

PEP 2003 – Summary and Recommendations

Section 2 – Curriculum and Courses

General

- 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.
- Students prefer classroom or mixed format courses over online courses.

MLIS

- 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.
- 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.

MAS

- Add more practical application
- Add more instruction in information technology relevant to archives.
- ARST 554, 556A and 575A were most-cited for needing improvement.
- Add MAS course web pages and keep online course information current.
- Review the internship for flexibility, credits and workload.
- MAS students compare their program to the MLIS program. MLIS have more opportunities (1 credit courses, practical experiences, summer courses and financial awards).

Section 3 – SLAIS Facilities

General

- Replace the uncomfortable tablet desks with new furniture, preferably chairs and tables.
- Old SLAIS facilities were appreciated, but had a general sense of disrepair.
- The lounge and kitchen space, including maintenance schedule, were valued and well-used by students.
- Replace the computers in IT Lab 1 with newer, faster hardware.
- Obtain more computers.
- Lounge, group work space, and quiet study space are important facilities.
- Top rated need for New SLAIS facilities: separate quiet and group study space; close second: lounge.
- Add more lockers.

MLIS

- Current cataloguing resources (especially DDC schedules) should be provided for student use.
- Group work space with computers would be very useful.

MAS

- Archival journals available in the reading room are appreciated, but should be used on the premises only so they are available to everyone, all the time.

Section 4 – LASSA and Student Life

- LASSA should consider the needs of part-time and MAEL students.
- LASSA seems overwhelmingly run by MLIS students. MAS students may question LASSA spending. However, colloquia are appreciated.
- LASSA may be perceived as a “radical fringe” by some students, and should be more open and welcoming to general student contributions.
- Time constraints of school, and often paid employment, make it difficult to fully participate in SLAIS student life.
- There is a lack of interaction between the MAS and MLIS student groups, partly due to course scheduling (they are simply not at SLAIS at the same time).
- Interaction between different programs – and different intakes – should be encouraged and fostered.
- UBC administration provided little concrete information about the tuition raises, and the consultation process was insultingly inadequate.
- Information about the tuition raises provided by LASSA and LASSA’s representative on AMS Council was useful.
- The tuition increase has caused financial hardship for some and in general SLAIS students have to work more hours, rearrange already strict budgets, and/or borrow more money.
- There is some confusion about awards and financial aid information, though some useful information is distributed via the slais-students listserv. The school should facilitate improved access to this information.
- More MAS and MAEL awards are needed, and need-based awards in general.

Section 5 – SLAIS Administration, Faculty and Staff

- SLAIS administration processes and communications work well.
- Students are satisfied when communicating with SLAIS faculty and staff.
- Overall, students are satisfied with adviser-advisee relationships, though quality varies dramatically - some students feel that their advisers provide inadequate advice and answers to questions, while a few do not know who their adviser is.
- The additional sessional instructor hired (02/03) was a good use of funds, but more instructors are still needed so that more courses can be offered.
- More tenured (or tenure-track) faculty should be hired, rather than sessionals.

Section 6 – Additional Comments

- The worst parts about SLAIS are the people and the courses.
- The best parts about SLAIS are the people and the courses.