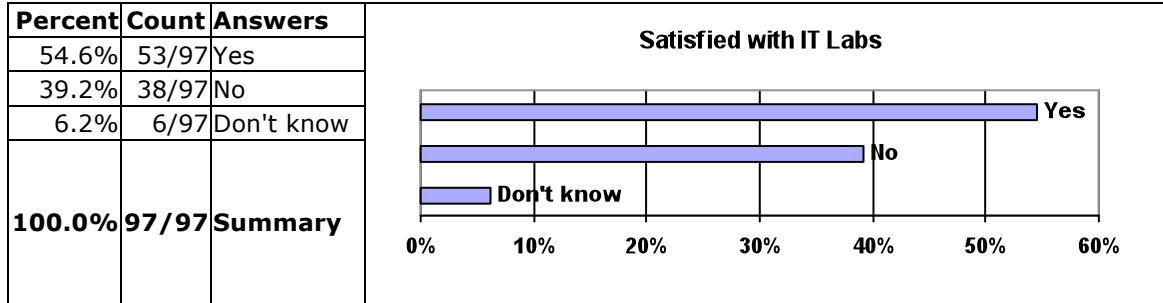
The volunteering makes us take more responsibility over our space.

Other comments:

It seems fair that those who use it, maintain it. Some effort should be made to ensure that the same few students are not always volunteering to clean up, though.

It's okay. We could use a vacuum.

3.13 Are you satisfied with the current SLAIS IT Labs?



3.14 If 'No', what could be improved or added to the SLAIS IT Labs in order to better meet your education needs?

26 students requested better/faster computers, and of these, 13 referred specifically to the older computers in Lab 1.

8 students requested more computers overall.

3 students requested a wider variety of software.

Other suggestions:

Instructions on how to keep them from freezing

the front row of stations is too close to the projected screen

if there are computers available while a class is being taught, we should be able to use the computers there as long as we don't interrupt the class.

maybe even a Macintosh or two!

AIR FLOW!!!! LIGHT!!!!

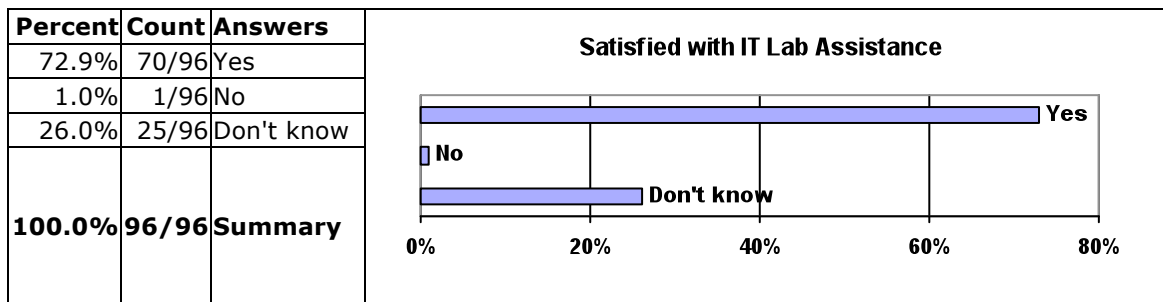
More space between each computer, new mouse pad, and bigger computer desk.

Maybe it's just me but sometimes the equipment or programs I need are all on different machines so I have to move from one to the other or ask people to move (ex. Photoshop, 250 zip disk).

Mice do not work well!

Have a print card dispenser in the lab.

3.15 Have you been able to obtain adequate assistance while working in the SLAIS IT Labs?



3.16 Please elaborate:

9 students commented positively on assistance with the SLAIS IT Labs:

I have been very pleased with the helpful friendliness of the SLAIS lab assistants.

The LAB assistance have helped me through some trying times. They have been wonderful!!!

4 students commented that they have not needed to seek assistance.

3 students commented that they have received help from fellow students:

I actually have relied very little on the lab assistants as there are so many knowledgeable people in the lab that all I need do is ask the person beside me

Other comments included frustration at the older hardware in Lab 1, and also that the Lab Assistant shifts are quite short.

3.17 In June 2003, SLAIS will be moving for three years to temporary swing space in the Technology Enterprise Facility III. As part of the planning process, space has been allocated for a SLAIS lounge (with a sink, space for a microwave, kettle, etc., and two refrigerators). Space has also been allocated for student boxes, student lockers, and shelving for course readings. We also anticipate space for quiet study and small group work. The exact configuration for all of these is still being planned. Please give us your ideas and comments on what configuration would best suit your needs.

12 students requested that group/lounge space be kept separate from quiet study space:

The lounge/kitchen is a social space and as such becomes noisy sometimes. Effort should be made to ensure that this space is not placed near faculty offices or quiet study space or labs so that noise spilling over from relaxing students doesn't disturb those at work.

I think it will be essential to separate the lounge and study areas. Nothing will make end of term tempers fray more quickly than not having quiet when it is needed.

I think adequate study space is important. There should be a silent study room and a group study room. We should not have to leave the facility to complete our work.

9 students commented on group study space:

Separate space (aside from the lounge or reading room) for group work would be terrific!! Nearly every SLAIS course involves at least one group project and the lack of good group work space has been very obvious in the current SLAIS facilities.

Group work areas with computers would be highly useful.

A room with several big desks and computers for students to work on group projects would be nice.

4 students stressed the need for adequate IT facilities.

3 students requested close proximity of all facilities (classrooms, study space, IT Labs, lounge, etc.).

3 students requested 24-hour access to facilities, especially IT Labs.

Other suggestions/requests [paraphrased]:

- Bulletin boards
- Quiet study space desirable
- Bigger women's washroom
- Antibacterial soap
- Elevator (if many stairs)
- New furniture – get rid of desks
- Coffee maker
- Bigger lockers and locker area
- Well-lit quiet study space
- Office space for students and researchers
- Wireless compatible
- Course readings in quiet study space

3.18 Please use this space to express any additional comments, concerns or questions about SLAIS facilities:

7 students commented on washroom facilities:

I think that SLAIS should have more bathrooms and ventilation in them. A shower would be a great addition.

Another women's washroom would be wonderful (or more than a 2-seater)

Other comments:

Where are the student offices? Even 5 students sharing an office would be fine. Where is the "home space" on campus?

Again, clarification as to what space can involve discussion and 'noise' and what space is strictly quite/silent study only would be helpful.

Well I realized from among my classmates who share similar views that we lack adequate space to all together meet up with people or hang around.

Glad to have the kitchen back!

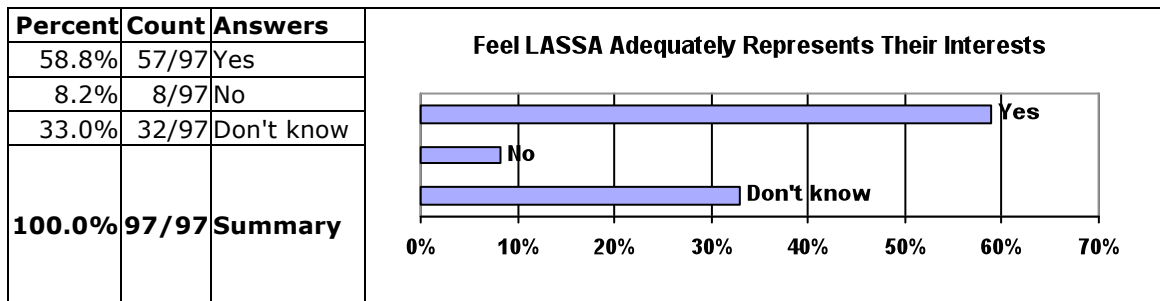
Although this has been mentioned on the SLAIS students list a couple of times, it is still a problem and I feel it is important that SLAIS have a "no perfume" policy. Many perfumes contain the same chemicals that can be found in gasoline. Many enlightened organizations recognize how toxic these noxious substances can be to sensitive individuals and have banned perfumes and fragrances altogether. It is unfair for students who have paid a great deal of money to attend classes at SLAIS to suffer the ill effects of exposure to perfumes. Perfume is a completely unnecessary pollutant and should not be permitted in such a facility.

Hopefully the new lab space will be air-conditioned as the current space is unbearable in the summer.

My main concern is that we have twenty-four hour access to the new swing space. It is extremely important that we have this access, as a number of us from time to time need access especially to the IT labs, but also to the reading room late at night (or extremely early in the morning) to work on assignments or other schoolwork.

Section 4 – LASSA and Student Life

4.1 Does LASSA adequately represent your interests as a SLAIS student?



4.2 If 'No', please comment on areas you feel LASSA is not addressing:

3 students suggested that LASSA does not address the needs of part-time students:

I don't feel they do much for part-time students or represent the particular needs of part-time students.

Other comments:

Sometimes I think LASSA forgets they are there to represent what the students want, not just what they feel like doing. Some suggestions and requests are glossed over. LASSA should listen to the students who take the time to tell them what they would like to see, either by coming to the meetings or using the suggestion box.

I appreciate the efforts of LASSA in liaising with faculty and administration, but there do not seem to be any social activities planned! What about the odd dinner out or something. Should be off campus - many of us don't live here and find it hard to get here and home on the odd Friday night that there has been a get-together. I appreciated the library tours that were organized.

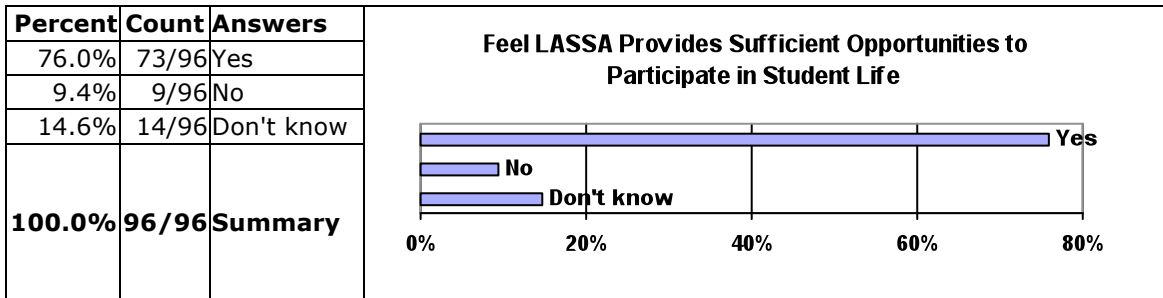
In the few LASSA meetings I have attended I have not felt as though the organization speaks for all SLAIS students. While I recognise that this may be partially due to the relatively low attendance at LASSA meetings by students not directly involved with the association, my experience with LASSA meetings has not encouraged me to become more involved. All three meetings I have attended have been bogged down in procedure and do not seem to support or encourage overall student input or participation. I also feel that LASSA represents a less moderate segment of the student population and, as such, may not be representative of student views.

I feel that LASSA could have been more effective if there was stronger leadership

Though involvement by my intake has been fairly low in LASSA so far. As well, my intake (January 2003) has not been added to the main contact list, though this will happen soon I imagine.

Would like to see more representation from MACL students.

4.3 Has SLAIS provided sufficient opportunities to participate in SLAIS student life? (e.g. LASSA, LASSA events, student chapters of professional associations, colloquia, etc.)



4.4 Please elaborate:

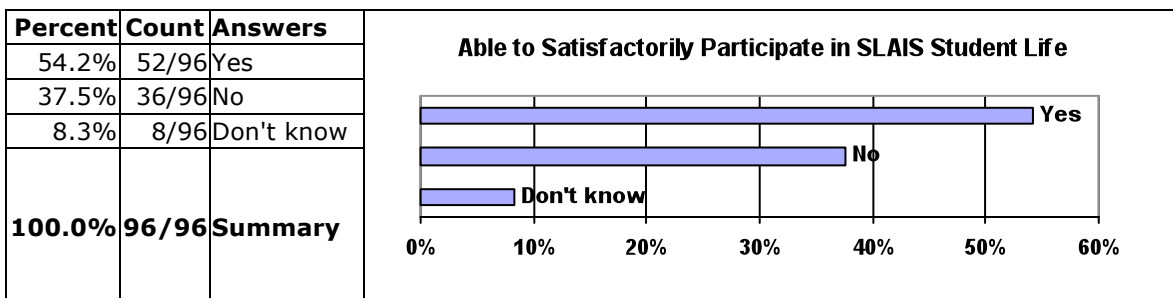
4 students felt they did not have time to participate in SLAIS student life.

2 students appreciated e-mail notification about events.

Other comments [paraphrased]:

- There are many events.
- There were more opportunities to participate this year than in 2001-2002.
- Students and faculty should have more opportunities to present their research.
- 1 student felt unwelcome at LASSA meeting and so feels discouraged from participating.
- Pleased with children’s programming workshops.
- Core courses on Saturday discouraged new intake(s) from participating.
- Request more events.
- Pleased with the mentorship program.

4.5 Have you been able to participate to your satisfaction in SLAIS student life?



4.6

4.7 Please elaborate:

24 students responded that they did not have enough time or were too busy to participate to their satisfaction.

4 students responded that they were not able to participate to their satisfaction because they were seldom on campus.

3 students responded that they were not able to participate to their satisfaction due to scheduling conflicts.

2 students expressed satisfaction with participating in SLAIS student life.

2 students responded that they were not able to participate to their satisfaction due to the Core courses.

Other responses:

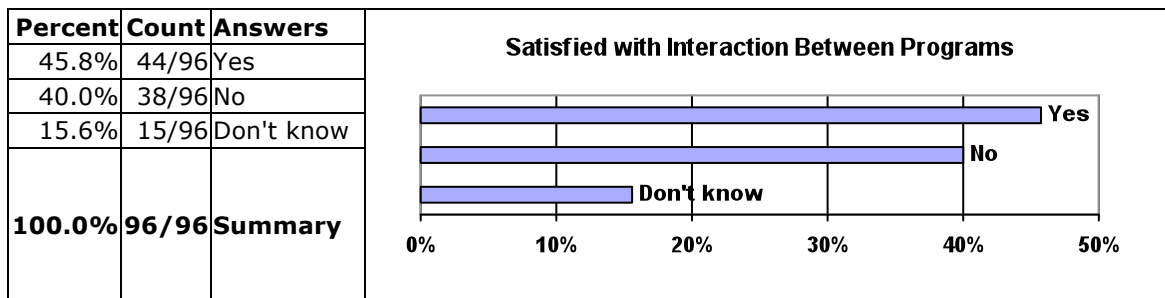
Part of the reason why I will take a reduced load next year is so that I can participate in events other than my courses

I am just beginning to be involved. It was hard to do so while I was taking the core courses.

Find it difficult to attend events with young children.

Due to financial pressures as a first year SLAIS student I haven't been able to acquire adequate resources for day to day expenses so I haven't been able to participate as much as I would have liked to.

4.8 Have you been able to interact to your satisfaction with students from SLAIS programs and course concentrations other than your own? (e.g., if you are an MAS student, have you been able to interact with MLIS or MACL students?)



4.9 Please elaborate:

8 students responded that being in the Core and having classes on campus only on Saturdays made it difficult to meet any SLAIS students outside of their own intake:

As new students in the Core, we've been isolated from the group at large. The only time we have to come to SLAIS is on Saturdays when very few other students are here.

At this time in my studies, I see only the other January intake students, and a general comment among us is that we feel left out of SLAIS/LASSA activities and support.

6 students expressed general dissatisfaction with interaction between programs:

There seems to be a serious division in some student's minds between MLIS and MAS students, each thinking they are "better". I find this upsetting, but don't know what to suggest. Are we 2 programs that are 2 solitudes or do we have much in common? I don't know.

Who are the archivists and what do they do all day? Why does it feel like they are angry with the librarians? Each program seems to be its own community ... that's kinda sad.

3 students suggested that it takes a definite effort to interact with students from other programs:

Interactions with students from other SLAIS programs have taken place through my own initiative and the instigation of other students. I have been pleased overall with my exposure to other students through communal spaces (like the computer labs and the lounge).

3 students responded that they had never met anyone from the MACL program.

3 students responded that they had never met anyone from the MAS program.

Other comments (samples):

I'm never around

I took LIBR/ARST 587 - lots of interaction!

Not enough social activities

I think the joint program is bringing people together a little more, but it still feels like separate universes.

Primarily with MACL students, while in literature courses. I miss not having classes with them terms there aren't new lit courses offered. It would be nice to see some archival students more often, as I don't seem to have very many in my classes currently.

I liked that students from the MLS program were sometimes enrolled in the MACL courses. It brought a new dimension to the classes

4.10 Please use this space to comment on your general experience as a graduate student at UBC:

Various comments (samples):

Overall I feel I have had a positive experience as a student at SLAIS. Recent events surrounding tuition increases and the labour disputes with TAs and clerical workers have cast a negative pall over my experience with UBC as a whole, however. I feel as though I have lost a lot of trust in the university as an institution and would be very reluctant to support UBC in the future if the trends and philosophies of the current administration continue.

The campus is geared toward undergraduate students - as it should be. However, there is a real lack of social/cultural activities for graduate/more mature students.

There is a culture between students who have been through a few terms, and those just starting which does not speak well for SLAIS. Those of us from our intake have been more than disappointed with the 'attitude' on the part of students in other areas of SLAIS and their reception to us. It was as if we were an 'inconvenience' at times, annoying people with our 'newbie' concerns. We have bonded quite tightly as a group however and have committed ourselves to doing whatever we can to make the next group not only feel welcome, but supported through their first term.

Overall, I have been very disappointed. I have found the MLIS program to be unchallenging academically - certainly the required level of academic rigor is low - no thesis, no graduating paper, little emphasis on research, no interaction with other academic departments or schools, no colloquia, etc. There is little opportunity to explore related avenues of interest.

I would like more information in the SLAIS space about student activities on campus. Especially in light of the strike, the impending war, etc. It is a bit odd to come to school and feel like I like in a bubble until I head home again.

I feel the first few months for an international student are just horrible. SLAIS does not have the expertise to make us feel comfortable nor do the faculty understand the stress we go through.

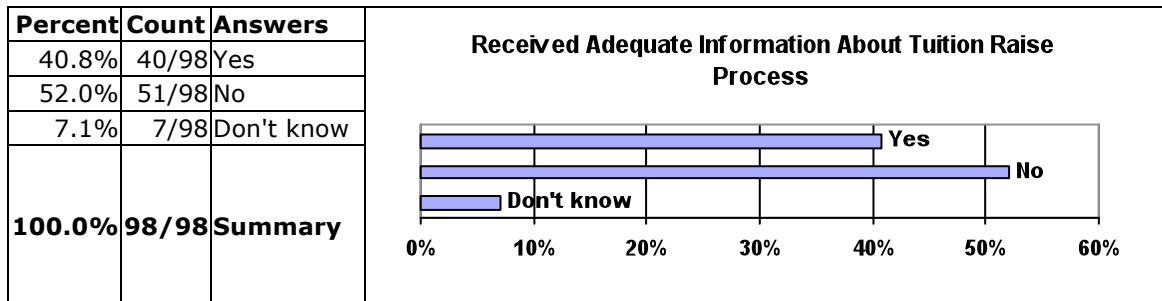
I think that LASSA is great. I didn't have any previous experience with student organisations like this, so it took me a while to grow to appreciate LASSA. I suspect that I am not the only student like this. I don't have any clear suggestions for what more can be done, but to whatever extent possible, communicating clearly what LASSA is all about (to new students, especially), is a good thing.

Many of the faculty make a super effort to make us feel like 'soon to be colleagues'!

I think that the MLIS, as well as all non-thesis or thesis-optional master's level programs, should be solely administered by their home Faculties, rather than through the Faculty of Graduate Studies. Graduate Studies has very little interaction in the day-to-day management of the program, yet that Dean has remarkable power over students in the program, e.g., it is Dean Granot who must grant time-to-completion extensions.

I have had severe financial difficulties. SLAIS has been wonderful in understanding this. I think that SLAIS should have an emergency loan fund for students - that day loans, because you never know when the shit is going to hit the fan and you have no money.

4.11 In September 2002, UBC raised SLAIS students' tuition by 27%. In May 2003, UBC will raise SLAIS students' tuition by another 20%. Do you feel that adequate information was provided about the process of raising tuition?



4.12 Please elaborate:

21 students commented that the information was inadequate:

I never had a clear picture of what the raise was going to be, I often heard different things.

The January 2003 intake students found out about this the first day of classes. There was absolutely no information or indication that this was going to happen even though I'd had interaction with advisors from the school and had actually been up to the Registrar's office to inquire about fees and fee information in the second week of December 2002.

this is a UBC administration issue -- but no they had no info on their website -- I would hear of these references to broadcast emails, but since I don't have an interchange account never received that kind of info. I'm very glad of LASSA reps and others who made such an effort to provide info to all.

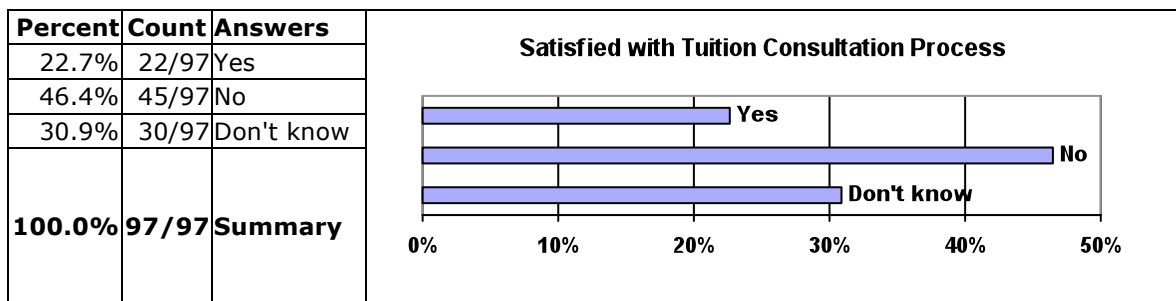
No. I feel like I would like more information on what will be happening with the extra money. I do feel, however, that the school student rep. who dealt with this issue provided as much information as possible to the school listserves.

4 students commented that the information was adequate:

Yes. The AMS Rep did a wonderful job keeping us informed of the up-coming changes.

There were lots of notices about this & opportunities to voice concerns, but we knew what the result would be...

4.13 Was the tuition consultation process satisfactory?



4.14 Please elaborate:

17 students commented that the consultation process was unsatisfactory:

Consultation?? You're kidding right? I think it was a good step to send out the email to all the students requesting feedback, but I can't imagine that enough students said 'yes please raise my tuition' to merit doing it. That is, they pretended to consult, but they didn't really care what the students wanted. Big bullies.

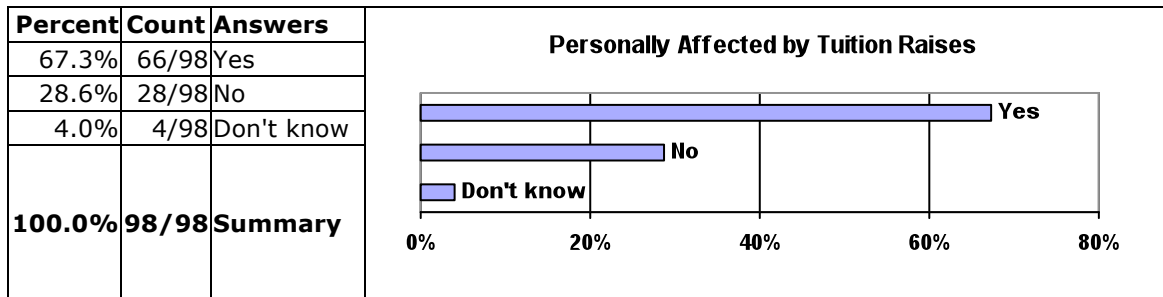
insufficient notice given of consultation events, and when such events were reported afterward, my impression was always that we were being consulted AFTER the decisions were already made. This is really insulting.

I didn't really know there was a consultation program specific to SLAIS. The university as a whole had very poorly timed (on purpose??) meetings about tuition, but I was never aware that SLAIS had its own consultation process.

short notice -- holding meetings with two days' notice during exam period is absolutely reprehensible -- (Dec 2002)

I never felt that use of the word "consultation" was appropriate. Decision-making at UBC feels very top-down and, to a large extent, insensitive. The tuition question always felt as though it had already been decided, and that the "consultation" was meaningless. (Just my humble opinion.)

4.15 Have the tuition raises affected you personally?



4.16 If 'Yes', how have the tuition raises affected you?

20 students cited financial hardship as a direct result of the tuition increases:

Increased debt. Student loans have not accounted for the increase in tuition fees. After paying tuition I have less money to live off of and have had to max out my credit card and use the food bank.

further in debt, drowning

I was awarded + amount on my student loan based on the previous rates. Now I have insufficient funding to complete this year without working. I don't think I am eligible for more funding.

8 students reported that they had to find a part-time job or increase the number of hours that they work:

I have two jobs.

I am working my way through school and so I have had to take on more hours at work to make my tuition (and increased transportation costs, both transit and gasoline, and increased parking costs on campus...) and this has made me VERY tired, verging on burnout.

8 students reported that they have had to take out loans as a direct result of the tuition increases:

I have had to increase my loans.

I have been forced to borrow more money increasing mental stress and economic hardship in the present and in the future as I work to pay off my student loan

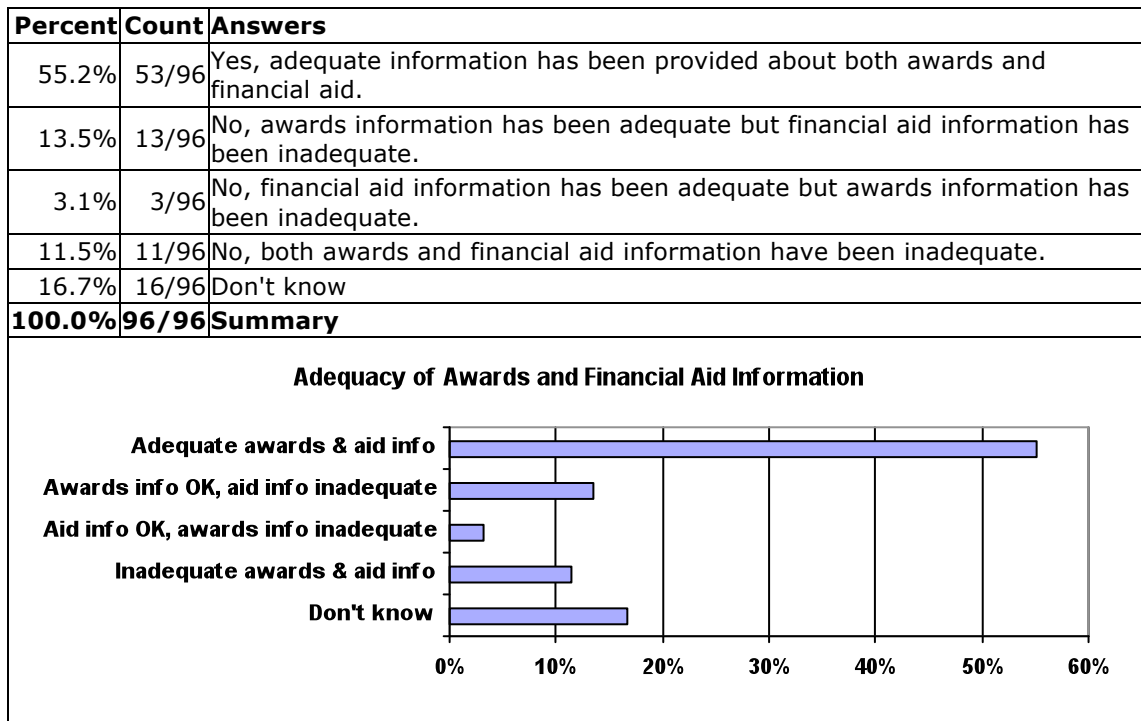
7 students responded that the tuition increases have increased their expenses overall.

4 students reported that they will change their program completion schedule due to the tuition increases.

3 students cited minimal effects from the tuition raises.

2 students reported that they have not had enough money to buy food as a direct result of the tuition increases.

4.17 Has adequate information been provided about student awards (e.g. scholarships or fellowships) and financial aid (e.g. bursaries or student loans)?



4.18 Please elaborate:

6 students commented on inadequate awards information:

There definitely needs to be better communication about awards and scholarships. Whoever is responsible for this does not communicate well, and there is even some misinformation that has been given out. Specifically last year we were told that the UGF was not continuing so it appeared futile to apply; but the program and funds are still available, so students who might have applied for that rather large chunk of money, didn't. Am I annoyed? You betcha. \$16,000 is a lot of money to miss out on. SLAIS get your act together on the scholarships.

Also, the November graduates don't qualify for any awards; there are none given out at that graduation ceremony. And although I was told that November grads could apply for awards for the following April, this I doubt. You have already graduated. And as a grad you are not in the loop for the application process, and are off the radar screen as a potential candidate. Hmm, I am starting to get really bitter here, so better stop.

With all the intakes, etc. it can be confusing as to when to apply for what awards - example, people who are graduating in May apply for graduation awards in April?? Plus who got what awards this year? When I've applied I don't get any reply/rejection.

5 students commented on inadequate financial aid information:

I have no idea when to apply for financial aid/student loans, or how likely it is that I will qualify.

I only received adequate information on bursaries two weeks ago, when it was too late to be of assistance this semester. Student Loans does not provide sufficient assistance, and the bursary system

would have helped me pay my rent this month. I also was unable to buy books this semester due to inadequate financial assistance.

for the MA students there seems to be nothing. For the student loans, I did the research myself

2 students expressed frustration that part-time students are ineligible for many awards and financial aid opportunities.

2 students commented that the awards and financial aid information was adequate.

1 student questioned the selection process for SLAIS awards:

I am very cynical about the awards - the decision process is not transparent. Further, one never hears who wins them, or why. A more equitable arrangement would be to just allocate a portion of the total of all awards to each domestic student. There are already lots of scholarships and financial perks for foreign students.

4.19 Please use this space to express any additional comments, concerns or questions about LASSA or student life:

Thanks for the PEP Survey.

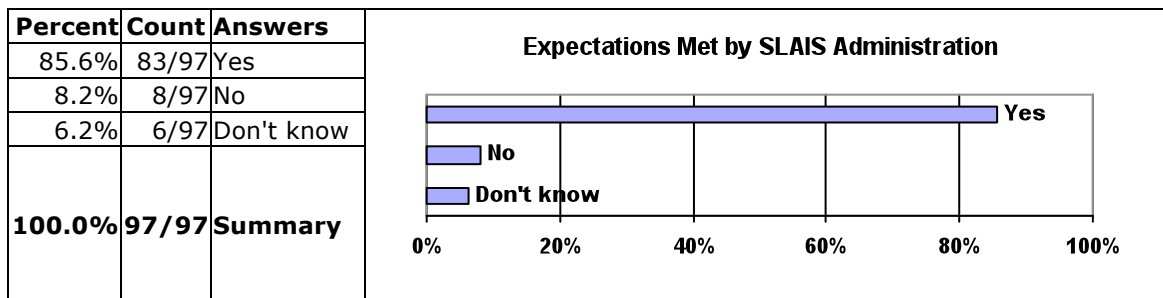
Well, I'm looking forward to it.

Because this section addresses financial issues, I will raise the question of GAA salaries. Basically, I am happy with my salary, and delighted to have the opportunity to work in the UBC libraries. It is great experience. Nonetheless, the TA strike and the issues it has raised have caused me to think. I don't really want GAAs to join a union, but at the same time it is unclear to me why our wages are so much lower than those of TAs. Both my tuition and my rent (in university housing) have gone up twice since I arrived here, and yet my salary has remained unchanged. Something seems wrong, and I am troubled that there has been utter silence around the entire question.

Luckily LASSA was on top of the tuition thing (one individual anyway) and if was not for her, I would have never known anything about the entire tuition nightmare.

Section 5 – SLAIS Administration, Faculty and Staff

5.1 Have SLAIS administrative processes met your expectations? (e.g. office resources, fees, application processes, etc.)



5.2 Please elaborate:

7 students reported confusion or problems with SLAIS administrative processes:

I was almost bumped to another intake which was very upsetting, and I was given very little information about the problem. Otherwise I have been satisfied.

I don't know exactly whose responsibility this is, but it's very hard to get accurate information about fee payments. Which is the better system for me, full-time or part-time, etc. I'm still confused about whether I have to pay for my last term even though I've already made six full-time payments.

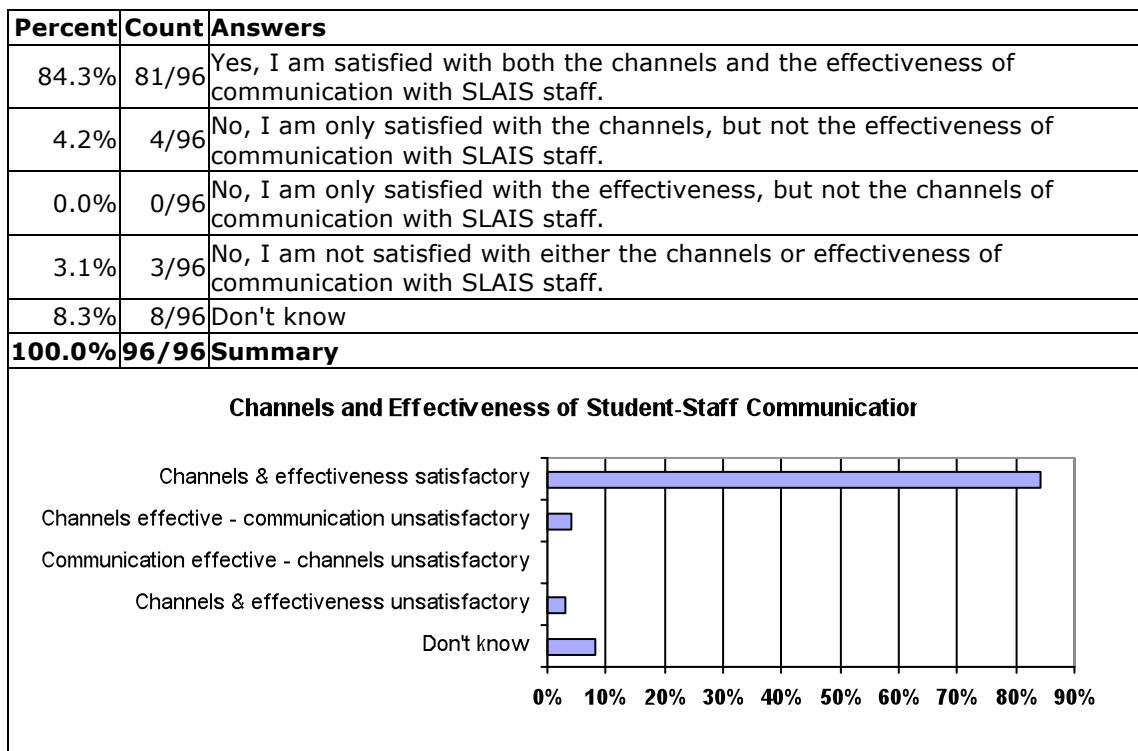
Why does the school make more offers to students than there are seats available? This seems to be a common complaint about Library schools generally, but cut it out.

Yes, except I am still trying to understand why I pay a SLAIS fee: what exactly is the money used for?

We didn't receive information about the Core courses and computer needs until late last term.

5 students commented positively about SLAIS administrative processes.

5.3 Are you satisfied with both the channels and the effectiveness of communication between SLAIS students and staff?



5.4 Please elaborate:

5 students reported satisfaction with channels and effectiveness:

By "staff," I am meaning office workers. I have not heard of any problems, from any of my classmates. Personally, I have taken it upon myself to form a good relationship with the office staff, and get all the help I need. I think that would be a good strategy for all students to adopt.

The continuing staff are friendly, courteous, and interested in the welfare of the students and vice/versa. This is an excellent department for continuous staff.

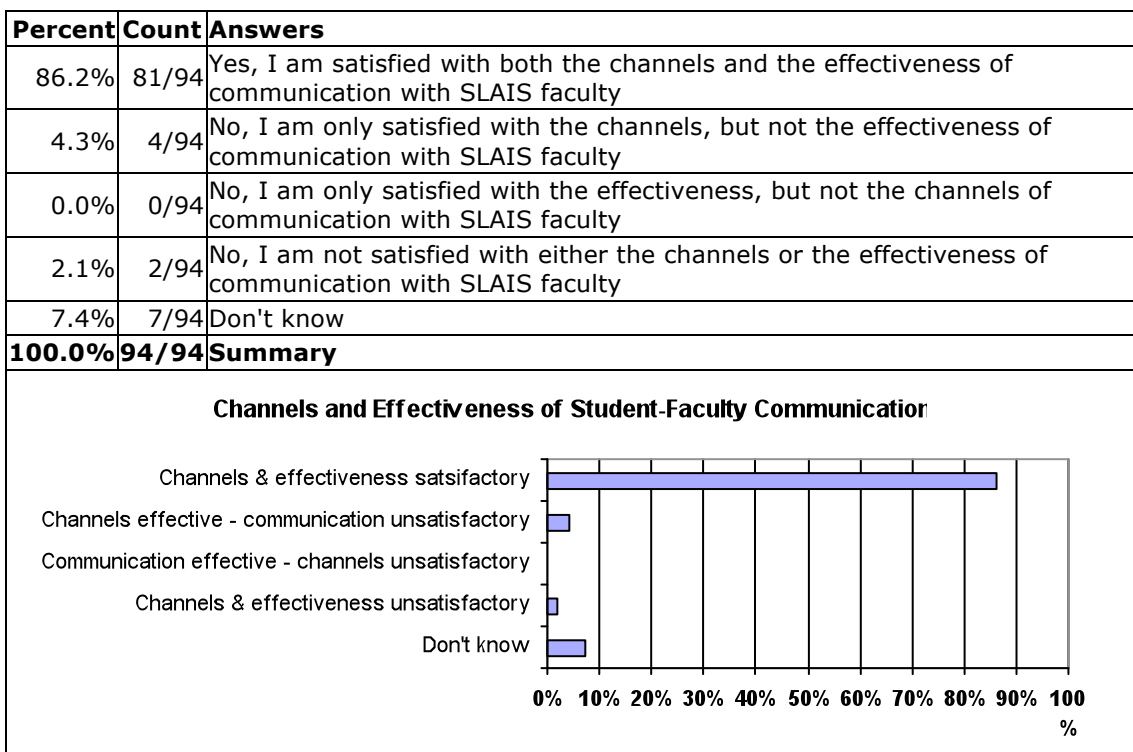
4 students reported dissatisfaction with channels and effectiveness:

Who are the staff? Maybe some info about their roles and contact info would be helpful each term?

Some emails are sent out after the due dates, deadlines, etc. which is no help at all.

It is my belief that the individuals who answer the phone for any department is the first impression for the department. The people should be courteous and willing to help when they are on the phone. My phone experiences were awful, to the point where I was stressed out to even phone the department, because I never knew what attitude I was going to get next. Students are the reason these people have jobs, and if they feel like students are interrupting their daily work, they should consider what their daily work is.

5.5 Are you satisfied with both the channels and the effectiveness of communication between SLAIS students and faculty?



5.6 Please elaborate:

6 students reported satisfaction with channels and effectiveness:

However I would like to see MORE of it. I especially think the director's fora are a great idea, and would like these to happen monthly, or every two months.

Communication has GREATLY improved since May '02. I feel like we have had a voice for the last year, and that SLAIS administration actually cares about the quality of our experience here.

Most faculty members are fantastic and are very approachable/accessible.

I have appreciated the class listservs for class information. I have found that the professors I have had have been very open and welcoming.

The faculty have always been available when needed and are willing to answer any and all questions at any time of day.

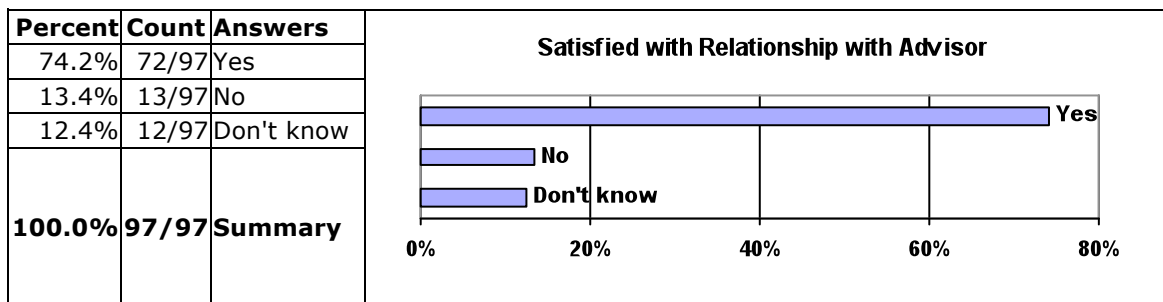
6 students reported dissatisfaction with channels and effectiveness:

This totally depends on different faculty. Some professors are keen to help students out, and they answer all emails right away all the time. Some professors are slow in responding, and sometimes you do not hear from some professor(s) at all.

Just so that it is on the record, I will simply say that I have never studied under a faculty of personalities whom I felt so little drawn to get to know. There is no overwhelming problem, but I keep bumping into this somewhat disappointing feeling that, even though I am very close in age to some of these people, with most of them I have nothing to talk about except libraries.

Except, I feel that the staff is very busy. I never found a new advisor after Ken Haycock left. Ann Curry was the only one with broad/appealing interests - but she wasn't taking-on any more students at this point. It would have been nice to have been able to find a new advisor more easily (to have held an information session or something to learn more about [other faculty]?) The process of 'finding my own advisor' wasn't inviting - not many options/busy staff - It would have been better even to have been given an advisor automatically after Ken left and then have had the option of arranging a switch.

5.7 Is your relationship with your adviser satisfactory?



5.8 Please elaborate:

15 students reported dissatisfaction with the relationship with their adviser:

I've only met with him once since the initial introductions, and then he didn't know me as one of his advisees.

There has been no communication that I have not initiated, and answers to my questions have been perfunctory and vague at best.

I had hoped for a more mentoring relationship. My advisor does not provide clear direction, encouragement or support [and] often seems pre-occupied. Has been rude, abrupt and even hostile to me and other students. Obviously not suited/unwilling to perform this role.

I never talk to my advisor. I am not sure why I have one. I did recently emailed my advisor about scholarships and she directed me to someone else, although the scholarship forms instruct you to contact your advisor.

My advisor seems to be uninterested in working with students except when it comes to helping ... with her research

12 students reported a satisfactory relationship with their adviser:

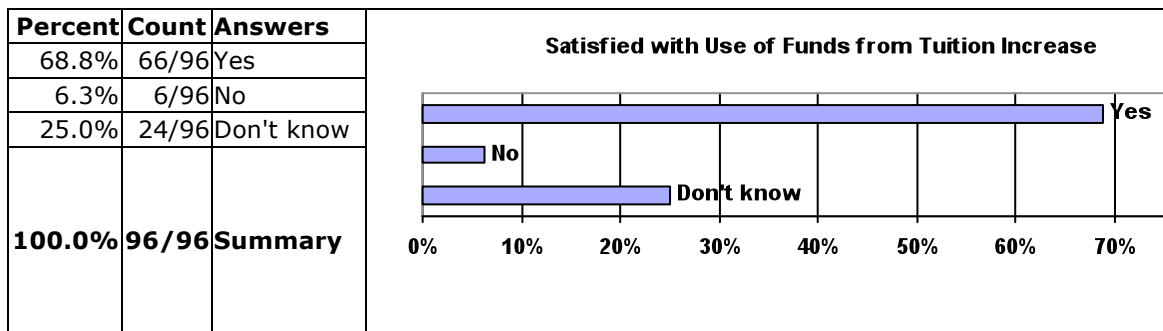
I have found all the faculty at SLAIS to be very open and very interested in what students have to say. I have had meetings with faculty in charge of curriculum planning etc. and they have all treated me with respect and have engaged in a frank and honest dialogue about my concerns. One of the things I really like about SLAIS is the collegial relationship between faculty and students.

I'm not exactly sure what our relationship is but she is always helpful and friendly when I approach her

My advisor has been exceptional. He is easy to approach, willing to discuss any of my concerns and knowledgeable about policies and options at SLAIS. I am very pleased with this relationship and expect that I will remain in contact with him once I have left the school.

My advisor has been very helpful in tracking my current progress at the school and in giving some guidance regarding the selection of courses and career preparation.

5.9 SLAIS was able to hire a full-time sessional instructor for the 2002-2003 academic year. By the end of the academic year, the instructor will have taught both MAS and MLIS courses, handled MLIS practicums, MAS internships, and professional experience course placements. This position was made possible in part by funds received from the tuition increase. Are you satisfied with this use of funds?



5.10 Please elaborate:

9 students expressed satisfaction with this use of funds:

I have ... been very pleased with the way she is handling her responsibilities. I certainly approve of continuing to spend funds on her position.

This is an excellent use of my money.

The more instructors SLAIS has the better the course offerings will be. As long as tuition increases for SLAIS programs continue to be allocated to SLAIS.

5 students suggested that the funds should be used to hire permanent faculty, not a sessional instructor:

Investing funds in full-time, permanent faculty is key to the continued educational integrity of SLAIS.

The hiring of Sessional instructors provides the department with temporary employment, thereby denying a qualified instructor full time, permanent employment. I would rather the money pulled from my clenched fist be used to hire instructors/assistant professors who develop long-term ties to the department. This benefits students and the department in the long run.

I would prefer that the money went into a more permanent position for the same purpose.

4 students were unaware of this use of funds.

2 students suggested that the funds should be used to hire MLIS faculty because MLIS students make up the largest percentage of SLAIS students.

2 students suggested that the duties as described above were too much for one person to handle.

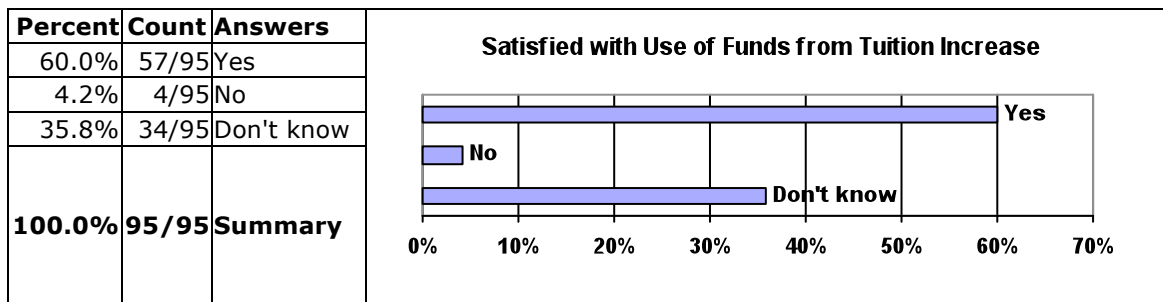
Other comments:

I imagine that faculty/sessionals are hired in response to number of students enrolled (?). If this is the case, why would additional funds be needed -- wouldn't the money from the tuition of additional students be enough? It seems like the tuition increase is beneficial to the sessional (lots of good experience for the resume), but not so much for the students?

I don't know what the alternatives would be for using the fund...

What about the MA students???

5.11 Would you like this use of funds to continue?



5.12 Please elaborate:

3 students express a need for permanent faculty as opposed to sessional instructors.

3 students support the hiring of additional instructors in general.

Other comments:

I wouldn't like to see tuition increases funding only further faculty hiring; there are perhaps other, equally important issues needing funding.

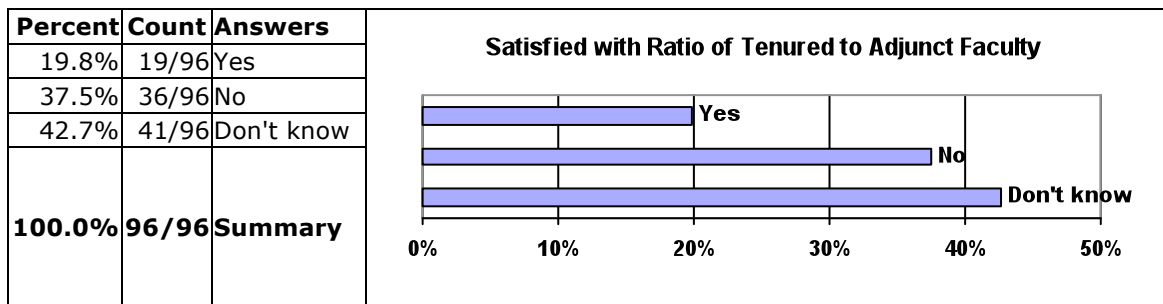
As long as more faculty actually enhances my experience as a student.

I feel a bit better about the tuition increases if I know they will directly benefit the school.

Is this how the school must fund essential and required activities like setting up internships and practicums? this seems odd to me...when will funding catch up with numbers in the program...?

Make the appointment permanent!

5.13 Are you satisfied with the number of tenured faculty versus the number of adjunct (non-tenured) course instructors at SLAIS?



5.14 Please elaborate:

21 students would prefer more tenured faculty:

Because only tenured faculty can be advisors and the amount of students has increased there is undue strain in providing adequate time and human resources for the advising component of a graduate program.

While adjunct staff bring new approaches and valuable experience in the professional field some have been inadequate as teachers particularly in providing an overall knowledge and rigour for critical analysis of the profession.

More tenured and less sessionals please. I like the variety we get from sessionals, but it always seems to be up in the air whether a course will be offered and if so what quality it will be. I feel permanent faculty are more reliable / predictable.

We need more faculty!! There is obviously not enough people to teach courses. People retired but who was hired to fill the gaps with the same experience? i.e. Sylvia Crooks had public library service experience, yet no one was hired that had her experience working in the field -just academics.

I would highly prefer to have full-time tenured faculty teach, especially the core courses and not someone who throws a course together for the short term. There is little way to measure the effectiveness for these instructors, except AFTER the fact. Even at that, does the faculty really use the information from the course evaluations???

5 students appreciate adjunct faculty:

Generally speaking, I enjoy the adjunct faculty - they seem to have new and different ideas and often more current "real world" experience. I think there should be more adjunct faculty used to teach specialized areas.

I feel that sessional instructors with real-world employment experience in the field are a valuable asset.

2 students support the hiring of additional instructors in general.

Other comments:

This question has many sides, and we don't have a lot of information. It is my general impression that adjunct faculty are not well compensated, financially. That is really not okay. They provide our curriculum with a lot of breadth. I have read that there is a trend in library schools to award tenure to faculty in areas that promote use of technology and that, little by little, traditional courses (such as reference) are being taught by adjuncts. (This is a apparently a trend all over, not necessarily, or not particularly, at

SLAIS.) I mention this only because I think we should be aware of this, as an issue, and decide how we feel about it.

That's difficult to answer because sometimes the adjunct course instructors are better than the faculty, sometimes they are not. I would like to see more faculty but from what I understand, they are difficult to find and I would rather have a good sessional teacher than a poor faculty teacher.

5.15 Please use this space to express any additional comments, concerns or questions about SLAIS Administration, Faculty and Staff:

Various comments (sample):

The current faculty and staff are stretched very thin and on the whole, are doing a pretty good job considering the resources available to them.

Huge discrepancy between teachers. Some real easy, some real hard.

I feel that instructors should have library experience, i.e. for teaching reference, it should be mandatory to have experience in the field

There needs to be more strategic planning done at a much earlier date so that students can plan their programs to include all the courses they need.

Section 6 – Additional Comments

6.1 Please use this space to elaborate on any of the above questions or other concerns you may have:

Concerned about the sabbatical and other leaves of 3 key faculty members at one time when faculty numbers are so low in relation to huge increase of students. Courses normally taught by them should have be taught by others

The School ain't perfect, but they are trying. Thanks, I've learned lots.

I am concerned about the apparent lack of direction in the school. I hope this will improve when the new director takes over.

I am in the coop program, and I am not satisfied with the level of instruction or administration involved. The coordinator from the Arts Coop Office clearly has no experience or information about the professions (archivists and librarians). The information seems better suited to undergrad audience than a professional training program. I think coop is a wonderful idea and I think SLAIS should take more control of the program to make it more relevant to participants. Also, open more spots in it! We need experience above all else and many people in my intake have not even found part-time work yet.

The prospect of having to go all the way over to Buchanan from the swing space to put money on our print cards (especially as LASSA is ending for the time being the LASSA print card program) is not an especially happy thought. It's been raised before, but what about a print card-upper nearer the swing space (or *in* the swing space).

It's been a stressful week. Why is this survey released under such a tight deadline?

Remove the May intake for MLS students it is unnecessary and makes it difficult to know fellow students. I believe that the school is graduating to many people each year.

Info on my practicum has been slow to come in. Perhaps there should be more staff working on arranging practicums?

Further tuition increases may make it financially difficult to continue the program full time.

Could we PLEASE fix the listserver so that "reply" goes back to the sender. The SLAIS listservs are the only ones I've used where "reply" results in "reply to all." As a result, I've received embarrassed-people's personal messages, followed by their red-face apologies, for over a year now. It's not intuitive to have to hit the "forward" button to actually reply. Can't we do anything?

Funding is my main concern. I would like more information. Also, I had to pay full time fees because, as a part-time student, I could not afford to keep making my student loan payments. I needed to be full-time to get interest-free, payment free status. This is not a concern for SLAIS, but a general concern for student fees

6.2 What has been your most positive experience at SLAIS?

38 students cited interaction with fellow students.

17 students cited interaction with faculty and staff.

10 students cited coursework.

Sample comments:

Profs are, for the most part, hugely passionate. Student life is good- some great people. Opportunities to learn about professional, get involved in assocs. , etc. Warm feeling of collegiality.

The community. My fellow classmates. Actually finishing the dreadful amount of work and still be alive.

The student camaraderie at SLAIS has been very encouraging. I feel a kinship with many of my fellow students and believe that the atmosphere is not significantly marred by excessive competition.

All the one-credit courses. Hope SLAIS offer more of them.

Student run associations & the ability to initiate student activity

Working in a pair situation with another student on a paper; sharing our work via email - great collaboration

Course group work!

The welcoming environment when I first started.

6.3 What has been your most negative experience at SLAIS?

10 students cited coursework.

8 students cited group work.

7 students cited difficulties planning/scheduling courses.

3 students cited work load and/or stress due to work load.

Other comments (samples):

There has not been enough opportunity to get work experience. Many students come to the school with no applicable experience.

Two things - The demands placed on students by the CORE needs to be revisited. ... there is a concern about the volume of assignment from 510 competing and dominating the learning curve from other core

courses. Students need to have time to adjust to what it take to 'be' in the SLAIS environment, 'be' via WebCT, as well as slowly acclimate to the world of information sciences. Loading on top of that a rather unforgiving assignment structure with the 4 core courses is simply not benefiting anyone, no matter how good our marks may be.

The over representation of public and academic librarians teaching courses (especially sessional instructors)....could we please get some alternate view points!!!! I come from a special library and I often feel like this aspect of librarianship is ignored.

A slight overall disappointment with some of the courses. Some seem a little 'light' in subject matter or treatment thereof. A slight disappointment with some of the teaching.

animosity between faculty members

Negative??? Getting up to the 8th floor!! Also, having to run to Koerner for OUR literature. It will be even harder in the swing space! I only hope there's an elevator in the new space.

My own procrastination

It has been fairly isolating; I do not take the same classes as other MA students, or the core SLAIS classes, so I haven't developed relationships with other students. Therefore, I haven't felt part of the SLAIS social fabric

6.4 How can the PEP Survey be improved in the future?

12 students commented positively about the survey.

9 students suggested that the survey be made shorter.

Other suggestions:

Perhaps you may wish to include a section for those students with 'accessibility' concerns (language, mobility).

Include questions about the coop program.

It would be nice to be able to save it & finish it over a few days rather than all at once... I could wax more poetic this way & elaborate more... I do appreciate the opportunity to express things and I only hope they can be addressed. Thanks for offering this opportunity!!!

It is sort of long.... and it comes at the time of year and when I am just so tired. If you gave me this during the summer, I would have answered more questions.

Have a focus group on some of the issues.

less space for us to write and write and write...

Thanks for the email notice. Sending out the URL was a good move, rather than asking us to email to request the URL