

2004 – MAS/Joint Results

August 2004

Report by Joe Geary

The PEP (Program Evaluation Project) survey received a total of 132 responses, 42 of which came from students enrolled in the Master of Archival Studies (MAS) program and the Joint program.

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.

Many questions were followed by a “please elaborate” question, where respondents were able to write further comments. Where applicable, comments from these elaboration questions are summarized underneath the question the elaboration pertains to. In these cases the question number may skip (from 5 to 7 for instance).

In a number of cases, both the results from the MAS and Joint respondents as well as the results from all respondents (MLIS, MAS, Joint, MACL, CAS and PhD) are listed. In these cases the MAS/Joint results are first and the results from all respondents are second (and noted as being from the overall group).

Spelling errors have been corrected where noticed so as not to detract from the readability of this report.

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

Count	Answer
0/42	Master of Library and Information Studies

27/42	Master of Archival Studies
15/42	Joint (MAS/MLIS) Degree
0/42	First Nations Concentration
0/42	Children's Literature (MA)
0/42	Certificate of Advanced Study
0/42	PhD in Library and Information Studies
0/42	PhD in Archival Studies
0/42	Other

Total: 42/42

2. If you are pursuing your MLIS, MAS or Joint degree, when did you begin your core courses at SLAIS?

Count	Answer
1/39	January 2004
22/39	September 2003
2/39	January 2003
10/39	September 2002
0/39	May 2002
1/39	January 2002
3/39	September 2001
0/39	May 2001
0/39	Before May 2001

Total: 39/39

3. How many credits will you have completed by the end of April 2004?

Count	Answer
23/42	24 or fewer
11/42	25-48
7/42	49 or more

1/42 Don't know

Total: 42/42

4. Are you paying full-time or part-time tuition fees

Count Answer

42/42 Full-time

0/42 Part-time

0/42 Don't know

Total: 42/42

5. Have the required courses you have taken met your expectations?

Count Answer

14/42 Yes, all the required courses I have taken have met my expectations

26/42 No, I have taken required courses that have not met my expectations

2/42 Don't know

For the required archival courses dissatisfaction was most noted for ARST 515 (Arrangement and Description) (6 times) and ARST 540 (Archival Public Services) (6), but was also noted for ARST 510 (Archival Diplomatics) (3), ARST 520 (Selection And Acquisition Of Archival Documents) (1), ARST 530 (Juridical Context of Canadian Archives) (1) and ARST 554 (Database Design) (1)

7. Have the optional courses you have taken met your expectations?

Count Answer

18/40 Yes, all the optional courses I have taken have met my expectations

7/40	No, I have taken optional courses that have not met my expectations
15/40	I have not taken any optional courses yet
0/40	Don't know

Total: 40/40

Optional archival classes that were found not to meet expectations included: ARST 554 (Database Design) and ARST 570 (Management of Libraries and Archives).

9. Have you taken any required courses that you feel should be optional?

Count	Answer
14/41	Yes
23/41	No
4/41	Don't know

Total: 41/41

Required archival courses which respondents felt should be optional included ARST 510 (Diplomatics), ARST 530 (Juridical Context of Canadian Archives), and ARST 540 (Archival Public Services). The overlap of content between ARST 540 and LIBR 540 for the Joint program was also noted.

11. Have you taken any optional courses you feel should be required?

Count	Answer
13/41	Yes
11/41	No

13/41	Have not yet taken any optional courses
4/41	Don't know

Total 41/41

Optional archival courses that were felt should be required included ARST 570 (Management of Libraries and Archives), ARST 573 (Archival Systems and the Profession), ARST 591 (Archival Research and Scholarship) and ARST 593E (Advanced Arrangement: Description of Archival Documents).

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

Count	Answer
1/41	Yes
29/41	No
11/41	Don't know

Total: 41/41

There was one recommendation that the sequence of some archival courses be changed to 1) history of record keeping, 2) current records management, 3) diplomatics.

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

Count	Answer
16/41	Yes, the existing course selection provides adequate breadth
20/41	No, the existing course selection does not provide adequate breadth
5/41	Don't know

Total: 41/41

Respondents commented that the current program focuses too much on theory, records management and textual records of business and government. There was also a comment saying that the program focused too much on public and government archives and not enough on private and speciality archives. Respondents thought there could be more courses on records management, non-textual records, electronic records and archival theory. Furthermore, respondents thought more practical instruction (vs. theory) would be beneficial.

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

Count	Answer
18/41	Yes, all of my areas of interest have been satisfied
20/41	No, I have interests that are unsatisfied
3/41	Don't know

Total: 41/41

Areas of interest that have not been satisfied included further advanced appraisal, more non-textual records, photography, non-paper records, preservation of special mediums, advanced preservation, advanced diplomatics, international archival standards, digital preservation, European and ancient archives, and more on electronic records.

19. Has the scheduling of courses met your expectations?

Count	Answer
22/42	Yes
16/42	No
4/42	Don't know

Total: 42/42

The majority of complaints about scheduling were about last minute schedule changes for classes and concentrated classes (multiple classes for one course in one day) being very draining. Other complaints included the lack of a part-time option for the Archival program, a concentrated class schedule (three classes -- 9am-9pm – in one day), too many 9am classes and the 6-9pm timeslot being bad for learning. There was a positive comment about being able to schedule classes three days in a row.

21. Are there courses that you have been prevented from taking?

Count	Answer
4/41	Yes
33/41	No
4/41	Don't know

Total: 41/41

While the majority of respondents were not prevented from taking courses, one respondent was prevented from taking ARST/LIBR 587 (Preservation). Another comments:

- But LIB courses are supposedly available to MAs, and this should be made clearer to incoming students. LIB profs also seem to think that we can just “register” for any courses – the written request process is not useful.

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

Count	Answer
28/42	Yes
14/42	No
0/42	Don't know

Total: 42/42

Respondents commented on the need to keep course web sites up-to-date, available before classes start and including information about assignments on the course web sites. There was also a call for more course web sites for the Archival program, one respondent commenting:

- The ARST courses need course web pages like those for the LIBR courses.

25. Have you taken any web-based courses at SLAIS?

Count	Answer
14/42	Yes
27/42	No
1/42	Don't know

Total: 42/42

The responses were split by program: with no web-based courses in the Archival program only Joint respondents answered in the affirmative.

26. If "No," how do you feel about the idea of participating in web-based courses at SLAIS?

There were twenty responses to this question. One was a false positive (a respondent who, based on the comment had taken a web-based course), the others broke down as follows:

Negative: 8

Positive: 3

Conditional positive: 5 (Conditions for the format working included the course offered on-line being technology-related [2 responses], having some face-to-face meetings [1], that the format would work, but necessarily for the

Archival program [1], and that the course would have to be well-supported. [1].)

Positive for others, but not for self: 3

28. Which course format would you prefer?

Count	Answer
0/42	Web-based
32/42	Classroom
8/42	Mixed (combination of web-based and classroom)
1/42	No preference
1/42	Don't know

Total: 42/42

The majority (76.2%) of MAS/Joint respondents would prefer the classroom format. This number is higher than the overall response from all respondents (MLIS, MAS, Joint, MACL, CAS, PhD), which is 66.7% (88/132).

Reasons for preferring the classroom format included the importance of discussion and classroom interaction. There was also a suggestion of smaller class sizes.

30. Has the workload for the courses that you have taken been appropriate?

Count	Answer
21/41	Yes
18/41	No
2/41	Don't know

Total: 41/41

Reasons for the workload of courses not being appropriate included that the workload was too heavy (12), too light (2) and that it varies between courses (2).

One respondent suggested that:

- Courses with a lot of concepts, such as Diplomats, those containing legal elements, etc... should have weekly assignments so that each new concept is adequately absorbed and understood.
Midterm or term end testing is too broad and heavy for this to occur.

32. Does your workload affect the quality of your learning experiences at SLAIS?

Count	Answer
31/39	Yes
6/39	No
2/39	Don't know

Total: 39/39

The majority of respondents found that their workload does impact on their learning experiences. Sixteen respondents commented that workload decreased their total learning or quality of work, three of those noting the clustering of multiple assignments' due dates. One noted that one heavy course negatively impacts other courses.

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

Count	Answer
-------	--------

5/40	Carry a full course load for consecutive winter and summer terms
15/40	Carry a full course load for consecutive winter terms, and take one or more summer courses
14/40	Carry a full course load for consecutive winter terms, without taking summer courses
0/40	Carry a reduced load for consecutive winter terms, but carry a full course load in consecutive summer terms
3/40	Carry a reduced course load for consecutive winter and summer terms
1/40	Carry a reduced course load for consecutive winter terms, without taking summer courses
2/40	Don't know

Total: 40/40

Other responses included doing an internship over the summer and doing co-op.

Three respondents noted the lack of archival courses over the summer limiting the manner in which program requirements could be fulfilled.

The most common reasons given for completing program requirements in the stated ways included finishing as quickly as possible (11 responses – 4 of those due to financial constraints), the need to work over the summer (5), that there is no other option due to there not being enough summer classes (4), co-op (2), working during the winter terms (2), and relieving workload from the winter terms (2).

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

Count	Answer
-------	--------

16/39	Yes
16/39	No
7/39	Don't know

Total: 39/39

Of the respondents who commented on this question, 5 noted that the manner in which they are completing their program requirements has positive effects, 2 noted negative effects, and 2 noted that their learning experiences are affected by course offerings.

39. Do the required texts or course materials adequately support and enhance the course curriculum?

Count	Answer
24/42	Yes
11/42	No
7/42	Don't know

Total: 42/42

Comments included that the course materials are not referred to (2 responses), that the course materials are outdated (2), not relevant (1) and do not contain enough information (1). There was also a call for more course materials to be on reserve.

41. The panel that conducted an external review of SLAIS in the spring of 2003 suggested that there was an "artificial divide" between the MLIS and MAS programs. Do you agree with this assessment?

Count	Answer
32/42	Yes
3/42	No

7/42 Don't know

Total: 42/42

Six respondents commented that the divide between the programs is natural, 6 commented that the divide exists because of a lack of contact between the students in the two programs, and 1 that it is because students from the two programs do not have classes together. Three noted that the divide has been made larger because of the current facilities and classrooms. Seven respondents noted that SLAIS is (or at least is perceived to be) dominated by MLIS students.

Common suggestions to how this divide could be bridged included having more cross-listed courses (7) and having more interaction between students in each program. Other suggestions included educating each side about the other, having more archival student chapters, having separate director's forums for the MLIS students and the MAS students, and recognizing the importance of the archival side of the school.

44. Additional comments, concerns or questions about SLAIS curriculum and courses:

- I think that it must be mandatory for MAS students to complete ONE of the following practical courses in order to obtain their degree: internship, professional experience, or Co-op (which is not a course).

One-credit courses would be a great way to give students an introduction to a subject area like indexing, digital archives, different kinds of archives, grant writing, budgets, etc.

- I want our department to be more visible on campus. I want us to be trained to contribute to not only the workforce, but academia. I want our assignments to reflect to needs of the discipline and lead to further research, presentations, and publications. I don't feel these things should be reserved for PhD

students. I've already done my undergraduate studies, and I'm ready to go to the next level.

- If SLAIS is also going to cater for international students then it needs to add a more international flavour to its course curriculum and courses. It should then include materials about that subject as practised and taught overseas and not just focus on the Canadian requirement alone. If not then the course description given in the SLAIS webpage should be explicit in saying that the subjects emphasis is in the Canadian context only.

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

Count	Answer
15/40	Yes
24/40	No
1/40	Don't know

Total: 40/40

While dissatisfaction with classroom facilities among the MAS/Joint respondents (60.0%) was lower than the overall response (MLIS, MAS, Joint, MACL, CAS, PhD) (71.3% -- 92/129), the same complaints existed. The major complaint about classrooms in general is that they are too spread out on campus. The complaints about the three major classrooms included TEF 320 being too small, the chairs being uncomfortable in FNS 40 and the environmental conditions (light and temperature) in Koerner 216. There were calls for more classrooms in TEF III and a student-accessible photocopier in SLAIS. As well, there were complaints about the lack of study space in TEF and the whiteboard in TEF 320.

47. Where do you do most of your studying on campus?

Count	Answer
-------	--------

4/41	SLAIS
7/41	A library
3/41	Other space on campus (non-library)
27/41	I don't study on campus
0/41	Don't know

Total: 41/41

In comparison, the results for all respondents (MLIS, MAS, Joint, MACL, CAS, PhD) was:

31/130	SLAIS
14/130	A library
11/130	Other space on campus (non-library)
72/130	I don't study on campus
2/130	Don't know

The majority of respondents (65.9% of MAS/Joint respondents, 55.4% of all respondents) do not study on campus. Most other MAS/Joint respondents do their studying at a library (17.1%), while the second largest response for the overall group was SLAIS (23.8%). There were 23 complaints overall about the lack of a quiet study spaces at SLAIS and on campus. A number of respondents commented that they only use SLAIS for the computer labs.

49. Are you satisfied with the current kitchen and lounge space at SLAIS?

Count	Answer
29/41	Yes
10/41	No
2/41	Don't know

Total: 41/41

The overall (MLIS, MAS, Joint, MACL, CAS and PhD) results were:

85/128	Yes
35/128	No
8/128	Don't know

Overall, satisfaction with the kitchen and lounge space is high (70.7% among MAS/Joint respondents, 66.4% overall). Complaints included that it is too small or crowded and that it is not adequate for its triple role as study space/group meeting space/social space.

51. Where have you held group meetings on campus? (Check all that apply)

Count	Answer
17/38	TEF 320
29/38	SLAIS lounge
14/38	SLAIS IT Lab I
21/38	SLAIS IT Lab II
15/38	Campus eatery or pub
4/38	Library group study room
10/38	Other location within library
6/38	Classroom in building other than TEF III
0/38	Don't know

The overall (MLIS, MAS, Joint, MACL, CAS and PhD) results were:

Count	Answer
47/124	TEF 320
87/124	SLAIS lounge
63/124	SLAIS IT Lab I
65/124	SLAIS IT Lab II
53/124	Campus eatery or pub
25/124	Library group study room

29/124	Other location within library
38/124	Classroom in building other than TEF III
6/124	Don't know

Students are meeting for group work at multiple locations across campus, but the most used locations for group meetings are in SLAIS, namely the lounge and the two computer labs, though other locations (hallways, chairs in front of the office) at SLAIS are also used. For the MAS/Joint respondents the most used locations are the SLAIS lounge, SLAIS Lab II, TEF 320 and campus eateries or pubs. Eighteen respondents overall commented that they have group meetings off-campus.

53. A maintenance system was re-implemented in January 2004 that asks each SLAIS students to volunteer to clean the kitchen for two days each term. Are you satisfied with the current maintenance of the kitchen?

Count	Answer
27/41	Yes
5/41	No
9/41	Don't know

Total: 41/41

The overall (MLIS, MAS, Joint, MACL, CAS and PhD) results were:

88/128	Yes
8/128	No
32/128	Don't know

Total: 128/128

Fourteen respondents overall noted that they do not use the kitchen.

55. Are you satisfied with the current IT Labs?

Count	Answer
30/41	Yes
10/41	No
1/41	Don't know

Total: 41/41

The overall (MLIS, MAS, Joint, MACL, CAS and PhD) results were:

Count	Answer
93/129	Yes
29/129	No
7/129	Don't know

Total: 129/129

Satisfaction with the current IT labs in the MAS/Joint group and the overall group was high (73.2% for the MAS/Joint group, 72.1% for the overall group). Overall there were 4 complaints about the sight lines to see projections in Lab I, 8 requests for more computers and 2 requests for a closer print card machine.

57. Have you been able to obtain adequate assistance while working in the IT Labs?

Count	Answer
28/40	Yes
1/40	No
11/40	Don't know

Total: 40/40

The overall (MLIS, MAS, Joint, MACL, CAS and PhD) results were:

Count	Answer
88/128	Yes
3/128	No
37/128	Don't know

Total: 128/128

Overall, 10 respondents commented that they have not required help in the IT labs and 2 commented that they do not use the labs. Two respondents asked that there be more lab assistant shifts.

59. In June of 2003, SLAIS moved to the Technology Enterprise Facility III. SLAIS will remain in this space until it moves to its permanent home in the Barber Learning Centre. Please use this space to express any comments or concerns you may have regarding SLAIS's temporary facilities:

Comments from the overall (MLIS, MAS, Joint, MACL, CAS and PhD) results included that SLAIS's temporary facilities are too far from other locations on campus (16) and are too small (14), that there should be a student accessible photocopier closer to SLAIS (4), and that both quiet study space (6) and group study space (5) is lacking.

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

From the overall results there were 2 requests for a student accessible photocopier closer to SLAIS and 2 requests for a closer print card machine. Other comments included:

- I hope that the new SLAIS facility will have enough classroom space to accommodate all SLAIS classes within the facility itself.
- The reduced usefulness of the new SLAIS facilities has meant far less contact between the student in my classes and less contact between faculty and students. I miss the feeling of a learning community that existed in the old space.
- The space is too small, too remote, and too dispiriting, but nothing can be done, so why complain?

61. Does LASSA adequately represent your interests as a SLAIS student?

Count	Answer
14/40	Yes
3/40	No
23/40	Don't know

Total: 40/40

The overall (MLIS, MAS, Joint, MACL, CAS and PhD) results were:

Count	Answer
55/128	Yes
9/128	No
64/128	Don't know

The majority of both the MAS/Joint respondents (57.5%) and the overall group (50.0%) did not know whether LASSA adequately represented their interests as students. Comments included that there should be more communication between LASSA and the student body about meeting times and what LASSA is doing, the importance of having a presence in the GSS, and dissatisfaction with the 2004 AGM.

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

Count	Answer
29/39	Yes
1/39	No
9/39	Don't know

Total: 39/39

The overall (MLIS, MAS, Joint, MACL, CAS and PhD) results were:

Count	Answer
98/126	Yes
9/126	No
19/126	Don't know

Total: 126/126

Comments were varied for this question. While the majority of respondents (74.4% of the MAS/Joint group and 77.8% of the overall group) believe that there are sufficient opportunities to participate in SLAIS student life, participating in that student life is another matter (and in fact the next question). Respondents commented on the need for an ACA student chapter (2 responses), that more marketing is needed for events (1), that LASSA meeting times should be posted (1), and that LASSA should be more involved with new intakes (1). Two commented that a lot is offered and 1 commented that it is easy to become involved in student groups.

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

Count	Answer
-------	--------

20/40	Yes
14/40	No
6/40	Don't know

Total: 40/40

The overall (MLIS, MAS, Joint, MACL, CAS and PhD) results were:

Count	Answer
64/126	Yes
49/126	No
13/126	Don't know

Total: 126/126

While the majority of respondents believe that there are sufficient opportunities to participate in student life (74.4% of MAS/Joint respondents, 77.8% of all respondents), a smaller majority (50.0% of MAS/Joint respondents, 50.8% of all respondents) have been able to participate in student life to their satisfaction.

Reasons for not participating in student life include having no time (15 responses), bad scheduling (including schedule conflicts) (5), not being on campus enough (or living too far from campus) (4), and the lack of facilities for events (2).

67. 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?)

Count	Answer
19/40	Yes
19/40	No

2/40 Don't know

Total: 40/40

The overall (MLIS, MAS, Joint, MACL, CAS and PhD) results were:

47/122 Yes

65/122 No

10/122 Don't know

Total: 122/122

Reasons for not interacting with students from other programs and course concentrations at SLAIS included the lack of opportunities to meet people from other programs (7 responses), the isolation of being in the Core (7), and not knowing who is in what program (6) -- as described by one respondent with the comment:

- There are always folks roaming around whom I don't recognize, who are these strangers, intruders? Some faces don't seem to be on the picture board.

One respondent commented:

- Where would I do this? When would I do this? Give me an opportunity and I'd probably take it.

69. Are you currently in debt due to the cost of your post-secondary education and incurred living expenses?

Count Answer

34/41 Yes

7/41 No

0/41 Don't know

Total: 41/41

The overall (MLIS, MAS, Joint, MACL, CAS and PhD) results were:

Count	Answer
91/128	Yes
37/128	No
0/128	Don't know

Total: 128/128

The majority of respondents are in debt due to their post-secondary education and incurred living expenses (82.9% of the MAS/Joint group and 71.1% of the overall group). Three respondents commented that they are not currently in debt, but expect to be by the end of their programs.

One respondent commented:

- Is there a way to do this with out debt - let us all in on the secret

71. Was the tuition consultation process satisfactory?

Count	Answer
8/40	Yes
16/40	No
16/40	Don't know

Total: 40/40

The overall (MLIS, MAS, Joint, MACL, CAS and PhD) results were:

Count	Answer
32/126	Yes
36/126	No

58/126 Don't know

Total: 126/126

The majority of respondents in the overall group did not know whether the tuition consultation process was satisfactory or not (46.0%), while the number was tied for the MAS/Joint respondents who did not know (40.0%) and answered no (40.0%).

Ten respondents commented that the tuition consultation process made no difference and 2 described it as lipservice.

73. Were you aware there was a tuition information session held in February 2004 on the UBC tuition setting process?

Count	Answer
30/41	Yes
9/41	No
2/41	Don't know

Total: 41/41

The overall (MLIS, MAS, Joint, MACL, CAS and PhD) results were:

Count	Answer
96/127	Yes
23/127	No
8/127	Don't know

Total: 127/127

While the majority of respondents (73.2% of the MAS/Joint group, 75.6% of the overall group) knew about the consultation, 22.0% of the MAS/Joint group and 18.1% did not know about it.

75. Have the tuition raises affected you personally?

Count	Answer
31/41	Yes
5/41	No
5/41	Don't know

Total: 41/41

The overall (MLIS, MAS, Joint, MACL, CAS and PhD) results were:

Count	Answer
89/128	Yes
29/128	No
10/128	Don't know

Total: 128/128

For those who responded yes, there were some common ways that tuition increases affected them personally. Twenty-nine commented on having less money, 29 commented on being in more debt and 5 commented about being under more stress due to the tuition increases.

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

Count	Answer
22/37	Yes, adequate information has been provided about student awards and financial aid.
6/37	No, awards information has been adequate but financial aid information has not been adequate.

- 4/37 No, financial aid information has been adequate but awards information has not been adequate.
- 5/37 No, both awards and financial information have been inadequate.
No, both awards and financial information have been inadequate.

Total: 37/37

The overall (MLIS, MAS, Joint, MACL, CAS and PhD) results were:

Count	Answer
73/121	Yes, adequate information has been provided about student awards and financial aid.
20/121	No, awards information has been adequate but financial aid information has not been adequate.
10/121	No, financial aid information has been adequate but awards information has not been adequate.
18/121	No, both awards and financial information have been inadequate. No, both awards and financial information have been inadequate.

Total: 121/121

The majority of respondents (59.5% of the MAS/Joint group and 60.3% of the overall group) replied that adequate information had been provided about student awards and financial aid. Comments from the overall group included that more promotion is needed (3 responses), the information is available but the respondents are not able to receive the awards or aid (3), there is not enough time to apply by the time the information becomes available (2), that the process of how the awards are given out is not clear (2), confusion about how to apply (1), and that the information is lost in e-mail (1).

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

Experiences as UBC students vary. Comments from the overall (MLIS, MAS, Joint, MACL, CAS and PhD) group included:

- Generally my experience thus far I have not been impressed with UBC. I feel like the students come last and the University comes first. It is a pity I always hoped education should be about the students, especially at the MA level.
- UBC seems to be very student oriented. I am impressed with services (particularly Education Library) and offerings for Grad students. This is the third university I have attended and by far my best experience.
- The cohesiveness of the SLAIS community is a key factor for student life at the school.

There are people from my intake that I rarely or never see because they have no reason to spend time in TEF unless they have classes there.

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

Count	Answer
37/41	Yes
1/41	No
3/41	Don't know

Total: 41/41

The overall (MLIS, MAS, Joint, MACL, CAS and PhD) results were:

Count	Answer
116/130	Yes
8/130	No
6/130	Don't know

Total: 130/130

The majority of respondents answered yes (90.2% of the MAS/Joint respondents, 89.2% of the overall group). Comments from the overall group included 12 positive comments, 3 negative comments, a comment about uncertainty about paying the May tuition instalment, a complaint about high SLAIS fees, 1 complaint about summer registration and 2 calls for a student-accessible photocopier.

82. Are you satisfied with the channels and the effectiveness of communication between SLAIS students and staff?

Count	Answer
35/41	Yes, I am satisfied with both the channels and the effectiveness of communication with SLAIS staff.
0/41	No, I am only satisfied with the channels, but not the effectiveness of communication with SLAIS staff.
0/41	No, I am only satisfied with the effectiveness, but not the channels of communication with SLAIS staff.
1/41	No, I am not satisfied with either the channels or effectiveness of communication with SLAIS staff.
5/41	Don't know

The overall (MLIS, MAS, Joint, MACL, CAS and PhD) results were:

97/130	Yes, I am satisfied with both the channels and the effectiveness of communication with SLAIS staff.
5/130	No, I am only satisfied with the channels, but not the effectiveness of communication with SLAIS staff.

2/130	No, I am only satisfied with the effectiveness, but not the channels of communication with SLAIS staff.
6/130	No, I am not satisfied with either the channels or effectiveness of communication with SLAIS staff.
20/130	Don't know

Total: 130/130

84. Are you satisfied with the channels and the effectiveness of communication between SLAIS students and faculty?

Count	Answer
30/40	Yes, I am satisfied with both the channels and the effectiveness of communication with SLAIS faculty.
2/40	No, I am only satisfied with the channels, but not the effectiveness of communication with SLAIS faculty.
1/40	No, I am only satisfied with the effectiveness, but not the channels of communication with SLAIS faculty.
5/40	No, I am not satisfied with either the channels or the effectiveness of communication with SLAIS faculty.
2/40	Don't know

Total: 40/40

The overall (MLIS, MAS, Joint, MACL, CAS and PhD) results were:

Count	Answer
81/125	Yes, I am satisfied with both the channels and the effectiveness of communication with SLAIS faculty.

13/125	No, I am only satisfied with the channels, but not the effectiveness of communication with SLAIS faculty.
2/125	No, I am only satisfied with the effectiveness, but not the channels of communication with SLAIS faculty.
14/125	No, I am not satisfied with either the channels or the effectiveness of communication with SLAIS faculty.
15/125	Don't know

Total: 125/125

While the majority of respondents (75.0% of the MAS/Joint group, 64.8% of the overall group) were satisfied with both the channels and effectiveness of communication with SLAIS faculty, there were varied experiences. Comments from the overall group included:

- I really feel fairly out of touch with the faculty. I rarely see most of them, and usually find it hard to strike up any sort of meaningful conversation when I do. I have some sense that the feelings are mutual. It does seem as though, outside of class, we lack a means of interaction with our faculty.
- For the most part, everyone seems friendly and open and interested. There seem to be lots of opportunities to meet and talk and laugh with your professors in both formal and informal situations, and that is fantastic.
- There have been two director's forums and one forum on Library Core issues this academic year. We are being heard.
- For the most part, the avenues are there for communication with SLAIS faculty. The only difficulty is in the fact that each faculty member has a different preference for communication. In some cases, if one does not communicate the preferred way, communication is ineffective.
- I am shocked that faculty email students hours before a course begins providing information necessary for their course that day. Not everyone can read their email every hour to catch faculty's messages. There should be a rule faculty can't email course information unless it is emailed 24 hours before that day's lecture. This is really really bad.

86. Is your relationship with your advisor satisfactory?

Count	Answer
28/40	Yes
5/40	No
7/40	Don't know

Total: 40/40

The overall (MLIS, MAS, Joint, MACL, CAS and PhD) results were:

Count	Answer
79/126	Yes
27/126	No
20/126	Don't know

Total: 126/126

The major complaint expressed by the respondents was a lack of contact with their advisor (19 responses).

88. Are you satisfied with the number of tenured or tenure-track faculty versus the number of adjunct course instructors at SLAIS?

Count	Answer
19/39	Yes
12/39	No
8/39	Don't know

Total: 39/39

The overall (MLIS, MAS, Joint, MACL, CAS and PhD) results were:

Count	Answer
-------	--------

49/125	Yes
36/125	No
40/125	Don't know

Total: 125/125

The satisfaction with the tenured or tenure-track faculty versus the number of adjunct course instructors at SLAIS was higher among the MAS/Joint group (48.7%) than the overall group (39.2%). Comments from the overall group included that there should be more instructors (16 responses), that there should be more sessional instructors (1), that there are too many adjunct course instructors (2), that the adjunct course instructors are good (16) (especially because of their experience in the field), that they are bad (3) (primarily because of teaching ability), and that teaching ability is important for all instructors (4).

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

This question was accidentally duplicated with question 91, respondents responded to both. Comments from the overall group included:

- not enough instructors
- There should be a formal way (ie an online calendar) where all SLAIS activities are posted. This way people can stay informed re: upcoming panel discussions, CLA meetings, guest speakers, etc. The current system is inefficient in that it relies on one-off emails on the listservs: this is not consistent or reliable.
- We need a bibliographic control specialist on faculty.
- I think SLAIS has done a good job trying to keep up with the times and trends. They just need a bigger department with more professors.

- To the extent that SLAIS is in a position to stand up to the UBC administration and demand that the quality of education be maintained, it should do so. Otherwise, I cannot think but that the education available at SLAIS will lose any and all meaning. SLAIS will become a librarian (& archivist) “factory.”
- It would be helpful if faculty members would post their office hours on or adjacent to their office doors. Right now I have to check course websites to find out the office hours of instructors whose courses I am not currently taking and this is inconvenient.

92. What has been your most positive experience at SLAIS?

The most positive experiences have been with people and courses.

93. What has been your most negative experience at SLAIS?

The most negative experiences have been with people and courses.

94. How can the PEP Survey be improved in the future?

The primary criticisms of the PEP survey were its length (too long), to check spelling and ambiguity of the questions before posting it, and to gather suggestions for questions from students.