

Narrative Evaluations

- 1) *Do you have any practical suggestions for improvements to RBS's online logistics?*
 1. {no response}
 2. No.
 3. No
 4. I thought the online logistics were handled beautifully. Great job in difficult circumstances.
 5. It would be great to have more interaction with classmates and the instructor outside lecture time, like one would have during coffee/lunch breaks in person.
 6. The courses should be more interactive.
 7. Everything seemed to work relatively smoothly.
 8. No suggestions. The online logistics were very straight forward and staff provided several opportunities for guidance either through online demonstrations or via email.
 9. Technology uneven
 10. No.
 11. none
 12. Not really. Everything was clearly explained and documented. It might have been nice to get the information, like the guide for the course, more than just a few days before the course began. I am just the kind of person who likes as much information upfront as possible.
 13. To extend the length of the zoom time to better accommodate the breadth of the subject as compared to the in-person course.
 14. I was pretty impressed with how well prepared the instructor was to handle online teaching. Tech issues were minimal and were resolved very quickly and didn't interfere with the delivery of the course.
 15. In my second course - I have received an invitation to include a short profile for classmates. I thought this a good innovation and I would like to have seen something like that for this course as it would have made it easier to chat and mingle &c. I found the document camera a bit small to view on a laptop
 16. {no response}
 17. {no response}
 18. GatherTown as a replacement for a virtual "cocktail party" has limited use (people wandering in and out of conversations can be confusing and distracting without the visual and behavioral cues we use in real life). But we did use it successfully this week to meet outside of class in a small group, and it was useful for that. The document camera, there must be a way to make a kind of template for the instructor, so that they can correctly orient objects more quickly and easily (rather than having the SA constantly telling them the book is upside down or sideways, or that the zoom level isn't appropriate). 10 hours is insufficient as a

replacement for the regular course. All we could get was a kind of birds-eye survey view of the material, a tantalizing taste that makes me want very much to take the full course.

19. Communication and logistics online this year went very smoothly, even given the new online venue for courses. One element that would have been nice would have been a notification, perhaps via email, of when the advanced reading list for the courses that I had registered for went live on the website. There was an issue with emails from the course listserv getting funneled directly into my Spam folder in Gmail. I was actually unaware that this was happening until mid-week but received prompt assistance from Donna Sy once I expressed the issue in Gather.town.
20. I can think of no practical suggestions at the moment. Was very appreciative of how smoothly the Zoom meetings were run, and of the consolidation of important links in the course's Important Information Guide.
21. In person courses are better. Bring them back, please

2) *How would you describe your encounters with RBS staff?*

1. {no response}
2. Positive, helpful, professional.
3. Very helpful
4. Excellent.
5. minimal
6. Great!
7. Perfectly pleasant.
8. Fantastic! Everyone has been extremely friendly and helpful.
9. Cordial and helpful.
10. Very good.
11. Extremely professional, efficient, and pleasant
12. I guess the only encounters I had with RBS staff were in receiving the scholarship for tuition (months ago) and the course assistant during each meeting, and all of those encounters were positive.
13. Minimal in present zoom format.
14. RBS staff were polite and friendly.
15. Excellent. A wonderful group of people
16. {no response}
17. Wonderful! Every staff member I've spoken with has been extremely helpful. Our course's session assistant, Will Norton, was great at facilitating discussion, providing technical assistance, and keeping things running!
18. Lovely, as always!
19. Always helpful, professional, and welcoming. As mentioned in the previous question, the moment that I mentioned the listserv issue, Donna Sy was ready with instructions on how to rectify the situation and also mentioned adding the info to future student orientations. Staff who were in my course were excellent members of the class, offering their knowledge about RBS collections (especially Ruth-Ellen St. Onge) in the Zoom chat in ways that enhanced the experience.

20. My encounters with RBS staff were all great. Everyone has been incredibly helpful and welcoming.
21. Warm, friendly, and professional.

3) *If you attended any of our optional evening events, do you feel that they were a good use of your time? Were there any that were particularly important to your RBS experience?*

1. {no response}
2. I attended the lecture, and the opening welcome lecture on Sunday. I thought they were both good.
3. {no response}
4. Yes, I enjoyed the social gatherings on Gather.
5. I regret not being able to attend the evening events and would have preferred a more fully immersive experience like the in person classes.
6. {no response}
7. I did not attend any of the online optional events, but I would have attended the Karmiole lecture if I hadn't had a scheduling conflict.
8. {no response}
9. Yes, for meeting new people.
10. Yes, very well done.
11. {no response}
12. I was unable to attend the evening events because I am currently located in Europe.
13. Did not attend.
14. I found that sometimes the scheduled Gathertown sessions could be sparsely populated, and I wonder if having more concrete events would help, as well as advertising and making a bigger deal of them in general on the RBS side. It's difficult to get mildly anti-social nerds to congregate, we could use a bit more of a push.
15. I haven't been able to attend an optional evening event yet due to other commitments.
16. {no response}
17. {no response}
18. I very much enjoyed Michael Winship's talk. One of the books he talked about actually turned up in our class the next day, so the talk felt like a very good fit for this week!
19. I appreciated the opening reception on Sunday night, especially the remarks from the executive director. They were effective at getting me excited for the week. It also made me excited to try and make it to an in-person course in the future. The lecture was a bit less successful in that the format didn't seem to suit the presentation style of the presenter. The Zoom format seems to work best with a more dynamic and visually appealing presentation and there was also some distracting background noise that made it difficult to maintain focus during the presentation.

20. While I had to duck out of this week's Tuesday evening lecture a little early, I generally find those to be a wonderful part of the RBS experience. Likewise, did not take advantage of gather.town as much as I had hoped I'd be able to this week, but really appreciate that space, both as a way to mingle a bit with fellow students, and as a platform for office hours this week.
21. I had a hard time engaging with Michael Winship's lecture.

4) *Were the pre-course reading assignments useful? Are there any readings that you would like to see added or removed in future years?*

1. {no response}
2. Yes.
3. {no response}
4. There were so many readings that it felt impossible to know where to start! Great list, though.
5. They were useful, but it would have been nice to have the list sooner. I was able to source very few of them due to the limitations caused by Covid.
6. The reading list was very useful. I wish there had been more time to discuss any of them. In any case, they will be of great use while I continue to learn more about this topic.
7. Yes, they were helpful.
8. {no response}
9. Class rarely dealt directly with the readings.
10. Yes to the first, no to the second. I'm especially grateful that the reading list is publicly accessible.
11. N/A
12. I was only able to read one chapter in advance of the course due to some unforeseen circumstances, but I don't think any reading was ultimately necessary to follow the course if one already has some historical and bibliographical background knowledge.
13. Very helpful readings. Dropbox materials would have been helpful if they had been available earlier.
14. The pre-course reading was excellent, though there is a lot of it I need to catch up on after the course. It helped that the instructor specified the most crucial texts to try and get a hold of before the course, and I'd recommend making that even more explicit.
15. Yes. The list was exhaustive and provided well ahead of time.
16. {no response}
17. {no response}
18. Very useful, although I would describe the complete list more as a bibliography for use after the class. The highlighted items, which I read, were super-useful to have under my belt before the course, ESPECIALLY Richard Benson's THE PRINTED PICTURE (indispensable); the rest will be useful in the future as references.
19. Yes, although I must confess that due to personal reasons I did not have time to read all of the suggested texts. However, having the list is invaluable and will

inform more in-depth reading and research on this topic in the future. I'm contemplating purchasing several of the suggested books for reference in my work.

20. Yes, the pre-course reading assignments were incredibly useful. Richard Ovenden provided us with a very thorough bibliography, and marked several that he recommended we read before the course. I am eager to dive more deeply into the rest of the reading list.
21. Having a reading list was extremely helpful.

5) *What are your thoughts on the course workbook and/or other teaching materials distributed during class? Was the content appropriate and useful? Will it continue to be useful for you after the course?*

1. {no response}
2. Slides and booklists were very helpful.
3. {no response}
4. {no response}
5. The slide deck and book list should prove quite useful.
6. The PowerPoint presentations and the book lists were very informative. They will certainly help me.
7. My interest is primarily in the 19th century portion of the class. As such, I will likely not utilize the second half of the materials provided. The early portion of the slides, &c., will be of use.
8. The teaching materials distributed during the course were great and complimented the items we viewed during the sessions. They will be helpful to consult alongside my notes in the future.
9. The slide decks will be very useful.
10. I thought they were very good; the supplement of the live show and tell with the doc cam further enriched the slides that were shared, and it was so helpful to have the slides and text lists posted ahead of time via Dropbox.
11. The content distributed in advance of the course (book lists & powerpoint slide decks) were excellent to give us a preview of what was to come and extremely helpful in terms of note-taking and keeping on track with the lectures during the course.
12. The combination of slides and the document camera worked a lot better over the course of the week than I thought it would when we first started on Monday. My own research is in a very different area from the content of the course, so I probably won't get as much use of the materials in the future as others, but I appreciate them nonetheless.
13. I look forward to continuing to access the materials.
14. The extensive reading list will be a very useful resource going forward and the instructor is sending out some follow up material as well.
15. The materials were useful and well prepared. I annotated most of the slides in real time.
16. {no response}
17. {no response}

18. Richard essentially provided us with the slide deck from the full-length course, so that is very generous and will be useful going forward. Amazingly detailed and comprehensive.
 19. The list of books presented in each day of the course is extremely helpful, both during class sessions and for future reference. I'm grateful to have it for locating and examining these books in the future. The slide decks are a fantastic resource and will help me decipher my written notes in the future.
 20. Richard provided us with his slides and book lists (of items shown during the class sessions) for each day of the course. These were very useful for reference and note-taking throughout the week. His slideshow presentations were very detailed; I look forward to spending a little more time with the details, and being able to refer back to them alongside my notes in the future.
 21. The materials distributed and the lectures were absolutely wonderful and useful.
- 6) *How do you plan to use the skills and knowledge acquired during your RBS course? Did you walk away with any "aha!" moments, new ideas, or project plans?*
1. {no response}
 2. Skills and knowledge will help me with cataloging and interpreting photobooks in my institution's collection.
 3. {no response}
 4. {no response}
 5. I plan to use it in my collection development work as well as future programming (exhibitions, tours, talks, &c.)
 6. I learned a great deal about processes, but it is a shame that we were not able to take this class in person. It is very difficult to appreciate the quality of materials online.
 7. To better describe photo illustrations in our catalogues.
 8. I plan on doing a deeper examination of photobooks in our collection and promote/transmit this knowledge through blog posts or other projects.
 9. Personal growth and development.
 10. They will enrich my own research and my communications with other scholars and with sellers. This course really helped give me a very clear historical and technological overview and filled in many gaps. One of the real benefits of taking this course online was getting to see objects from the Bodleian and nearby institutions that we wouldn't ever get to see in Charlottesville or DC.
 11. I'm coming away with more technical knowledge about photographic book production that I intend to use immediately in my own research as I seek to better identify some methods of photo-printing and book publication. I also came away with new, great ideas for how to teach some photo-illustrated book materials in the survey course I teach on the global history of photography, which I'm extremely excited about!
 12. Should I have the chance to design or contribute teaching to a general book history course in the future, now I will know to reserve some time in the modern section for this rich genre.

13. I plan to explore availability of purchase of photo books encountered in the course.
 14. I won't currently have an opportunity to incorporate the course into my professional life, but it will direct my private study for the foreseeable future.
 15. The course provided me with a solid understanding of the history of the photograph in books. This understanding will inform my bibliographic and cataloguing activities. The course also provided me with some guidance and an outline of further reading and self-guided study/research in the future
 16. {no response}
 17. Yes! I keep a little notebook full of ideas, and I found myself jotting down research questions/ideas nearly every day in class.
 18. I will definitely try and locate some of the books we talked about, especially the ones Richard identified as "under-appreciated" (i.e., likely to be pretty cheap!). I'm also especially interested now in stereo cards, and will conduct some research on them going forward.
 19. I found the course to be an excellent introduction to the history of photographs in books, something I knew practically nothing about prior to the course. In many ways, the course taught what to look for and what questions to ask when I encounter photographs in books. I was especially struck by the negotiation for primacy between text and image that Prof. Ovenden mentioned throughout the course. This is an issue that I've found very interesting in my own work; while my prior work has mostly focused on the relationship between text and other forms of illustration, I will now have a better framework for interrogating the role of photography as well.
 20. Yes, I am walking away with many "aha!" moments and a lot of food for thought--so many potential areas of research, new ways of looking at and thinking about photobooks, and ideas for future creative projects. Richard's enthusiasm for the photobook has been absolutely contagious.
 21. I plan to use it in my own research. Many "aha" and "click" moments where the pieces of the puzzle fell in place.
- 7) *Did the instructors help you to acquire all the skills and information promised in the course description? Did you learn what you had hoped to learn?*
1. {no response}
 2. {no response}
 3. {no response}
 4. I feel that the course tried to cover too much ground in the limited time, so I didn't learn as much as I expected to. The emphasis on discussing a small number of very famous books means that, for the twentieth century, I did not see many books that I had not seen before. I think that for this small number of hours, the course should have been limited somehow--either just the nineteenth century with more breadth of coverage, or, a focus on some very specific trends in the twentieth century. As it was, the books for the twentieth century felt like an almost arbitrary (and very conservative) selection considering how much was produced in the period.

5. I was hoping for a bit more depth, but I thought the instructor did an amazing job given the total course time being cut by 75%.
6. I did learn what I had hoped to learn.
7. I think this course was hampered a bit by the online format. The trimmed time (10 rather than 40 hours) really cut down on the material that I would have found to be personally useful, and the ability to see actual exemplars in person would have helped substantially.
8. Absolutely. It was a whirlwind of information over the course of the week. I believe I was provided a great foundation of photographic print processes and will continue to dive deeper into these processes.
9. Yes and yes.
10. Yes definitely to both questions! Ovenden was so gracious with his time, answering questions not just during sessions, but emailing the list, emailing students, and offering Office Hours in Gather.town. Will Norton also helped ensure we learned all that was promised by doing an impeccable job sharing questions from Chat and keeping us updated via email.
11. Absolutely. The instructor (Richard Ovenden) was able to pack a high volume of information and examples into an extremely short, 10 hour period. While I can only imagine the wealth of knowledge and interesting conversations we would have all had over a 40-hour, in-person course, I still came away from this version of the online course feeling inspired and with more knowledge than I came in with. I was especially impressed that there was still time for questions at the end of each of our short sessions, which the instructor answered as efficiently and as thoughtfully as possible.
12. Yes, I think I learned what I hoped to learn. My aim was mainly to get exposure to this period and genre because it is so far out of my wheelhouse, and now between the course meetings and the reading list as a resource, I feel more confident about wading back into these waters in the future.
13. Course was consistent with my expectations considering the ten hour zoom limitation.
14. Yes, the instructor is very knowledgeable and a clear communicator, as well as being very accessible by email in advance of the course.
15. Yes and Yes.
16. {no response}
17. Despite the limitations of such a condensed course, I think it definitely lived up to the description/my expectations.
18. As stated earlier: 10 hours is insufficient as a replacement for the regular course. All we could get was a kind of birds-eye survey view of the material, a tantalizing taste that makes me want very much to take the full course. I can't count how many times Richard made reference to, "usually we would look at this at the Library of Congress" or "in the full course I have time to..." So, I'm disappointed, not in Richard's execution of the class, but in the limitations imposed by the 10-hour time frame. Thankfully, Richard was generous enough to have "office hours" for 20 minutes or so before class on Tuesday-Friday, which provided a small space in which to ask questions and have more free-ranging discussions,

but overall, the week still felt constrained and inadequate. I guess, overall: I'm grateful for the information I acquired this week, but it left me wanting more.

19. Yes and more! I only wish that we could have been in person so that we could interact more directly with the examples and have more casual discussions about questions raised in the course.
20. Yes, the course's scope was impressively wide, given the 10 hours; information covered was as promised. It was wonderful to see so many examples from both the Bodleian and Richard's personal collection.
21. Yes, the instructor did that very much. I learned more than I expected.

8) *Are there other ways in which the course could have been improved?*

1. {no response}
2. Although the course focused mostly on books by white men, the instructor did make an effort to highlight women photographers and a handful of photobooks by people of color. I would hope that in the longer version of the course, there would be more examples of work by people of color.
3. {no response}
4. More examples! More diverse examples both aesthetically and culturally. Too many white men.
5. {no response}
6. The course could have been more interactive. There was barely discussion during class time. I became more disengaged as the course progressed. I ended up turning off my camera because most people were doing the same. It would be helpful if there was a discussion at the beginning of the class about expectations for taking a course online, i.e. turning on camera, how to use the chat, etc.
7. I felt it was a bit Euro-centric in the early portion, which may simply have been due to the materials at hand in Oxford. It would have been interesting to hear more about the spread of the early photographically illustrated book around the world -- though perhaps this was also a matter of time constraints.
8. {no response}
9. More interaction. This was hampered by the geographical issues.
10. No.
11. All I can say is that I would happily take this course again if it were offered in-person, as it was clear that there was still so much to learn from thumbing through the pages ourselves and with the guidance of Ovenden in the room!
12. Not that I can think of right now
13. Longer zoom class sessions.
14. Naturally I think the course suffered from not being in person.
15. This course could have run for more time.
16. {no response}
17. {no response}
18. {no response}
19. The pace was quite blistering. It seemed like the course this year was adapted and/or shortened from a previous version and the supporting materials did not quite fit the format presented in this version of the course at times. For example,

the list of books presented on the document camera was sometimes in a different order than that presented in the slide deck. Also, we had to skip over a more thorough explanation of the printing processes, especially in meetings at the end of the week--more explanation of the photographic and printing processes would have been welcome, but perhaps that is something that belongs in a different course. Of course, I would have loved to have seen or even practiced some of the photographic processes that were mentioned, but that seems more possible in an in-person format. I also wish there had been more discussion of use of photographs in ways that did not privilege the image as much. For example, what are more quotidian uses of photographs in books such as textbooks and advertisements? I also would have liked more expansive coverage of cultures and locations--the examples were largely Western even into the late 20th century in a way that reinforces a traditional narrative in some ways. Perhaps additional courses on the photographic book in other contexts could somewhat address this. Also, more deconstruction of the social implications of the photographer's gaze and the connections to empire and neocolonialism would be very welcome.

20. I was incredibly satisfied, especially given the limitations of an online course.
21. {no response}

9) *Who might benefit the most from taking this RBS course?*

1. {no response}
2. {no response}
3. {no response}
4. People with very little knowledge of the photographic book. I think it would be smart to take the class on photographic processes first.
5. Librarians, curators, book and photo dealers, and educators who teach art/photo history.
6. Anybody interested in the history of photography and printed books.
7. {no response}
8. {no response}
9. Anyone with an interest in the field of the photographic book.
10. I think this version of the course is especially useful to novices, but I got the sense that several of the more advanced students got a lot out of the course too. Also, the Chat proved extremely helpful; it was so nice to get recs for videos and other readings from the students via chat.
11. While I (thought I) already knew a fair amount about the photographers and photographic books presented in this class (as I teach surveys about the history of photography in a university-setting), I came away with a much deeper knowledge about photo-book production and an appreciation for the role of the publishers as collaborators in these processes. I also learned important technical skills and a more technical vocabulary in learning about how to talk about these publication processes that I am eager to share with students & I also intend to incorporate more discussions on book editions and editioning into our classroom modules. I highly recommend this course for other scholars and academics who work with photography, especially if it has not historically been their main area of focus.

12. An interested outsider, like myself, would get a lot out of the wide chronological scope of the course and benefit from the historical context provided without getting too bogged down in technical details
13. Those who have an interest in the subject or who catalog photobooks.
14. Anyone who has or is looking to build a photobook collection or is interested in more contemporary methods of photographic printing.
15. The course is best suited as an introduction or refresher to the history of photography in books.
16. {no response}
17. {no response}
18. In the virtual format, I think this is useful for those who are unable to travel to Rare Book School in person. (For example, we had a student in class who was in Australia, joining us at 4am local time!) That said, even in the virtual format, a longer course (closer to the length of an in-person RBS class) would be much more useful.
19. Anyone who would like an introduction to the development of photographs as an alternative method of illustration and how the book (and some magazine) formats were used to present photographs.
20. I think anyone who works with and thinks about photographic books could benefit from this course. It is also a great complement to the RBS Identification of Photographic Print Processes course.
21. Archivist, photographes, publishes, media and visual communication professionals, curators.

10) Do you feel that you got your money's worth?

1. {no response}
2. Yes.
3. {no response}
4. Not entirely, but I think that the issues I had with the class are due to COVID and its causing the need to shift the class to a digital format.
5. Yes.
6. Yes.
7. I think the course was a bit pricey given that it was trimmed to a quarter of its content and time. I walked away with a little bit of useful information -- and a reading list for followup after the class -- but probably not \$750 worth.
8. Yes
9. yes
10. yes!
11. Yes.
12. I mean, it was free to me, so definitely! In earnest, I think it was worth my time, and I am glad that I chose to enroll.
13. In this format, I do not think it had same value. Tuition might be reduced to reflect the reduced length of the zoom period.
14. If paid for by institution or scholarship yes, it's worth it. If being paid for with private funds I would recommend waiting until in-person courses resume.

15. Yes
16. {no response}
17. Yes, though I couldn't have done it without external funding.
18. No.
19. Yes!
20. Yes, absolutely.
21. Very much indeed

11) *On a scale of 1–10 with 10 being most likely, how likely are you to recommend this course to others?*

1. 8
2. 9
3. {no response}
4. 5
5. 10
6. 9
7. 10
8. 10
9. 8
10. 8
11. 10
12. 8
13. 8
14. 9
15. 10
16. {no response}
17. 9
18. 10
19. 10
20. 10
21. 10

12) *If your course had any virtual field trips or guest speakers, do you feel that they were time well spent?*

1. {no response}
2. N/A
3. {no response}
4. {no response}
5. {no response}
6. {no response}
7. {no response}
8. {no response}
9. n/a
10. NA
11. N/A

12. N/A
13. N/A
14. N/A
15. Not applicable
16. {no response}
17. {no response}
18. {no response}
19. N/A
20. N/A
21. NA

13) *Do you have any additional thoughts or advice for anyone considering taking this course in a future year?*

1. {no response}
2. {no response}
3. {no response}
4. Hard to know because I took the special short version online.
5. {no response}
6. If you take this course online, you should try to gather some original materials from your library, so that you can check the items in person. This would be very useful for identifying technologies and processes.
7. Take it in person.
8. {no response}
9. no
10. I would recommend taking this course in person; there was a lot packed into these 10 hours, and Ovenden did a brilliant job distilling his in-person version--it was really excellent for what it was and worked well online, especially given the use of both slides and the doc camera throughout. However, I know there is so much more we could have learned in the 30+ hour version, and being able to see these books in person would have been great.
11. {no response}
12. {no response}
13. {no response}
14. {no response}
15. If you know little about the history of photography this course will introduce you to a whole new world
16. {no response}
17. {no response}
18. I gave the "would you recommend" field a 10, because Richard is such a fount of knowledge and also an incredibly warm and generous instructor, so of course everyone should take this class, but in person, or in a greatly expanded virtual format.
19. Do try to read the advanced reading, especially the most recommended if possible. Having a basic understanding of some of the photographic processes going in is very helpful, I think.

20. {no response}
 21. Read the description closely. brush up your History of Photography basics,
- 14) *If you had to sum up your RBS experience with a single sentence, phrase, or haiku, what would you say?*
1. {no response}
 2. {no response}
 3. {no response}
 4. {no response}
 5. {no response}
 6. {no response}
 7. My cat also enjoyed the class.
 8. {no response}
 9. Good instructors, somewhat limited by the remote format
 10. Mind boggling!
 11. Joyous!
 12. Supportive introduction to a new genre of books from the comfort of my home (and office on one of the days)
 13. {no response}
 14. {no response}
 15. {no response}
 16. {no response}
 17. This course pertained to both my personal and professional interests -- I came out of it with even more passion for book history/print culture and a head full of new research ideas!
 18. We gather in groups / in GatherTowns' front courtyard / Yet strangers we part.
 19. RBS 2021 felt like a teaser for what the full experience could be like when I return in the future!
 20. thank you for the look / at so many photobooks! / what great expertise!
 21. Photography books are not just books with pretty pictures. There's more than meets the eye. Pun intended

Student Data

Number of Respondents: 21 (of 26)

How did you arrange for time off to attend this course?

1. My situation does not fit any of the options above.
2. My institution/employer gave me professional leave time.
3. I am a student or non-year-round employee, with a more flexible schedule.
4. My institution/employer gave me professional leave time.
5. My situation does not fit any of the options above.
6. I am a student or non-year-round employee, with a more flexible schedule.
7. I am self-employed, and can arrange my own schedule.

8. My institution/employer gave me professional leave time.
9. I am retired, and can arrange my own schedule.
10. My institution/employer gave me professional leave time.
11. I am a student or non-year-round employee, with a more flexible schedule.
12. I am a student or non-year-round employee, with a more flexible schedule.
13. I am retired, and can arrange my own schedule.
14. My institution/employer did not give me professional leave; I used vacation or unpaid leave days.
15. I am self-employed, and can arrange my own schedule.
16. I am retired, and can arrange my own schedule.
17. I am a student or non-year-round employee, with a more flexible schedule.
18. I am self-employed, and can arrange my own schedule.
19. I am a student or non-year-round employee, with a more flexible schedule.
20. I am a student or non-year-round employee, with a more flexible schedule.
21. My institution/employer gave me professional leave time.

Who paid your RBS tuition costs?

1. I used a scholarship/fellowship to pay/waive all of my tuition expenses.
2. My institution/employer paid 100% of my tuition costs.
3. I used a scholarship/fellowship to pay/waive all of my tuition expenses.
4. I paid 100% of my tuition costs myself.
5. I paid 100% of my tuition costs myself.
6. My institution/employer paid 100% of my tuition costs.
7. My institution/employer paid 100% of my tuition costs.
8. I used a scholarship/fellowship to pay/waive all of my tuition expenses.
9. I paid 100% of my tuition costs myself.
10. My institution/employer paid 100% of my tuition costs.
11. I used a scholarship/fellowship to pay/waive all of my tuition expenses.
12. I used a scholarship/fellowship to pay/waive all of my tuition expenses.
13. I paid 100% of my tuition costs myself.
14. I used a scholarship/fellowship to pay/waive all of my tuition expenses.
15. I used a scholarship/fellowship to pay/waive all of my tuition expenses.
16. I paid 100% of my tuition costs myself.
17. My institution/employer paid part of my tuition costs, and I paid the rest.
18. I paid 100% of my tuition costs myself.
19. I used a scholarship/fellowship to pay/waive all of my tuition expenses.
20. I exchanged goods or services in lieu of tuition.
21. I had an RBS course tuition credit from a previous year.

Not including this year, how many RBS courses have you attended?

1. This is my first course.
2. 4
3. 1
4. 5
5. 2

6. This is my first course.
7. 1
8. This is my first course.
9. 10+
10. 1
11. This is my first course.
12. This is my first course.
13. 5
14. This is my first course.
15. This is my first course.
16. 1
17. This is my first course.
18. 9
19. This is my first course.
20. 3
21. 1

Which of the following best describes your current occupation?

1. Book Trades: Book artist, artisan, or printer
2. Library discipline: Special collections librarian
3. Student working towards a/an: Ph.D./D.Phil.
4. Library discipline: Curator
5. Library discipline: Special collections librarian
6. Professional educator: Assistant professor
7. Book Trades: Antiquarian bookseller
8. Library discipline: Archivist
9. Other Occupations/Vocations: Retired
10. Professional educator: College/university administrator
11. Professional educator: Lecturer/adjunct
12. Student working towards a/an: Ph.D./D.Phil.
13. Other Occupations/Vocations: Retired
14. Library discipline: Other
15. Book Trades: Antiquarian bookseller
16. Library discipline: Other
17. Student working towards a/an: Ph.D./D.Phil.
18. Book Trades: Other
19. Professional educator: Unaffiliated instructor or teacher
20. Other Occupations/Vocations: Other
21. Library discipline: Subject specialist/bibliographer