



McGill

School of
Information Studies

Self-Study

SCHOOL OF INFORMATION STUDIES

McGill UNIVERSITY

Master of Information Studies (MISt) Program

Submitted to the

COMMITTEE ON ACCREDITATION

AMERICAN LIBRARY ASSOCIATION

August 15th, 2016

Program and its context

McGill's School of Information Studies (SIS) Master of Information Studies (MIS) meets the standards of the American Library Association's Committee on Accreditation; indeed, systematic planning and consultations with relevant communities have resulted in curriculum changes to better meet the expectations of students and employers. Begun in 2010, consultations showed that employers sought more management and information technology skills from our graduates while students wanted more flexibility to choose their own program of study based on what they wanted to offer to the marketplace. In response, the School's Curriculum Committee undertook a major restructuring of the Master's program of study: the MIS degree is therefore a restructured and improved version of the previously accredited degree, and was approved by McGill in 2014. In May 2016, the first cohort successfully completed the MIS degree requirements, and the annual placement surveys will soon indicate how long it takes our MIS degree holders to find work and which kinds they find. The latest placement survey (2014) shows that 89% of our 2015 graduates found professional work within a year of graduation (see Appendix 11); the MIS degree is designed to maintain and improve this strong graduate employment record by preparing our graduates to become information professionals in known and unknown jobs for library and information professionals.

Continuously accredited since 1927, the School's Master's degree offers future information professionals theoretical and applied library and information studies knowledge that evolves to meet the needs of a dynamic employment market. The School's faculty thus strives to impart knowledge that is both relevant and cutting edge. Since 2010, five new faculty members have significantly increased the School's research output in terms of funded research, scholarly publications, and PhD graduates; SIS has become a highly productive research group in human-information interaction (e.g., human-computer interaction, information interface design and testing, information security). The School's 12 faculty members have been directly involved in the production and validation of this self-study report; it shows the School of Information Studies' MIS degree meets today's standards of the COA, and it will continue to do so as it begins the next cycle of consultations and degree evolutions.

School of Information Studies (SIS), Master of Information Studies (MIS)

The Master of Information Studies program is a 48-credit, two-year program. Its curriculum educates students about the identification, acquisition, organization, retrieval and dissemination of information to meet people's needs in diversified information, knowledge, and learning environments. Courses are

available in areas of interest such as librarianship; knowledge management; information and communication technology; and archival studies. Students have the flexibility to focus on one area of interest or combine courses from across information studies domains. The program includes five required courses (15 credits): four are scheduled during the first semester to establish a common knowledge base for all students (Foundations of Information Studies, Information System Design, Organization of Information, and Information Behaviour and Resources), and Integrating Research and Practice is a capstone course scheduled during the last semester, during which students build a portfolio of their accomplishments over the preceding two years in order to establish their job market positioning. Students have the option to select a research oriented version of the MIST in the form of a non-thesis project that includes an 18-credit research component.

Approximately 80 MIST students graduate each year typically embark on lifelong careers as librarians, archivists, knowledge managers, web system designers, database vendors, information specialists, information system developers, or competitive intelligence analysts, to name just a few professional titles, in many different environments such as libraries, corporations, government agencies, educational institutions, information technology companies or non-profit organizations.

Unit and Chief Administration Officer

School of Information Studies
Kimiz Dalkir, Director

Parent Institution and Chief Academic Officer

Antonia Maioni, Dean, Faculty of Arts
Christopher Manfredi, Provost

McGill University

Suzanne Fortier, Principal and Vice-Chancellor

Accreditation Status: Accredited (2010)

Standards for Accreditation of Master's Programs in Library and Information Studies, 2015

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List of Abbreviations

ALA: American Library Association

COA: Committee on Accreditation of the ALA

CLAMSC: Canadian Library Association McGill Student Chapter

ABQLA: Quebec Library Association

FTE: Full time equivalent

MISSA: McGill Information Studies Student Association

MIS: Master of Information Studies

MIS I, MIS II: Refers to which year of the MIS degree a student is in

MIS NT: Non Theses; course based degree of the MIS program

MIS NTP: Non Theses – Project; research based degree of the MIS program

McGill ASAP: McGill's Achieving Strategic Academic Priorities

SIS: School of Information Studies at McGill University

The Program: the MIS program (MIS NT and NTP)

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Introduction

McGill University is one of the 18 universities in Quebec; three are English-language and 15 are French-language institutions. The oldest university in Montreal, McGill was founded in 1821 from a generous bequest by James McGill, a prominent Scottish merchant. Since that time, McGill has grown from a small college to a one of the leading universities in the world, with two campuses, 11 faculties, 11 schools, 300 programs of study, and 40,000 students. With students coming to McGill from over 150 countries, our student body is the most internationally diverse of any university in Canada.

With a strong focus on interdisciplinary work, McGill University is one of Canada's best-known institutions of higher learning, and ranks among the finest universities in the world; for example, in 2015 it ranked 24th among world's universities (see <http://www.topuniversities.com/>). McGill is a public research-intensive university with more than \$477 million awarded in research funding in 2013-2014. That same year the university was ranked as 1st or tied for 1st among Canada's large universities in information technology, city satisfaction, reputation with employers and libraries (*Globe and Mail's Canadian University Report*), 1st in Canada in Social Sciences and Humanities grants and student awards (*Maclean's University Rankings 2016*), and 24th in the world (*QS World University Rankings 2015*).

McGill at a glance

Chancellor: Michael A. Meighen.

Total Operating Revenue (2013-2014): \$1.18 B; Operating Grant Quebec Government: \$451.6 M;
Tuition Fees: \$245.2 M.

The University is home to approximately 1700 tenured and tenure-stream faculty, 173 endowed teaching and research chairs, and is allotted 157 Canada Research Chairs. In 2014-15, the University granted 9,134 degrees. Tuition is competitive: in 2015/16, annual tuition for the MIST program was \$1,835 for Quebec residents, \$5,624 for Canadians outside of Quebec, and \$12,566 for international students.

The university's student body in fall 2015 numbered 40,000 students; of these, over 25% were international students, and 23.5% were at the graduate level. McGill's language of instruction is English, except in courses in which knowledge of a language is one of the objects of the course; however, students may submit essays, examinations, and theses in either English or French.

More information about the University can be found on the McGill University website homepage at: <http://www.mcgill.ca/about>. For more detailed enrolment data, please visit the McGill Enrolment Services website: <http://www.mcgill.ca/es/registration-statistics/fall-2015>.

School of Information Studies (SIS)

The School of Information Studies is comprised of 12 full-time faculty researchers, 2 administrative support staff¹, and approximately 200 graduate students (including 35 PhDs) from year to year. SIS is part of McGill University, where it began as an apprenticeship-training program in librarianship in 1897, and evolved into Canada's first formal library education program in 1904. In 1930, the School offered Canada's first graduate Bachelor of Library Science (BLS) program. The School's professional diploma and degree programs have been continuously accredited by the American Library Association (ALA) since 1927. In 1965, the School pioneered the first non-thesis, two-year, master's program in Library Science (MLS). In 1996, a post-MLIS Graduate Diploma in Library and Information Studies (LIS) was launched, the first in Canada. In the same year, McGill University conferred the first PhD in LIS awarded by a Quebec university. In 1996, the School became part of the Faculty of Education. Since then the field of LIS and SIS faculty's expertise has expanded along with the broadening concept of information studies. In 2014, SIS was given the opportunity to be re-assigned to the Faculty of Arts. This administrative move was a positive development as the majority of MIST students hold an Arts undergraduate degree and are familiar with the faculty. As well, McGill's Arts faculty is highly multidisciplinary, which reflects the ongoing broadening of LIS research and teaching. The School therefore made a (unanimous) deliberate decision to change its faculty affiliation from Education to Arts.

The largest faculty at McGill, the Faculty of Arts has more than 6000 undergraduate and graduate students, and over 280 professors. It comprises 18 departments, 5 institutes, numerous research groups such as Digital Humanities, and three professional schools: the School of Information Studies, and the School of Social Work and the School of Religious Studies. The new affiliation with the Faculty of Arts offers new opportunities for collaboration in research and teaching initiatives which will benefit our faculty, students, and community.

Self-Study Process

The Self-Study is the outcome of ongoing planning activities and continuing program review, evaluation, and reporting following the previous accreditation received in 2010. Plans for the Self-Study were

¹ Note: in the process of hiring a third staff member, an Administrative Assistant, in August-September, 2016.

developed and approved at the Strategic Planning Committee and Departmental Meeting. A Working Group and an Advisory Committee were respectively established in August and September 2015 to assist in the preparation of this Self-Study.

The coordination of the process of developing this Self-Study was the responsibility of Charles-Antoine Julien, Assistant Professor, and Kimiz Dalkir, Director (previously Interim Director). In addition, five self-study committees were constituted to draft reports addressing the various Standards for accreditation.

Self-Study Committee Structure and Membership

Figure 1 presents the structure of the self-study committees.

Five self-study committees were formed: one for each standard. This in turn corresponds to each chapter of the self-study report. Each had two chairs (SIS faculty members), first- and second-year MIST student representatives, and representatives of employers and alumni. Table 1 shows the composition of each self-study committee.

The working group consisted of:

SIS faculty:

Joan Bartlett
 Jamshid Beheshti
 France Bouthillier
 Kimiz Dalkir
 Max Evans
 Ilja Frissen
 Benjamin Fung
 Catherine Guastavino
 Charles-Antoine Julien (Chair)
 Elaine Ménard
 Karyn Moffatt
 Eun Park



Figure 1. Self-Study Committee Structure

As well as:

Caterina Venetico (Secretary)
Elysia Donald (Communications Associate)
Cynthia Kumah (PhD)
Nina Maness (MIS Year 2)
Elizabeth Nash (MIS Year 1)

All working group members are also part of the advisory committee. In addition, the following representatives of employers of SIS graduates were members of the advisory committee:

Guylaine Beaudry, University Librarian, Concordia University
Michele Bernard, Director of Records Management, CGI
Sean DeNora, Manager, PricewaterhouseCoopers
Paul Grewal, Electronic Resources Librarian, Concordia University
Shannon Hodge, Director of Archives, Archivist, Jewish Public Library Archives
Amy MacLean, Coordinator of Library Services, Marianopolis College
Lori Podolsky, Acting University Archivist, McGill University Library and Archives
Jenn Riley, Associate Dean, Digital Initiatives, McGill Libraries
David Tang, Service Development Officer, National Research Council of Canada.

Table 1. Membership of self-study committees

	Chair	Co-Chair	MIST Students		Employer	Alumni
			1 st year	2 nd year		
1. Systematic Planning	Max Evans	Jamshid Beheshti	Sarah Hoke	Meghan Goodchild	Amber Lannon	Jenifer Grandbois
2. Curriculum	Joan Bartlett	Elaine Ménard	Nicola Vernon	Julie Lin Katherine Pflanz (Research option)	Aude McDermott director (Atwater Public Library)	Edward Bilodeau (McGill librarian)
3. Faculty	Ilja Frissen	Eun Park	Joseph Shapell	Xiaojing Zhou Leah Ticktin	Gordon Burr (McGill Archivist, sessional lecturer)	Andrew Atkinson Morgannis Graham
4. Students	Karyn Moffatt	Kimiz Dalkir	Elizabeth Vitek	Emily Maddocks	Nathalie DePreux (Bombardier Aerospace)	Matthew Bouchard
5. Administration, Finances, and Resources	Catherine Guastavino	France Bouthillier	Devon Lemire	Christy Lau		Elysia Donald

Planning for accreditation:

The specific planning for the Self-Study started with a Strategic Planning meeting, involving all SIS professors and the Communications Associate, in February 2015. At this kickoff meeting, the focus areas and the competencies for the External Review Panel and the potential site visit dates were discussed. The required competencies for members of the External Review Panel also include knowledge of and familiarity with the following: higher education in Canada and ideally in Quebec; two-year master's programs; an LIS curriculum that is broad in scope including not only traditional areas of librarianship but also archival studies, information and knowledge management, and technology-based competencies; and research-intensive universities with strategic research priorities.

It was also decided that the new 2015 COA standards will be used for our continued accreditation. The February meeting was followed by another meeting in May 2015 to discuss the potential chairs and participants of the Advisory Committee and the Self-Study Committees.

In addition, in preparation for the continued accreditation of the master's program, the Curriculum Committee completed an important mapping exercise of required and elective course learning outcomes during the 2014-2015 academic year. The last course mapping was completed in 2009 and was reported in our 2010 accreditation self-study report. The exercise provided guidance for the main learning outcomes of the master's program and this activity will continue during the 2015-2016 academic year to integrate the learning outcomes of both revised and new courses. This is addressed in greater detail in the Standards I and II. It is important to note that there are two different types of course mappings that were done. In 2009, we mapped out each course to identify the learning outcomes each addressed and how these were evaluated. Since the last accreditation review, we did another type of mapping – this time each course taught to the program's 12 learning outcomes. Both types are ongoing activities as courses are continuously revised and new ones are introduced.

It should be noted that the information in this Self-study covers the period between June 2010 and May 2015 unless noted otherwise, and addresses the new Standards adopted in 2015. All currency figures are in Canadian dollars unless otherwise specified.

Major changes since the last accreditation review

The MLIS program has been continuously accredited since 1975. Our last accreditation review occurred in 2010. Since then, a number of initiatives and changes have taken place at the School of Information Studies involving the revision of our master's program, the School's staffing, the university

administration, and the political context that led to new provincial legislation affecting universities in Quebec.

Program Revision:

2010-2011 A few months after accreditation, a curriculum forum was held. Fifty people were invited including employers of MLIS graduates in various sectors, MLIS graduates, MLIS students, and SIS faculty members. Over 30 attended a full day of discussion in November 2010 to identify the competencies, skills and knowledge that our graduates should acquire in our MLIS program. The results of the discussion were then examined at the Curriculum Committee in order to identify key priorities.

In parallel, the Curriculum Committee formed a task force composed of five MLIS students. They were asked to document the key themes and emerging trends in the top 10 LIS Schools in the United States. Their report (see Appendix 3), together with the results of the curriculum forum (see Appendix 8), were used to plan the changes to be made to our MLIS program and served to launch a major revision of the program.

One of the key findings was that the master's program should provide students with additional course choice flexibility in order to tailor their program of study to meet the requirements of a broader set of information professional positions in both the public and private sector.

2011-2012 Our program revision began with an examination of the program's goals and objectives. This was then followed by a mapping of the core courses' learning outcomes and the means by which these outcomes were assessed.

- 2012-2013** Plans for adding new courses and for modifying existing courses were discussed and approved in line with the review of the program's goals, objectives and learning outcomes. At the same time, a strategic hiring plan was developed to ensure alignment between potential new hires and potential new course offerings. The December 2013 Curriculum Committee approved the learning outcomes and recommended these for approval at the next Departmental Meeting.
- 2013-2014** The proposal for a revised master's program was approved at SIS and within McGill on May 15, 2013. A new name for the program was approved and the Master of Information Studies (MIS_t) was introduced in fall 2014. The revised program was initially designed to offer a course-based and a research-based stream; however, provincial and university regulations require that fundable research degrees be separate from a non-fundable course based degree. To provide our students with a wider range of potential grants and fellowships we therefore undertook the necessary steps and approvals needed to offer two separate degrees. The learning outcomes were approved in the January 10, 2014 Departmental meeting.
- 2015** We proposed two separate degrees within our program: the *MIS_t Non-thesis* is the course-based option while the *MIS_t Non-thesis Project* is the research-based option. Note that the learning outcomes and curriculum of the two degrees are exactly the same and represent the same revisions of the previous MLIS learning outcomes and curriculum. The Master program consisting of two MIS_t degrees (i.e., course and research) were approved by the University in spring 2015 and introduced at SIS in fall 2015. This revision also addressed a key request from of the 2010-2011 consultations with our stakeholders: offer our students greater flexibility to customize their program of study.

SIS Staffing, University Administration, and Provincial Politics:

The past six years are defined by the growth of faculty and its impact despite constant budget pressures. SIS hired 6 new faculty members (C. Hank, K. Moffatt, C.A. Julien, M. Evans, I. Frissen, and B. Fung) since 2010. Two professors retired (P. McNally and A. Large) and one has

left (C. Hank). The new faculty hires reflect the strategic planning decisions that were made to expand the spectrum of competencies offered in the master's program and to develop human-information interaction (HII) as the key overarching research area at SIS. The faculty developed the HII concept as an umbrella term that could be used to anchor our proposal for strategic hires. This term was found to be inclusive of all the faculty's research and teaching areas. At McGill, new hiring is conducted on the basis of research requirements and not teaching requirements and our strategic hiring proposal therefore needed a strong research justification. This is discussed in further detail in Standard I. The new competencies addressed the stronger information communication and technology aspects that were identified in the program revision and included such areas as information architecture, usability, data mining and digital curation. Starting in 2010, budget pressures resulted in changes in both the number and composition of its support staff as detailed in the following timeline:

2010 The provincial government passes a new legislation, Bill 100, forcing universities to reduce their expenses and balance budgets. The legislation did not affect academic staff but it creates a hiring freeze for all administrative and support staff.

2012 Plans are made by the provincial government to allow universities to increase tuition fees but these are not implemented.

The newly elected provincial government imposes further cuts to universities.

2013 The Administrative Assistant (Susan Allnutt) retires without replacement due to the administrative hiring freeze. The remaining two support staff absorb some of her responsibilities; tasks pertaining to employer and alumni communications, financial management and human resource management required more resources.

A new Principal, Dr. Suzanne Fortier, is appointed.

McGill central administration offers SIS the possibility of a new faculty affiliation with the Faculty of Arts. This seems a good fit given that, in any given year, approximately 70% of our students hold an undergraduate degree from the humanities and social sciences.

2014 SIS is a professional school whose graduates expect employment and networking opportunities; therefore, the School decides to systematically maintain high quality,

consistent and dynamic communications with employers, alumni and the community; indeed. There is a need for an additional support staff to replace our Administrative Assistant but the administrative hiring freeze is still in place. As a stop gap measure, SIS uses unrestricted funds to hire a Communications Associate (one year contract) to address some of the tasks of the Administrative Assistant. This non-union position is created to manage online communications with employers and alumni through all channels including a dynamic McGill site where employer/alumni news and SIS events are distributed and shared (e.g., Facebook and Linked-In).

McGill must again reduce its budget as a result of provincial budget cuts.

All SIS faculty approved the administrative re-assignment of SIS to the Faculty of Arts. SIS officially became part of the Faculty of Arts.

In October, the School's iSchool membership is approved.

2015 Dr. Christopher Manfredi, former Dean of Arts, is appointed as Provost.

The Chair of the Political Sciences Department, Dr. Hudson Meadwell, is appointed Interim Dean of Arts.

SIS Director, Dr. France Bouthillier is appointed Associate Dean, Graduate and Postdoctoral Studies for the Faculties of Arts, Education, Music, and Religious Studies.

SIS professor, Dr. Kimiz Dalkir is appointed Interim Director of SIS.

The Communications Associate contract is renewed for one year.

2016 Provincial Education budget is increased by 3% but proportion earmarked for higher education is not yet specified.

A new Dean of Arts, Antonia Maioni, is appointed.

Interim Director Dr. Kimiz Dalkir is appointed Director of SIS for a three year term.

The Communications Associate contract is not renewed.

The business case for a full-time dedicated Administrative Assistant for the School was approved. The position was posted in July 2016 and interviews will take place in early August.

Despite these constant budget pressures this self-study will show that, since the last accreditation review, our Master's program has continued to evolve to better meet the needs of students and employers, while dramatically increasing the School's research both in terms of successful research grants and scholarly publications.

Standard I: Systematic Planning

I.1 Missions and Goals are achieved through systematic planning

The program's mission and goals, both administrative and educational, are pursued, and its program objectives achieved, through implementation of an ongoing, broad-based, systematic planning process that involves the constituencies that the program seeks to serve.

McGill University Mission: Foster the advancement of learning and the creation and dissemination of knowledge, by offering the best possible education, by carrying out research and scholarly activities judged to be excellent by the highest international standards, and by providing service to society.

School of Information Studies Mission: Foster the advancement of learning through education, scholarship, and service in library and information studies.

The School of Information Studies Master's degree is continuously evolving within a dynamic environment that considers students and their future employers from the rapidly evolving field of library and information studies. Following the last accreditation review, the School continued to engage in the continuous cycle of revision and consultation with our broader community of stakeholders. There was a major focus on systematic planning to implement our revised curriculum and to be proactive in anticipating the requirements to offer the two MIST options (course-based and research project-based). To this end, all faculty members were engaged in strategic planning sessions to operationalize a plan regarding revisions needed to the curriculum and to formulate a strategic hiring plan to ensure our faculty expertise would adequately cover the broader disciplinary spectrum we were targeting. The curriculum revision plan was managed by the Chair of the Curriculum Committee and the operationalization was carried out through committee meetings. The strategic hiring plan was presented to the Dean and approved. In parallel, we revised our governance structures and policies in order to remain fully aligned with our systematic planning exercise.

The systematic plan for the curriculum was to undertake another round of linking our course offerings with the learning outcomes of our program. This mapping exercise allowed us to identify gaps that needed to be addressed, as well as areas where we could reinforce key theoretical topics and critical professional competencies. Faculty discussions led to the consensus that the School's primary area of research and teaching fit under the area of HII – human-information interaction. A strategic hiring plan was prepared using HII as our core research area (note: strategic hiring priorities at McGill are based

solely on research priorities), which was presented to the faculty's Dean and approved. We were then able to recruit for these academic positions and subsequently design, develop, and offer new courses in HII core areas.

In parallel, the School director at that time (Prof. Bouthillier) was reappointed based on the recommendation of the ad hoc Selection and Reappointment Committee that was formed. This committee was chaired by Prof. Dalkir and included representatives from the SIS faculty. The committee carried out extensive consultations with student and support staff representatives and recommended reappointment. A great deal of consideration was given to the fact that continuity was needed in order to be able to successfully implement our strategic plans. To further ensure continuity, an Executive Committee was formed at the time of the Director's reappointment consisting of two senior faculty members (Profs. Bartlett and Dalkir) meant to shadow the director to ensure a smoother turnover at the end of her final term.

A Dynamic Environment

Since the last accreditation review, McGill University and the School of Information Studies (SIS) have undergone considerable changes. In 2010, the provincial government passed a new legislation, Bill 100, to force all the universities in Quebec to reduce their expenses and to aim for balanced budgets. Although the budget cuts had a profound effect on all the units across the University, SIS, through foresight and systematic planning, received the full support of the senior administration of the University to hire 6 new tenure-track or tenured faculty members (C. Hank, K. Moffatt, C.-A. Julien, M. Evans, I. Frissen, B. Fung). The new hires reflect the strategic planning decisions that were made for expanding the spectrum of competencies offered in the Master's program and for developing human-information interaction as the key research area at SIS.

Since 2010, two professors (P. McNally and A. Large) and the Administrative Assistant of the School (S. Allnutt) retired, and one professor (C. Hank) left the School. In 2012, the Dean of Education's term was ending and a Search Committee was formed to appoint a new Dean. During this process, the reorganization of the Faculty was considered, and SIS was asked to reflect on its affiliation with the Faculty of Education. In 2013, a new Principal, Dr. Suzanne Fortier, was appointed. A new Dean of Education was also appointed in the same year. Following much discussion, consultation, and strategic planning meetings, SIS faculty unanimously agreed to change our faculty affiliation, and as a result, in 2014 SIS's affiliation was assigned to the Faculty of Arts. During the same year, the School's iSchool membership was approved.

In 2015 the Dean of Arts, Dr. Christopher Manfredi, was appointed Provost, the Chair of the Political Sciences Department, Dr. Hudson Meadwell, was appointed Interim Dean of Arts, the SIS Director, Dr. France Bouthillier was appointed Associate Dean, Graduate and Postdoctoral Studies and SIS professor, Dr. Kimiz Dalkir was appointed Interim Director of SIS. On February 12, 2016, the University announced the appointment of Professor Antonia Maioni as the new Dean of Arts as of July 1, 2016. Professor Maioni was the Director of the McGill Institute for the Study of Canada, and had a joint appointment with the Department of Political Science and the Institute for Health and Social Policy. Within SIS, Prof. Catherine Guastavino was appointed the PhD Graduate Program Director. Prof. Karyn Moffatt was appointed as the interim MIST Graduate Program Director².

School's Vision, Mission, and Goals

Figure 2 shows how MIST course learning outcomes produce a program that meets the objectives to reach the goals of the School, which are in turn derived from its mission that supports McGill mission. These are detailed in the following section.

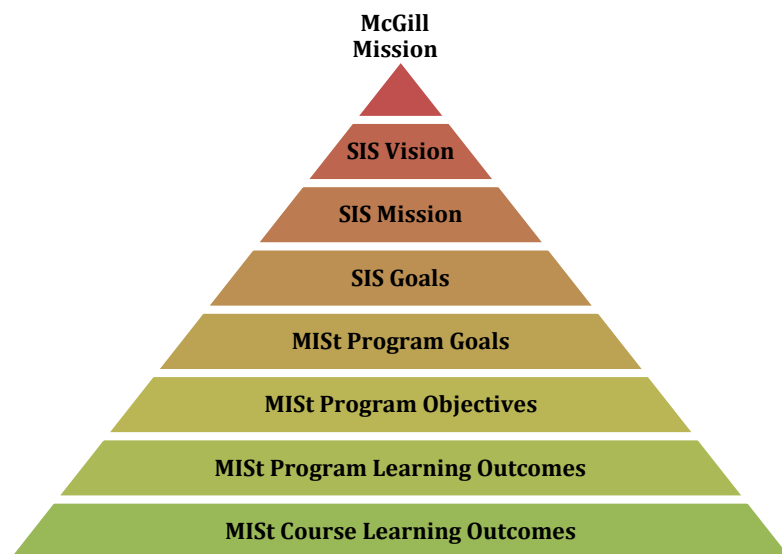


Figure 2. Structure of SIS Vision, Mission, and Goals.

Vision

The School of Information Studies focuses upon the knowledge and skills necessary for identification, acquisition, organization, retrieval, and dissemination of information to meet people's needs in diversified

²it is McGill policy to appoint as interim until tenure is granted

information, knowledge, and learning environments. The School aims to advance the dynamic field of library and information studies by:

- attracting excellent students and inspiring them to become future leaders in the information profession;
- developing innovative, service-oriented information professionals for diverse environments;
- producing research and publications that advance the theory and practice of the discipline;
- promoting excellence in professional practice; and,
- playing a leadership role in the information society in Quebec, Canada, and abroad.

University and School Mission

The following missions were first presented on page 24; they are copied below for reading convenience.

McGill University Mission: Foster the advancement of learning and the creation and dissemination of knowledge, by offering the best possible education, by carrying out research and scholarly activities judged to be excellent by the highest international standards, and by providing service to society.

School of Information Studies Mission: Foster the advancement of learning through education, scholarship, and service in library and information studies.

The School thus supports McGill's mission by way of advancing professional and research activities in library and information studies.

Goals

To fulfill its mission the School pursues the following goals:

- Education: To design, implement and promote programs for academic and professional development;
- Scholarship: To encourage critical thinking and research to advance both theory and practice;
- Service: To serve academic, professional and civic communities.

The vision emphasizes the importance of leadership, innovation, and excellence. SIS offers a program that has solid foundations in Librarianship, is the only department in Canada offering a full-fledged specialization in Knowledge Management, and offers other areas of interest in Archival Studies and Information and Communication Technology. Students with broad or general interests may tailor their program of studies by selecting from a variety of these courses in consultation with academic advisors.

The School's mission and goals are firmly in line with those of the University. The educational goal is accomplished by developing academic programs that meet academic and professional requirements as described in Standard II. The scholarship goal is achieved by inviting students to engage in research within the various programs (MIS, Certificates, and PhD) and in fostering the research profile of the School as described in Standard III. The service goal is achieved by encouraging students to be involved in various communities as described in Standard IV and in supporting faculty members in being active in academic, professional, and civic communities as indicated in Standard V.

MIS Program Goals

1. To provide the intellectual foundation for careers as information professionals.
2. To foster competencies in managing information and knowledge resources.
3. To promote the appropriate use of technology in meeting information needs.
4. To promote research in information studies.
5. To advocate access to information as a fundamental human right.
6. To educate service-oriented information professionals.

MIS Program Objectives

In order to continue to graduate highly sought information professionals, the MIS program aims to have our degree holders meet the following learning objectives:

1. Understand the historical and theoretical foundations of information studies.
2. Identify key issues and debates in information policy.
3. Understand research principles and techniques that are applied in the field.
4. Select, acquire, organize, store, retrieve and disseminate information and knowledge resources in any format.
5. Design, manage and evaluate information systems and services.
6. Understand the role of technology in the field.
7. Apply management theories, principles and techniques in information and knowledge-based organizations.
8. Facilitate the interaction between users, and information and knowledge resources.
9. Understand the nature of professional ethics and the role of professional associations.

MIS Program Learning Outcomes

1. Describe the key historical, theoretical and ethical foundations in the field of information studies.
2. Assess, organize and manage information and knowledge resources.

3. Articulate the issues concerning access to information such as copyright, privacy, censorship, and intellectual freedom.
4. Apply information and communication technology (ICT) concepts to designing, managing and evaluating information systems.
5. Apply the principles and practices of information literacy.
6. Critically evaluate scholarly and professional literature and apply basic research methods.
7. Apply management principles and techniques, including those related to project management.
8. Analyze information needs and user requirements at individual, organizational, and community levels to provide effective information services.
9. Demonstrate communication, problem solving, and decision-making skills in a collaborative environment.
10. Explain and appreciate the diverse roles and responsibilities of information professionals in various organizational and societal contexts.

These are discussed in greater detail in Standard I and the goals, objectives and learning outcomes are mapped to show their relationships in Table 6.

New Programs and Courses – Program and Courses Revisions

Proposals for new programs and courses, as well as proposals for program and course revisions, are examined thoroughly at various levels of the University before they are approved. At SIS, any new program, course, or revisions to these must be approved by Curriculum Committee and at the Departmental Meeting. They are then submitted for approval to the Faculty of Arts Curriculum Committee and other University-wide committees such as Graduate and Postdoctoral Studies Council, the Sub-Committee on Courses and Teaching Programs (SCTP), and the Academic Policy Committee and Senate (the approval pathway is described in greater detail in the following sections).

Systematic Planning Structure and Components

Strategic planning is critical when the environment is changing. For an academic unit, it is essential not only for the development of its curriculum and research activities but also for the identification of priorities for resource allocation. Since the last accreditation review, in response to the ever changing economic and administrative environment, SIS has evolved its systematic planning processes and committee structures and increased the number of elements used in providing strategic direction. There are various types of planning (short-term, long-term, operational, and strategic) that are ongoing in the School to review, evaluate, and systematically design improvements into the program. Faculty, staff,

students, and alumni engage in systematic planning of the program through several venues and forums. Some of the most notable ones are summarized in Tables 2-5.

Table 2 shows the formal Standing Meetings and Committees, where stakeholders and academic and support staff discuss the school's governance, programs, curriculum, and courses. Table 3 includes brief descriptions of the formal strategic plans and the processes through which they were developed and finalized. Table 4 outlines public forums and information sessions that have been organized since 2010 to facilitate exchange of information between the Director, the faculty, and the students. These forums act as an informal feedback loop where students express their interests and concerns to the group or to individual faculty or the Director after the sessions. Table 5 indicates the available mechanisms for evaluation of the programs, courses, faculty and sessional lecturers, and graduate placements. Appendix 1 shows the mandates and compositions of all SIS standing committees.

The mandate and composition of each SIS committee is approved at Departmental meetings. The Departmental meeting is where decisions are ultimately made regarding all academic matters. The academic governance structure within SIS therefore consists of all SIS committees reporting to and making recommendations to the Departmental meeting. The Director decides which faculty member is appointed to these committees.

In terms of administrative governance, it is the Director who ultimately makes decisions concerning the administration of the School. At present, there are two support staff (Kathryn Hubbard and Cathy Venetico) who report directly to the SIS Director (Prof. Dalkir). Once the new Administrative Assistant (AA) is hired, we will revert back to the original administrative structure, which would consist of the AA reporting directly to Prof. Dalkir and the two support staff reporting directly to the AA.

In terms of the overall governance structure of the university and how the School fits in with respect to decision making, SIS is a unit within the Faculty of Arts. The Director (Prof. Dalkir) reports to the Dean of the Faculty of Arts (Prof. Maioni), who in turn reports directly to the Provost and Vice Principal Academic (PVPA), Prof. Chris Manfredi. The University Senate is the next level and they approve all academic proposals. Finally, the Board of Governors is the University's highest governing body. They have the final decision making authority over all university affairs. Prof. Beheshti served on the Senate committee from 2011 to 2014 and Prof. Bartlett started her three-year term in 2015. All Chairs and Directors participate in a monthly meeting with the Dean. All faculty are invited to attend the monthly faculty meetings. At these meetings, new policies, procedures and news are disseminated and discussions take place. For example, last fall, there was a presentation on the new collective agreement for sessional lecturers, what this implied for all units and a lengthy question and answer period ensued to clarify short

term priorities and timelines. In addition, the Dean meets with each Chair/Director in order to discuss current priorities such as a budget planning meeting, hiring plans, space issues and so on.

There is, in addition, a parallel governance structure specifically for decisions related to courses and programs. The decision making process would be as follows: a proposal is brought to the SIS Curriculum Committee (e.g. proposed new course or significant changes to an existing course or program). The Curriculum Committee would discuss and arrive at a recommendation. This recommendation would then be brought to the next SIS Departmental meeting for approval. It would be proposed by the Chair of the Curriculum Committee who is a member of the Departmental meeting (currently Prof. Bartlett). After discussion, a motion would be brought forward and all members would vote. Once approved, next the proposal would be forwarded to the Faculty of Arts Curriculum Committee. The Faculty of Arts Curriculum Committee reviews and approves all new courses and all new and revised programs. Its mandate is to:

“This Committee shall consist of ten staff members and five undergraduate students (designated by the AUS), one graduate student (designated by the PGSS), and shall be responsible for the examination and coordination of all programs and courses leading to the degree of Bachelor of Arts, and for recommending these programs and courses to the Faculty for approval. As part of its evaluation of new course proposals the Committee shall consider the number of credits given for the course to ensure uniformity throughout the Faculty. Generally this Committee will coordinate the academic work of the Faculty.”
(<https://www.mcgill.ca/arts/facultystaff/facultymeetings>).

Once approved, the next step is the university SCTP committee. The SCTP is a subcommittee of the Academic Policy Committee (APC), the APC Subcommittee on Courses and Teaching Programs. Its mandate is to:

1. To exercise all the functions and powers of APC as regards courses, and to inform APC about its actions in a timely manner;
2. to exercise all the functions and powers of APC as regards revisions to existing teaching programs and to inform APC in a timely manner, except that either SCTP or APC can determine that some changes are sufficiently important to be treated following the procedures for new programs indicated below;
3. to evaluate the academic quality of proposals for new teaching programs, taking into account, as appropriate, the resources implications of such proposals and to make recommendations to APC;

4. at the request of APC, to review existing courses and teaching programs and to make recommendations to APC.

(<https://www.mcgill.ca/sctp/>)

Once approved by the SCTP, the next step is the APC, Academic Policy Committee. APC is a Standing Committee of Senate charged with making recommendations to Senate on all matters regarding academic policy. In particular, it shall, for the University and in consultation with faculties, develop proposals for the establishment and continuous review of academic programs, policies and structures, and proposals relating to teaching, learning, and research. Prof. Dalkir was a member from 2010 to 2013.

(<https://www.mcgill.ca/apc/academic-policy-committee-apc>).

Next, it is sent, to CGPS, the Council of Graduate and Postdoctoral Studies. CGPS reports to the Senate through the Academic Policy and Planning Committee, and is chaired by the Dean of Graduate and Postdoctoral Studies. The Council has a mandate to:

- develop, revise and approve the regulations, guidelines and policies on graduate and postdoctoral studies and so recommend to Senate following consultation with the relevant disciplinary faculties;
- participate in strategic planning for initiatives to promote and enhance graduate and postdoctoral studies;
- review and approve proposals for the creation of new graduate programs.

(<https://www.mcgill.ca/gps/about/council>).

The final step is the Senate, which exercises general control and supervision over the academic affairs of the institution, subject to the authority of the Board of Governors. The Board of Governors and the Senate each have representatives serving as members of the other body <http://www.mcgill.ca/senate/>.

The final decision is always made by the Board of Governors. Under the terms of the University's Royal Charter (1852), the Board of Governors is the University's highest governing body, with general jurisdiction and final authority over the conduct of the affairs of the University

(<https://www.mcgill.ca/boardofgovernors/board-governors>).

For new programs, that have never existed before at the university, the approval pathway would be the same as for course revisions except that after the Senate, there are additional approval steps. The

approval pathway would therefore not end with the Senate and Board of Governors, but would continue on to CREPUQ and then MESRST. CREPUQ is the Conference of Rectors and Principals of Quebec Universities. It is a private organization comprising, on a voluntary basis, Quebec's 18 universities that is tasked with facilitating a forum where administrators can discuss how to improve Quebec's universities. Some areas of focus include the harmonization of policies and procedures. CREPUQ's Commission on Evaluation of Proposals (CEP) also evaluates new program proposals. More information is available at: <http://www.crepuq.qc.ca/spip.php?article31&lang=en>. MESRST is the Quebec Ministry of Education and Higher Education (<http://www.education.gouv.qc.ca/en/ministere-de-leducation-et-de-lenseignement-superieur/>).

There are student representatives on all committees university-wide with the exception of committees that deal with confidential student information (such as grades, grievances etc.). The student association, MISSA, holds elections and specific committee roles are associated with specific positions. MISSA elections determine who is on the MISSA Council, as well as that person's role. A full list of MISSA positions and their respective committees is underneath article IX in the MISSA constitution (<https://www.mcgill.ca/sis-students/missa/constitution>). The MISSA President is a member of the departmental meeting; the MISSA Curriculum Committee representative serves on the Curriculum Committee; and the MISSA Communications Officer serves on the Communications Committee. The MISSA President is contacted for student representation on ad hoc committees e.g. when a selection committee is formed. The President would ask for volunteers to serve on these committees.

Table 2. Standing Meetings and Committees.

Departmental Meetings are a forum for discussing short-term plans and ongoing academic issues. The mandate is to make decisions which affect any academic outcomes. The composition includes: the Director (Chair), all faculty members, the Administrative Coordinator (Secretary), the Communications Associate, MISSA President, MISSA V-P Internal, and a PhD Student Representative. The meetings are normally scheduled on a bi-monthly basis during the Fall and Winter terms. The School's governance structure is determined in departmental meetings, including the composition and mandate of all standing School committees and the establishment of committees for recruitment, promotion or other specific tasks. In addition, SIS academic and policy decisions are approved in Departmental Meetings, including course and program changes.

Strategic Planning Meetings are the forum for developing the School's strategic plans, in relation to the Faculty and University strategic plans. These meetings are also for making decisions about strategic

dimensions, such as recruitment strategies, or teaching and research priorities. This Committee is composed of all academic staff, and is chaired by the Director. The Committee has historically met up to twice per semester or an as-needed basis. See Appendix (an example of a strategic plan for hiring is the “Strategic Plans Letter 2012”). Note that there is no global strategic plan for the School – rather a number of strategic priorities are established and addressed when the context is feasible (e.g. in 2012 we were given the approval to hire new faculty).

The **Curriculum Committee**, includes: one faculty member (Chair – term of three (3) years), three (3) other faculty members, two (2) student representatives (MIS or PhD) who consults with the entire student body³, and the Student Affairs Coordinator (Ex Officio/Secretary). The Curriculum Committee normally meets on a monthly basis during fall and winter terms. Their mandate is to work on the strategic planning recommendations in consultation with faculty members and other relevant constituencies (employers, alumni, professional associations), to recommend to the Departmental Meeting any changes/modifications of the School’s academic programs and related policies. All program changes and modifications or new course proposals and modifications initiate at and must be approved by the Curriculum Committee. The Curriculum Committee can also create *ad hoc* committees and task forces to address specific needs. For example, in 2010 a student task force, composed of five Master’s students, was formed to identify and document key themes and emerging trends in the top 10 LIS Schools in the United States (see Appendix 3). In 2013, a Sub-Committee for Revision of MLIS Goals and Objectives, composed of the Director, a faculty member and two Master’s students, was formed to review the program learning outcomes, goals and objectives (see Appendix 4). The proposed learning outcomes were approved by the Dec. 13, 2013 Curriculum Committee. These were then presented and recommended for approval at the next Departmental Meeting. The learning outcomes were formally approved by the Jan. 10, 2014 Departmental Committee.

The **Student Standing and Academic Affairs Committee**, includes a Faculty member (Chair – term of three (3) years), MIS and advanced degrees program director, PhD program director, and the Student Affairs Coordinator. There is no student representative given the confidential nature of discussions. The Student Standing and Academic Affairs Committee meets at the beginning, middle and end of each semester to monitor student progress in all programs and to consult with the faculty and academic supervisors and advisors as needed (e.g. in the case of failing grades).

³ Note: student representatives typically consult with and disseminate committee news to the Master’s students through the MISSA Facebook group (MISSA is the student association)>

<p>The Communications Committee includes a Chair, Director, two faculty members, and one student member (MISSA Communications Officer). The Committee's mandate is identify and review gaps and opportunities in communications with various constituents, and to make recommendations to the Departmental meeting. Reviews communication channels and processes. Guidelines, plans, and recommendations developed by the Committee are presented at the Departmental meeting for discussion and adoption. Typically meets twice per semester and as needed.</p>
<p>The Search Committee includes a Chair, four (4) tenured professors, and two (2) alternates. This Committee is formed and meets on the basis of need to discuss potential new academic hires. The Committee's mandate is to make recommendations to the Dean for hiring new professors after broad consultation with students and faculty members.</p>
<p>The Reappointment, Promotion and Tenure Committee includes the Director (Chair), four (4) tenured professors, and two (2) alternates. They meet as needed to discuss and provide recommendations to the chair on all faculty files regarding reappointment, promotion and tenure.</p>
<p>The Graduate Admissions and Awards Committee has a Chair (faculty member), the MIST Graduate Program Director (GPD), the PhD GPD, a faculty member and the Student Affairs Coordinator, who also acts as the Secretary. Their mandate is to manage the admission of students in master's and PhD programs and to award scholarships. They meet as needed, typically twice every semester.</p>

Table 3. Strategic Plans

<p>Achieving Strategic Academic Priorities (ASAP) 2012 - This is the formal statement of McGill University's strategic academic plan, which responds to the economic, political, social and technological changes (from 2006-2012) and provides a framework to ensure that McGill University has well-articulated academic priorities that will be the core drivers of resource allocations and related processes through 2017. The intention of ASAP 2012 is to clearly and precisely express a shared vision of the University's strategic priorities and at the same time to set the parameters for their implementation. These strategic priorities were designed to be consistent with McGill's mission, academic aspirations, and financially sustainable, but remain adaptable to inevitably and rapidly changing circumstances. Every McGill department is expected to find appropriate ways to express the</p>
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<p>objectives outlined in this strategic plan with their own concrete actions. The plan is available at: https://www.mcgill.ca/asap/asap-2012-plan.</p>
<p>Faculty of Education Strategic Framework Planning Sessions - In order to better align with the new University strategic academic plan, in April of 2012 the Faculty of Education hired two consultants to facilitate the development and refinement of a faculty-wide vision and plan for academic excellence, competitive research, and service to communities. The consultants, in collaboration with the Department Chairs\Directors, helped to define strategic orientations for the next 3 years; they worked with the Departments/School to define their annual objectives and the implementation process (see Appendix 5).</p>
<p>HII Strategic Plans – In 2009, and in 2012, based on the Faculty and University strategic realignment, SIS presented strategic plans to the Dean of the Faculty of Education. Both strategic plans highlighted hiring faculty members in the area of human-information interaction (HII) including knowledge management, archives, and librarianship. Other plans included expanding the doctoral program and developing a research option in the Master’s degree (see Appendix 6).</p>
<p>Faculty of Arts Affiliation Proposal – In July 2013, following the departure of the Dean of Education, the Provost invited the department chairs and the Director of SIS to examine the composition of the Faculty of Education and its organizational structure in order to plan the recruitment of a new Dean. Following a unanimous endorsement by SIS faculty members and students, the SIS Director expressed to the Provost the School’s desire to join the Faculty of Arts with the expectation that the amalgamation would provide the two units with untapped synergies that would benefit both. The field of information studies is an increasingly multidisciplinary field that shares many features, attributes, and methodologies with humanities and social sciences. Given the development of new academic programs and research agendas both in Arts and in SIS, a proposal for a new faculty affiliation was presented (see Appendix 7).</p>

Table 4. Forums and Information Sessions

<p>Forum on Curriculum at SIS – In 2010, over 30 SIS students, faculty members, graduates, and employers from various sectors attended a full day forum to identify and discuss the competencies, skills, and knowledge graduates should acquire in the program. The results of these important and informative discussions were then carefully examined at the Curriculum Committee in order to identify key priorities (see Appendix 8).</p>

<p>Annual Director’s Forum – Since 2005, the School typically holds a Director’s Forum once or twice a year to consult with the students about any ongoing issues and challenges that may affect the School and the program. These forums help to address short-term planning issues such as scheduling, dissemination of program-related information, and student advising. Note that none were held in 2015 as the Interim Director held more targeted workshops and met with individual and groups of students during that year. They are planned for the 2016-2017 academic year (see Appendix 13).</p>
<p>Annual Elective Course Information Session – Since 2014, faculty members (i.e., those that are not on sabbatical) hold an information session where they give presentations on each of the elective courses offered at SIS. The elective course information session assists with student advising and helps to disseminate program and course related information to the students. Approximately 70 students attend the session each year.</p>
<p>Annual Research Project Information Session – Since 2015, the School holds a fall information session to explain and answer questions about the MIST program non-thesis research project option. The information session assists with student advising and helps to disseminate program and course-related information to the students. In 2015, approximately 35-40 students and 4 faculty members attended it.</p>
<p>Annual Practicum Information Session – Since 2008, the SIS Practicum Coordinator has hosted a fall annual information session for all students interested in or considering applying for the Practicum course. The information session assists with student advising and helps to disseminate course related information to the students. Approximately 50 students attend the information session each year.</p>

Table 5. Academic Evaluation Mechanisms.

<p>Tenure, Reappointment, and Promotion - All SIS faculty members who hold tenure-track positions must go through the promotion and tenure process within a period of six years from the date of appointment at McGill. The tenure process ensures that all faculty members demonstrate a strong record of teaching, research, and service. The process begins with the Departmental Tenure Committee (DTC), comprised of the Director and at least four tenured faculty members, reviewing the candidate’s tenure dossier. The DTC’s report and recommendations are reviewed by the University Tenure Committee (UTC), which is chaired by the Dean and includes five other members from the McGill faculty. The final decision rests with the Principal (or delegate, the Provost) and is informed by the UTC’s report and recommendations.</p>
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<p>See McGill Regulations relating to the employment of tenure track and tenured academic staff at http://www.mcgill.ca/secretariat/files/secretariat/employment_of_tenure_track_and_tenured_academic_staff_regs_for_the.pdf</p>
<p>Evaluation of Sessional Lecturers and Faculty - The Director of the School uses course evaluations and student feedback to evaluate all full-time faculty and sessional lecturers. The latter are evaluated based on their student evaluations and meetings with the director depending on need. Students have access to the quantitative results of past student evaluations if the course instructor agrees to disseminate the results, which is the case for the vast majority of SIS faculty and sessional lecturers.</p> <p>Faculty members (i.e., excluding sessional lecturers) are systematically evaluated for merit on the basis of their individual annual reports (see Appendix 9), which includes teaching, supervision and advising, service, research and publications. Each report is reviewed by the Director and discussed in a private meeting with the faculty member. These individual annual reports are combined by the Director to produce the School Annual Report submitted to the Faculty of Arts (or Education prior to 2015), which is a summary of the combined activities of all SIS faculty members between January and December (See http://www.mcgill.ca/sis/about/annualreports).</p>
<p>Course Evaluations – In accordance with Faculty and University rules and regulations SIS systematically conducts evaluations at the end of every course. The results are compiled at the end of every term and disseminated to relevant faculty members, sessional lecturers, and the SIS Director. Aggregate results are shared with all faculty members. These results allow for systematic monitoring of course content, student satisfaction, and quality of instruction. See the list of questions at https://www.mcgill.ca/mercury/files/mercury/sis.pdf.</p>
<p>Annual Graduate Placement/Employment Surveys – The School conducts an annual placement survey to investigate to what extent graduates are employed one year after graduation. These surveys allow the School to monitor employment rates and the types of jobs graduates obtain (see Appendix 11).</p>
<p>Practicum Course Assessments - Approximately 40% of students enroll in the Practicum course every year. Students are advised to apply to 2-3 sites and, if their resume is selected by a site supervisor, they undergo the site’s selection process, which usually includes one or more interviews. The sites range from public and academic libraries to information centers, museums, and archives. Students are both supervised and assessed by information professionals. Students receive formal feedback from their site’s practicum supervisors and are asked for a midterm report and final reflective</p>

paper, and present their practicum experience at the end of term at a SIS poster session. Practicum course assessments are also provided to the School.

Graduated Students– Each year’s number of graduates is stated in annual reports and aggregated in the McGill Electronic Fact Book, a key source for institutional data. See Standard IV. From 2009-2014 the number of Master’s program graduates has steadily increased from 73 to 83 per year (see Table 23).

I.1.1 Continuous review and revision of the program

Continuous review and revision of the program’s vision, mission, goals, objectives, and student learning outcomes

SIS is regularly involved in a broad-based systematic planning process for reviewing and improving its program. For example, there are routine, standing committees (e.g., the Curriculum Committee) and meetings (e.g., Departmental and Strategic Planning) that discuss long-term, short-term, and operational planning related to SIS programs. Student representatives on the Curriculum Committee and Departmental meeting ensure that student issues are addressed. The Director’s Forum is typically held at least once a year to inform students about the latest developments and to solicit their opinions on a wide range of issues concerning the curriculum, individual courses, and other issues (see Appendix 13).

In order to be pro-active and strategic, as soon as the MLIS program was last accredited in 2010, the School organized a full-day Forum on curriculum at SIS, where more than 30 participants including, alumni, students, faculty, and employers were present to discuss competencies, skills, and knowledge required from graduates. Considering the changing nature of the field of information studies and the evolving employment opportunities for our graduates, the need for thinking forward about the curriculum was seen as critical at SIS. The Forum was an event to initiate the process of assessing the goals, objectives and learning outcomes of the program. The results of the discussions were examined by the Curriculum Committee, which created a Task Force on Curriculum to identify the themes and trends in LIS education, by examining the curriculum of the top 10 LIS programs in the United States. Based on the findings in the Task Force report (see Appendix 3), SIS faculty conducted an initial exercise to relate goals, objectives and learning outcomes (see Appendix 4), which led to a proposal for a program revision and proposals for new courses and course revisions. Before these proposals were submitted for approval, in 2013, the Curriculum Committee formed a subcommittee, composed of a faculty member and two second-year Master’s students, to validate the student learning outcomes, program goals, and objectives, and then to map them to individual courses. Each SIS faculty member participated in this process, which was repeated in 2014-2015 to capture updates from new or revised courses and to include sessional

instructors along with all academic staff. The revised program, the Master of Information Studies (MIS), was implemented in 2014. The learning outcomes were approved in the Dec. 13, 2013 Curriculum Committee and subsequently by the Jan. 10, 2014 Departmental Meeting.

In 2012, the McGill ASAP plan is the 2012 strategic academic plan (see <https://www.mcgill.ca/asap/home-page>) that caused most faculties at McGill to review their own vision, mission, goals, and objectives. Based on this plan, the Faculty of Education hired an external consulting firm to conduct strategic framework planning sessions. The sessions worked toward developing and aligning a faculty-wide vision, as well as defining and fine-tuning the Faculty's Departments/Schools objectives. Based on a review of both McGill and Faculty of Education strategic plans, SIS developed its own plan centered on the emerging field of human-information interaction that focused on strategic hiring priorities (see Appendix 6). This plan called for hiring new faculty and introducing a research project option into the master's program.

I.1.2 Assessment of attainment of program goals, program objectives, and student learning outcomes

Several mechanisms are used by the School to assess program goals, objectives, and student-learning outcomes. Program goals were established as a result of a broad consultation with employers, alumni and students (see Appendices 2 and 3). Program objectives and learning outcome mapping exercises (see Appendix 4) highlighted which courses address specific learning outcomes, and if any learning outcomes are over- or under-addressed in the program. The results of the practicum course assessments also provide a reliable source of practical data about this. These assessments are meaningful since they are conducted by potential employers and based on students' hard and soft skills, and are useful because the feedback can be used to adjust how student learning outcomes are addressed.

As part of the revised program, SIS introduced a required capstone course, Integrating Research & Practice (GLIS 602), which was specifically designed to assess students' learning outcomes, including their experiences throughout their studies. This course is offered during the last semester of their two year degree; students are asked to produce a portfolio of accomplishments and projects that will define their professional profile to future employers. This course is specifically designed to assess the overall learning acquired by students. In addition, every term, the Student Standing and Academic Affairs Committee reviews the progress of all students in core courses. These progress reviews help to identify areas for improvement, and this aids in the redesign of courses and the program.

MIS is a professional degree and the ultimate assessment of its program is the annual graduate placement/employment surveys, the latest of which (2014) shows the success of our graduates, with 89%

full-time employment within approximately one year after graduation (See Appendix 11). Of those who responded to the survey, 90% said their employment was related to their Master's degree with job titles such as Business Information Specialist, Curator, French-language Services Librarian, Knowledge Management Lead, Reference Librarian, and Systems Administrator. The graduates were employed in a wide variety of organizations, ranging from the Jewish Public Library to the Art Institute of Chicago and Shopify. The results of the placement survey shows that SIS trains professionals able to fill the information and technology positions of today and those yet to be defined.

I.1.3 Improvements to the program based on analysis of assessment data

Market needs were established based on the 2010 Forum on Curriculum at SIS (see Appendix 8), and the 2011 Task Force on Curriculum to identify the themes and trends in the top 10 LIS Schools in the United States (see Appendix 3). This data produced a list of modification proposals for program, which led to the launch of a major revision of the MLIS program. Over the next year, curriculum revision began with an examination of the program's goals and objectives and the foundations courses' objectives and learning outcomes. In 2012-2013, plans for adding new courses and for modifying existing courses were discussed and approved in line with the review of the program's goals, objectives and learning outcomes. At the same time, new professors were hired and potential new course offerings became possible.

In 2013, another learning outcomes mapping exercise (see Appendix 4) was conducted to identify gaps in the curriculum. Based on the results, the content of the existing courses were modified to address these gaps (e.g., focusing more on project management and soft skills), additional courses were developed to ensure the curriculum of instruction meets the learning objectives, and new courses were introduced to assess student learning outcomes (e.g., the capstone course - GLIS 602). Based on evidence from earlier placement surveys, the 2010 Forum, the practicums, the placement surveys, and discussions with constituents, the School addressed a clear request to provide students with more flexibility to choose their courses by eliminating the three streams (i.e., Librarianship, Archival Studies, and Knowledge Management), which reduced the number of mandatory courses from eight down to five. These streams were replaced by equivalent optional areas of interest (see <http://www.mcgill.ca/sis/programs/mist/areas-interest>) that offer students ideas for logical groupings of courses. As a result, students must choose more complementary⁴ courses in the new MIST program, which allows them to further customize their own program of studies to reflect their specific career goals. Students' course selections are supported by specific activities integrated in a mandatory course in the first semester (i.e., GLIS 601 – Foundations of

⁴ In the MLIS program, there were three specializations; all three had the same core/required courses and electives but in addition they had "complementary" courses. These were courses that were required for a given specialization. In the MIST program, there are only core/required courses and electives.

Information Studies), which provides them with information about possible topics and the relevant courses, and they may seek advice from their Faculty academic advisor throughout their program of study.

In 2013-2014, the proposal for a revised master's program was approved at SIS and within McGill, and in consideration of the revisions made, a new name for the program was recommended and approved (Master of Information Studies, MIST). It was designed to offer a course-based option and a research-based option, in which at least a third of the credits are related to research theory and projects. The revised Master of Information Studies (MIST) was introduced in fall 2014. However, due to provincial and university regulations, a separate MIST research degree was necessary to enable our research students to apply for provincial master's fellowships. As a result, the course-based degree was named MIST non-thesis while the research project-based degree is called the MIST non-thesis project, which was approved by the University in March 2015. Note that the learning outcomes and curriculum of the two degrees – MIST non-thesis and MIST non-thesis project - are the same and represent modifications of the previous MLIS learning outcomes and curriculum. The only difference between the two degrees is that the research degree (MIST non-thesis project) imposes that at least a third of the degree (i.e., 18 credits) is directly related to research in the form of additional mandatory courses (e.g., GLIS 611 – Research Principles and Analysis) and independent research projects (e.g., GLIS 647 – Research Project 3). Additional details concerning the structure of the program are provided in section II.1.

I.1.4 Communication of planning policies and processes to program constituents

The program has a written mission statement available on its public web site, (<https://www.mcgill.ca/sis/about/mission-history>) which is repeated for reading convenience:

McGill University Mission: Foster the advancement of learning and the creation and dissemination of knowledge, by offering the best possible education, by carrying out research and scholarly activities judged to be excellent by the highest international standards, and by providing service to society.

School of Information Studies Mission: Foster the advancement of learning through education, scholarship, and service in library and information studies.

The School has several mechanisms through which it informs its constituents about the developments and changes in the curriculum and its programs (see Tables 2-5), and it also solicits feedback through these mechanisms. First, constituents serve on many of the standing committees and meetings where policies and processes are discussed and approved. For example, there are student representatives at Departmental Meetings, Curriculum Committee, Communications Committee, and Search Committee. There are also working groups formed on an as-needed basis, such as the current one on reference courses and the

evolution of the role of the reference librarian, which includes alumni, employers, sessional lecturers and faculty. The School organized Forums on Curriculum, such as those in 2004 and in 2010 (see Appendix 8), when launching the major revision of the Master's program. These forums, which involve representatives from SIS constituents including alumni, students, employers, and faculty, are organized after an accreditation cycle for an in-depth discussion of the program. In addition, a Director's Forum is typically held for the students once a year and information sessions about all elective courses, the research project, and the practicum are held once a year (see Appendix 13). These activities have yielded several valuable responses and critiques that have led to a more flexible curriculum program with more emphasis on management and information technology skills.

The program also has had specific strategic priorities, the most recent being the Strategic Hiring Plan (academic) that was developed when the School was given the opportunity to hire new faculty (see Appendix 6) that provides vision and direction for its future, identifies needs and resources for its mission and goals, and is supported by university administration. The program's goals and objectives are consistent with the values of the parent institution and the culture and mission of the program and foster quality education (see Appendix 4). On the administrative side, SIS added a Communications Associate, who worked to strengthen the communication channels with constituents. Communication and outreach channels, such as email, the School's listservs, SIS website, the School Newsletter, and social media (e.g., Twitter, Facebook, LinkedIn), are used to inform the School's constituents about current developments on program developments and School activities. SIS diligently adheres to the culture and values of McGill University.

An annual report to the Faculty aggregates the activities and successes of the Schools' professors and staff (see <http://www.mcgill.ca/sis/about/annualreports>); this annual document is a formal method of control through which the Faculty of Arts and McGill ensure the SIS activities support their values. The 20145 annual report can be found in Appendix 35. McGill is a world-class university, ranked 24th in the world by QS ranking. More importantly to our students, McGill is also ranked number one in social sciences and humanities grants and in library expenses by Maclean's University Ranking 2016. As one of the academic units at McGill, SIS strives to have the same values as the parent institution to conduct cutting edge research and offer a world class educational program to its students.

1.2 Student learning outcomes are a critical part of the program's goals

These outcomes describe what students are expected to know and be able to do by the time of graduation. They enable a faculty to arrive at a common understanding of the expectations for student learning and to achieve consistency across the curriculum. Student learning outcomes reflect the entirety of the learning

experience to which students have been exposed. The following sections describe how student learning outcomes address the essential character of the field of library and information studies (I.2.1); the philosophy, principles, and ethics of the field (I.2.2); appropriate principles of specialization identified in applicable policy statements and documents of relevant professional organizations (I.2.3); the importance of research to the advancement of the field's knowledge base (I.2.4); the symbiotic relationship of library and information studies with other fields (I.2.5); the role of library and information services in a diverse global society, including the role of serving the needs of underserved groups (I.2.6); the role of library and information services in a rapidly changing technological society (I.2.7); the needs of the constituencies that the program seeks to serve (I.2.8).

MISSt Program

The MISSt degree is awarded after successful completion of the equivalent of two academic years of graduate study (48 credits). Twelve credits in each of the fall and winter terms constitute a full load. Although the program is normally taken full-time, it may be pursued part-time but must be completed within five years of initial registration.

Five core required courses, GLIS 601 Foundations of Information Studies, GLIS 602 Integrating Research and Practice, GLIS 607 Organization of Information, GLIS 617 Information System Design, and GLIS 619 Information Behaviour and Resources, provide the foundations for all the Standards and the program goals and objectives. If students choose to pursue the MISSt Research Project Program they must also complete three required research project courses (GLIS 603 Research Project 1, GLIS 604 Research Project 2, and GLIS 647 Research Project 3). Elective courses in each area of interest complete the course-based and research project program foundations. As students can freely select courses across areas, the three cognate areas of interest offer opportunities to appreciate the spectrum of issues, problems and solutions that pertain to the information society.

The Master's program goals and objectives were last revised in 2010-2011 (See Standard II). These were later linked to the learning outcomes in Dec. 13, 2013 Curriculum Committee meeting and then subsequently approved by the Jan. 10, 2014 Departmental meeting. This then led to the program revisions and name change discussed in section I.1.3. These goals address the importance of providing appropriate intellectual foundations and exposure to research, opportunities for developing management and technological knowledge and skills, and education on key values in librarianship – equal access to information and knowledge resources and commitment to professional service. The objectives articulate the same dimensions in a more specific manner, and the learning outcomes confirm that students need the required knowledge to reach the objectives and goals of the MISSt program. Table 6 shows how the goals,

objectives, and learning outcomes of the MIST program meet the Standards. The specific way the goals and objectives of the MIST program are addressed in the curriculum is more extensively explained in Standard II. The mapping of Standards with the program goals, objectives, and learning outcomes illustrates various overlaps as each Standard is covered in more than one goal and objective. Each Standard is addressed in multiple courses and activities to allow more than one opportunity to gain knowledge and skills.

Table 6. Mapping of Standards with MIST Program Goals, Objectives, and Learning Outcomes.

Standard	MIST Goals	MIST Objectives	Learning Outcomes
I.2.1 The essential character of the field of library and information studies	2. To foster competencies in managing information and knowledge resources. 3. To promote the appropriate use of technology in meeting information needs. 6. To educate service-oriented information professionals.	4. Select, acquire, organize, store, retrieve and disseminate information and knowledge resources in any format. 5. Design, manage and evaluate information systems and services. 6. Understand the role of technology in the field. 7. Apply management theories, principles and techniques in information and knowledge-based organizations.	Learning Outcome 2: Assess, organize and manage information and knowledge resources. Learning Outcome 4: Apply information and communication technology (ICT) concepts to designing, managing and evaluating information systems. Learning Outcome 5: Apply the principles and practices of information literacy. Learning Outcome 7: Apply management principles and techniques, including those related to project management. Learning Outcome 8: Analyze information needs and user requirements at individual, organizational, and community levels to provide effective information services. Learning Outcome 9: Demonstrate communication, problem solving, and decision-making skills in a collaborative environment.
I.2.2 The philosophy, principles, and ethics of the field	1. To provide the intellectual foundation for careers as information professionals. 5. To advocate access to information as a fundamental human right. 6. To educate service-oriented information professionals.	1. Understand the historical and theoretical foundations of information studies. 2. Identify key issues and debates in information policy. 9. Understand the nature of professional ethics and the role of professional associations.	Learning Outcome 1: Describe the key historical, theoretical and ethical foundations in the field of information studies. Learning Outcome 3: Articulate the issues concerning access to information such as copyright, privacy, censorship, and intellectual freedom. Learning Outcome 10: Explain and appreciate the diverse roles and responsibilities of information professionals in various organizational and societal contexts.
I.2.3 Appropriate principles of specialization identified in applicable	1. To provide the intellectual foundation for careers as information professionals.	1. Understand the historical and theoretical foundations of information studies. 9. Understand the nature of professional ethics and the	Learning Outcome 1: Describe the key historical, theoretical and ethical foundations in the field of information studies. Learning Outcome 10: Explain and appreciate the diverse roles and

policy statements and documents of relevant professional organizations	6. To educate service-oriented information professionals.	role of professional associations.	responsibilities of information professionals in various organizational and societal contexts.
I.2.4 the importance of research to the advancement of the field's knowledge base	4. To promote research in information studies.	3. Understand research principles and techniques that are applied in the field.	Learning Outcome 6: Critically evaluate scholarly and professional literature and apply basic research methods.
I.2.5 The symbiotic relationship of library and information studies with other fields	1. To provide the intellectual foundation for careers as information professionals. 4. To promote research in information studies.	1. Understand the historical and theoretical foundations of information studies. 3. Understand research principles and techniques that are applied in the field.	Learning Outcome 1: Describe the key historical, theoretical and ethical foundations in the field of information studies. Learning Outcome 6: Critically evaluate scholarly and professional literature and apply basic research methods.
I.2.6 The role of library and information services in a diverse global society, including the role of serving the needs of underserved groups	5. To advocate access to information as a fundamental human right. 6. To educate service-oriented information professionals.	2. Identify key issues and debates in information policy. 8. Facilitate the interaction between users, and information and knowledge resources.	Learning Outcome 3: Articulate the issues concerning access to information such as copyright, privacy, censorship, and intellectual freedom. Learning Outcome 8: Analyze information needs and user requirements at individual, organizational, and community levels to provide effective information services. Learning Outcome 10: Explain and appreciate the diverse roles and responsibilities of information professionals in various organizational and societal contexts.
I.2.7 The role of library and information services in a rapidly changing technological society	2. To foster competencies in managing information and knowledge resources. 3. To promote the appropriate use of technology in meeting information needs.	4: Select, acquire, organize, store, retrieve and disseminate information and knowledge resources in any format. 5. Design, manage and evaluate information systems and services. 6. Apply management theories, principles and techniques in information and knowledge-based organizations.	Learning Outcome 2: Assess, organize and manage information and knowledge resources. Learning Outcome 5: Apply the principles and practices of information literacy. Learning Outcome 4: Apply information and communication technology (ICT) concepts to designing, managing and evaluating information systems. Learning Outcome 5: Apply the principles and practices of information literacy. Learning Outcome 8: Analyze information needs and user requirements at individual, organizational, and community levels to provide effective information services.
I.2.8 The needs of the constituencies that a program seeks to serve	6. To educate service-oriented information professionals.	8. Facilitate the interaction between users, and information and knowledge resources. 9. Understand the nature of professional ethics and the role of professional associations.	Learning Outcome 8: Analyze information needs and user requirements at individual, organizational, and community levels to provide effective information services. Learning Outcome 10: Explain and appreciate the diverse roles and responsibilities of information

			professionals in various organizational and societal contexts.
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I.3 Program goals and objectives incorporate the value of teaching and service to the field

The value of teaching and service to the field is incorporated in the MIST program goals, mainly in:

Goal 5: To advocate access to information as a fundamental human right,

Goal 6: To educate service-oriented information professionals.

These goals include two objectives that cover the value of teaching:

Objective 8: Facilitate the interaction between users, and information and knowledge resources

Objective 9: Understand the nature of professional ethics and the role of professional associations.

The following MIST program learning outcomes are designed to meet Goals 5 and 6, and Objectives 8 and 9:

Learning Outcome 3: Articulate the issues concerning access to information such as copyright, privacy, censorship, and intellectual freedom.

Learning Outcome 5: Apply the principles and practices of information literacy.

Learning Outcome 8: Analyze information needs and user requirements at individual, organizational, and community levels to provide effective information services.

Learning Outcome 9: Demonstrate communication, problem solving, and decision-making skills in a collaborative environment.

Learning Outcome 10: Explain and appreciate the diverse roles and responsibilities of information professionals in various organizational and societal contexts.

These learning outcomes ensure that MIST graduates are equipped with necessary knowledge and skills to assess the information needs of the users, evaluate their level of information competencies, and develop information literacy programs to meet the users' requirements. Courses that include these learning objectives are: Foundations of Information Studies (GLIS 601), Integrating Research and Practice (GLIS 602), Information Behaviour and Resources (GLIS 619), Information Literacy (GLIS 679), and Special

Topics 1: Skills for Information Professionals (GLIS 691). These learning objectives also allow the MIST graduates to appreciate the role and the value of the professional associations in service to the field and in advancement of their careers. In addition to the courses mentioned above, students obtain first-hand experience through involvement in the professional associations. SIS faculty members are also actively involved in various professional and academic associations, which informs them about the developments in the profession and in turn they inform the profession about the curriculum and activities at the School. For specific professional and academic faculty associations see Standard III. The faculty also actively promotes and supports student involvement in professional and academic associations. For specific examples of student involvement in these associations see Standard IV.

I.4. Program is judged on the extent to which it attains its objectives

Within the context of these Standards each program is judged on the extent to which it attains its objectives. In accord with the mission of the program, clearly defined, publicly stated, and regularly reviewed program goals and objectives form the essential frame of reference for meaningful external and internal evaluation.

The evaluation of the MIST program is carried out internally and externally in various ways. Internally, one source of evaluation, used in the Curriculum Committee, is an extensive exercise of mapping MIST goals and objectives to course objectives and learning outcomes conducted by the Sub-Committee for Revision of MLIS Goals and Objectives. This mapping, which was undertaken in November 2013 and finished in December 2015, provided information for further discussion of strengths, overlaps and potential existing gaps in the program, as a result of the comprehensive program revision in 2012 (see Appendix 4). In this exercise, all faculty and sessional lecturers were invited to identify MIST learning outcomes in each of their courses and to assess to what extent each is addressed (i.e., through an evaluated assignment or activity). Evaluated assignments were further broken down under each learning outcome by percentage of course grade (not including class participation). Non-graded activities were also noted. In January and February of 2016, two ad hoc Strategic Planning Meetings were held to present the finding of the mapping exercise, as well as the content of each course to discuss perceptions of the knowledge and competencies that students gain in the program (see Appendix 12). Further analysis of the data is planned and will take place in the context of strategic planning decisions that the School is making in terms of hiring and research priorities.

Another important source of evaluation that is done systematically is course evaluation which provides valuable data to examine whether learning outcomes are met from the students' perspective (see

Appendix 10). Quantitative course evaluation data are made available to the students with the consent of the instructor. Both the quantitative data and comments from the course evaluations are examined by the Director. The Director may then choose to discuss results and any anomalies with each individual instructors; sample course evaluation results are available upon request.

External evaluation is solicited from employers and alumni (who are often practicum supervisors) when evaluating students who do a practicum in their specialization. Supervisors are asked to assess students at various stages of the practicum and to give general feedback to the SIS Practicum Coordinator. Students who undertake a practicum may receive a job offer at the end (full-time position or contract). In some cases, site supervisors have used the practicum as a way to assess students for potential job placements. Every year, a number of students receive an employment offer from their practicum organization and, in fact, some have gone on to become site supervisors themselves. Another method of external evaluation was the 2010 Forum on Curriculum at SIS where more than 30 participants including, alumni, students, faculty, and employers were present to discuss and evaluate the knowledge and skills required of the graduates (see Appendix 8).

Employment of our graduates provides positive external evaluation from employers, and suggests that the program objectives have been met. The School conducts an annual placement survey to investigate to what extent graduates are employed within one year after graduation (see Appendix 11). The six annual surveys between 2009 and 2014 show that within one year of graduation between 82% and 94% of alumni were employed. In three out of six years, more than 80% had full-time employment within one year of graduation.

1.4.1. Evaluation of program goals and objectives involves those served

The evaluation of program goals and objectives involves those served: students, faculty, employers, alumni, and other constituents

Constituents served by the MIST program are directly involved in the evaluation of its goals and objectives: Table 7 summarizes the various evaluation methods (described in detail in I.1-I.3) and the corresponding constituents involved.

Table 7. Correspondence of Evaluation Methods and Constituents.

Method of Evaluation	Corresponding constituents involved
Course Evaluations	Students, Faculty

Curriculum committee	Faculty, two (2) student representatives (MISt or PhD) who will consult with the entire student body
Practicum Course Assessments	Students, Employers and Alumni
Course Mapping Exercise and Sub-Committee for Revision of MLIS Goals and Objectives	Faculty, Sessional Instructors, Students
Strategic Planning Meetings on Mapping or Goals, Objectives, and Learning outcomes	Faculty
2010 Forum on Curriculum	Students, Faculty members, Alumni and Employers from various sectors

I.5. Program has documented evidence of its decision-making processes

The program has explicit, documented evidence of its ongoing decision-making processes and the data to substantiate the evaluation of the program's success in achieving its mission, goals and objectives.

SIS has many mechanisms by which it evaluates its master's program and makes decisions on ways to improve it in order to better align with the University's missions and values, achieve the School's mission, goals, and objectives, and accurately represent and serve its constituents. Table 8 summarizes many of the mechanisms discussed above with corresponding explicit, documented evidence.

Table 8. Systematic Planning Mechanisms and Corresponding Documented Evidence of Program Decision-Making and Evaluation

Systematic Planning Mechanism	Documented Evidence of Program Decision-Making and Evaluation
Departmental Meetings	Meeting Agendas, Minutes, and Documents

Systematic Planning Mechanism	Documented Evidence of Program Decision-Making and Evaluation
Strategic Planning Meetings	Strategic Planning Meeting Agendas and meeting Notes; Director Letter to Faculty of Education Dean on HII Strategic Plan; MISt Learning Outcomes mapped to Courses Spreadsheet
Curriculum Committee (including sub-committees and task forces)	Committee Agendas, Minutes, and Documents; Report on Key Themes and Emerging Trends in the Top 10 LIS Schools in the United States; Proposal for MISt Goals, Objectives, and Learning Outcomes
Student Standing and Academic Affairs Committee	See Table 2. Standing Meetings and Committees.
Communication Committee	See Table 2. Standing Meetings and Committees.
McGill Strategic Plan	Achieving Strategic Academic Priorities (ASAP) 2012
Faculty of Education Strategic Planning	Revised strategic framework: from design to implementation April 5, 2013 presentation slide deck (Appendix 5)

Systematic Planning Mechanism	Documented Evidence of Program Decision-Making and Evaluation
Faculty of Arts Strategic Planning	A proposal for the integration of School of Information Studies in the Faculty of Arts; Faculty Council Motion Regarding the Relocation of the School of Information Studies; Report of the Academic Policy Committee to Senate Minutes (Appendix 7).
2010 Forum on Curriculum at SIS	Forum on Curriculum at SIS Notes (Appendix 8)
Director's Forum	Director's Forum Chronology; Director's Forum Questions; Director's Forum Advertisements (Appendix 14).
Elective Course Info. Session, Research Project, and Practicum Information Sessions	Student advertisements and emails
Course Evaluations	Course Evaluation form
Practicum	Practicum Course Assessments
Placement surveys	Placement survey questionnaire (Appendix 11).

I.6. Program systematically uses evaluation results to improve

The program demonstrates how the results of the evaluation are systematically used to improve the program and to plan for the future.

As a result of the many systematic evaluation mechanisms and elements, the School embarked on a long-term planning process, the result of which was the strategic plan on human-information interaction. External stakeholders, including alumni and employers, were consulted through mechanisms such as the 2010 Forum on Curriculum and the 2011 Task force on Curriculum. These discussions helped identify the types of knowledge and skills our students required upon completion of the Master's program. One example was the identification of a strong need to ensure students acquired professional competencies in project management, time management, communication, and presentation skills. A direct outcome of this was the identification and reinforcement of these competencies and skills in our courses, as well as the development of a new course dedicated to soft skills.

Students were consulted through mechanisms such as the Director's Forum and student representation on the Curriculum Committee. They provided complementary feedback on how well our course offerings were meeting stated course objectives. Direct outcomes of such consultations led to significant revisions of the required courses, including the development of a new, fifth required capstone course that helps students gauge how well they attained the program's learning outcomes.

Faculty members were consulted during regular meetings, such as Departmental and Curriculum Committee meetings. In addition, specifically targeted Strategic Planning Meetings were held to discuss and develop our strategic plan, curriculum and program objectives, as well as how best to align our hiring strategies with these objectives.

The site supervisors for our Practicum provide valuable feedback on how well our students perform their roles and responsibilities during their placement with them. This feedback is used to complement the other sources of information and helps the School continually revise the curriculum. For example, students met with both the Director and the Practicum Coordinator (on their initiative). Several brought up the same point: while the practicum hours were set at 120 hours, they felt that they were putting in more time than that, primarily due to the fact that they had academic deliverable as well as site project deliverables. This point was also made in the practicum course evaluations. The Practicum Coordinator is a graduate of our program and had completed a practicum herself and she concurred. She undertook a benchmarking to see how many hours other Information Schools had set for their internships. She brought this point first to the Director (Prof. Bouthillier) and then to the Curriculum Committee. The discussion revolved around the fact that site supervisors interpreted the number of hours to mean the time the student would be spending on the practicum work projects. The Committee did some digging to find out why the hours were originally set to be 120 and discovered that it was the standard number of hours associated with a three-credit course. The recommendation was therefore to reduce the number of hours to 100 from 120. This recommendation was brought to the next Departmental meeting where it was approved. The

revisions were made to the course (both online in myCourses, the course syllabus, and the course descriptions both on our website and in the university system to ensure consistent descriptions of course requirements). The change was implemented in the 2015-2016 academic year. In order to conduct a more systematic analysis, in the 2016-2017 academic year, there will be a meeting with all practicum students to conduct a formative assessment of what is going well and what could be improved. In addition, interviews will be conducted with a sample of students and supervisors in order to analyze how well the practicum is working in general and the number of hours actually spent by students and supervisors. In addition to ad hoc feedback from students, responses to the placement survey also provide information on the practicum component. Multiple data sources will therefore be used in order to continuously gauge how well this particular program component is doing.

Finally, the School analyzes each year's placement survey (see Appendix 11) and compares these with previous years in order to evaluate how well our program prepares our students for employment as information professionals.

The results of these evaluation processes guide and inform the School's decisions on curriculum changes, program changes, and new hiring. From 2013-2015, a learning outcomes mapping exercise was conducted to identify gaps in the curriculum. The School also decided to do away with the rigidity of its three streams, allowing students to better customize their own elective courses as there were no longer any complementary or required courses for each stream. As the School enters the next seven-year accreditation cycle, it will continue reviewing and improving the Master's program, and will continually and constantly consult its constituencies.

Summary and Future Directions

Our School governance is embedded within the overall governance structure of McGill University. As such, we follow McGill regulations and best practices in both our administrative and academic administration. We have updated our governance structure to integrate new faculty, new appointments and streamlined our reporting and feedback cycles so that the committee structures facilitate consultation and decision-making within the School. The School has a dedicated Graduate Program Director for the Master's program and another dedicated to the PhD program. This provides a strong academic administrative team that can revisit and revise our existing policies and implement new ones to enact our strategic plans. On the administrative side, our business case for an Administrative Assistant was approved. The job was posted in July and interviews will be conducted during August. This will be

significantly strengthen the School and there will be overlap with Kathryn Hubbard, which will provide for sufficient overlap to help with succession planning.

Two years ago we made a deliberate decision to change our faculty affiliation as we felt there was a better disciplinary fit with the Faculty of Arts. Despite well-intentioned efforts on both sides, the School was not able to forge any curricular synergy with the Faculty of Education. A major obstacle was that the professional teacher education program was very rigid in order to be able to meet the Ministry of Education standards. This meant our students could not take their courses and their students had very little electives and so could not take our courses. We did, however, establish research collaborations. In the two years, our strategic focus will be to consolidate our integration into the Faculty of Arts. We have already begin some preliminary work on a proposal for an undergraduate minor in Information Studies. This will create greater awareness about our School among McGill Arts undergraduates. To date, the clear majority of our students come to SIS with an undergraduate Arts degree so this makes good sense. Our faculty will continue to serve on Arts committees and pursue research collaboration with other units in Arts.

In parallel, one of our strategic priorities, again for the next two years, will be to cross list more of our courses. The goal is to establish more collaboration with other university unites and to leverage those we have already leveraged in order to complement our curriculum. Some of the new courses include clear relationships to the faculties of Music, Psychology, Computer Science, Medicine and Management. Our faculty are already associated with these other faculties and will be involved in looking cross-listing some of our courses. Our students already take advantage of courses in other faculties (and indeed in other universities) but the School would like to analyze the possible course clusters in order to be able to guide students in a more systematic manner and in a way that will help them achieve their professional career goals. For example, we introduced a new course in Data Mining and another in Information Security. There is both employer demand and student interest in this area. Recently, Professor Fung was asked to become an Associate Member of the School of Computer Science. We will pursue this collaboration so that we can offer more curricular depth to those students interested in a career in information security. Similar discussions will take place with the other units.

Within our School, we pride ourselves in ensuring that we establish our strategic priorities in close collaboration with our wider SIS community, including our students and alumni, employers of our students, and representatives of the diverse professions in the field of Information Studies. Our stakeholders are consulted directly as needed and solicited to be part of working groups and formal SIS committees and to participate in our focus groups, such as the Forum on Curriculum in 2010, the Curriculum Committee Working Group on Reference, and of course our Accreditation Advisory

Committee. To this end, another Curriculum Forum will be held during the 2016-2017 academic year. A Curriculum Working Group was formed in 2015 to look at the evolution of the reference librarian role and provide recommendations on how SIS can best address these changes in its Master's program. Other mechanisms include inviting a panel of information professionals to the 601 course where the different professions (and their evolution) are discussed with all first year students. Otherwise, collaborations are undertaken on an as needed basis and may involve discussing with specific alumni and employers or targeted groups to ensure we validate what we are doing in our program.

In the near future (2016-2017), the School will strive to systematically gather additional feedback data in order to continue improving the program. We will establish focus groups in a more systematic manner as part of our 7-year accreditation review. In addition, more frequent curriculum reviews involving professionals and alumni will be implemented. We will include an alumnus, an employer, and the liaison librarian as members of the Curriculum Committee for constant monitoring and feedback. We will also establish a School Advisory Board consisting of stakeholders such as alumni, potential employers, and students for overall monitoring of the program. Finally, we will strengthen our relationships with our employers through the practicum program and also by adding a career planning component. Career planning will be facilitated by more formally identifying career advisors, in addition to academic advisors, by adding professional speakers to our research-focused seminar series, and by continuing to include professional panels in our required core courses. We plan to create additional opportunities for dialogue with key companies and alumni to gather feedback from them on major trends, opportunities, and skillsets required to be successful information professionals.

SIS's governance, committee, and consultation structures enable us to strategically plan a set of new or revised goals and objectives for the MIST program for the next seven-year cycle to meet the changes and new challenges of the field. SIS is a strongly future-oriented School that has a long tradition of continuously assessing how well its Master's program is performing. We make use of a variety of sources of feedback from a representative group of stakeholders and we will continue to do so in order to ensure that our graduates are prepared for not only present-day professions but also for yet-to-be named or created professional positions and opportunities in the near future.

The focus of our strategic planning since the last intensive accreditation review has been to revise our program to better prepare our graduates for an ever-evolving career landscape. A Forum on Curriculum at SIS, similar to the 2010 Forum, will be initiated shortly after receiving feedback from the Accreditation Committee, as a basis for a new strategic plan for the next seven-year cycle. The outcome of the Forum will allow us to begin another round of discussions on the MIST learning outcomes. The results of these

discussions will form the basis for fine-tuning the curriculum through course revisions and course mappings, as discussed in further detail in the next chapter.

Standard II: Curriculum

II.1. Curriculum is based on evolving goals and objectives

The curriculum is based on goals and objectives, and evolves in response to an ongoing systematic planning process involving representation from all constituencies. Within this general framework, the curriculum provides, through a variety of educational experiences, for the study of theory, principles, practice, and legal and ethical issues and values necessary for the provision of service in libraries and information agencies and in other contexts. The curriculum is revised regularly to keep it current.

Given its goals and objectives, the MIST program is designed to provide solid foundations in LIS and cognate areas and to educate students for a broad range of roles and responsibilities. MIST is professional graduate program whose graduates generally perform staff management and information technology services that span functional analysis to software programming for information process automation. These marketable skills must be practiced by students; therefore, the MIST program aims to have students spend equal amounts of time acquiring conceptual and applied learning outcomes. Our placements rates confirm that our graduates are highly employable (see Appendix 11) but the ever evolving job market implies that the MIST curriculum must also continuously evolve to meet the expectations of employers and students.

As result of continuous review process that follows the ALA accreditation timeline, an extensive revision of the curriculum was undertaken since the last accreditation review in 2010. This involved revising the program itself, to offer a course-based and research project-based option, as well as increasing the number of required core courses from four to five. Four of these core courses existed already but their content, as well as their pedagogical designs, were revised. A fifth core course, to be taken in the last semester of study, was developed in order to serve as a means of helping students assess what they accomplished in their two years (in the form of a portfolio) and to help them transition to the workplace. A number of new courses were developed, and some are still early enough in their lifecycle that they are still being taught as Special Topics courses. The School will continue to monitor the effectiveness of all the courses through a series of ongoing assessments: the ongoing mapping of course activities and evaluations to MIST program learning outcomes, course evaluations, course enrollments, contributions from our committee student representatives and our placement surveys. The placement survey is reviewed regularly and will continue to be revised in order to be able to collect data in line with our curricular revisions.

Structure of the MIST Program

The program consists of 48 credits (16 courses of 3 credits), which can be completed on a full-time basis in two academic years, or in four terms. Students may register as either part-time or full-time, but must complete the program within five years of initial registration. Students select courses according to the requirements of the program, and their personal interests and learning objectives. Faculty advisors assist with this process. There are two MIST degree options: Master of Information Studies (Non-thesis) and Master of Information Studies (Non-thesis) – Project (hereafter referred to as MIST and MIST – Project, respectively). As will be discussed further in this chapter, the two degree structure was mandated by university regulations; from a practical perspective, they are two variants of the same program. Students select their degree upon entry into the program, although it is possible for students to switch degrees early in the program.

Five courses (15 credits) are required. All MIST students take four required courses (GLIS 601 – Foundations of Information Studies, GLIS 607 – Organization of Information, GLIS 617 – Information System Design and GLIS 619 – Information Behaviour and Resources, usually during their first term. These four courses are foundational to Library and Information Studies and are similar to the core courses offered in other MLIS programs. The final required course, GLIS 602 – Integrating Research and Practice, is a capstone course, taken in the final term of the program.

Note: all course syllabi for the current and past semesters can be found on the School's website: <https://www.mcgill.ca/sis/courses/outlines>. Appendix 34 contains syllabi for courses taught by sessional lecturers in the past seven years.

Research-based MIST Degree (MIST Non-Thesis, Project)

Students who select the research degree (MIST Non-Thesis, Project) have an additional four required courses (18 credits): GLIS 603 – Research Project 1 (6 credits), GLIS 604 – Research Project 2 (3 credits), GLIS 647 – Research Project 3 (6 credits) and GLIS 611 – Research Principles and Analysis (3 credits) or an equivalent research methods course. The breakdown of courses for each degree is presented in Appendix 14.

Elective courses

The remaining courses (33 credits for the MIST, 15 credits for the Research Project) are electives. It is through the choice of these courses that students are able to craft a personalized program of study that matches their individual career aspirations and learning objectives. To assist in the choice of these courses there are lists of suggested courses relating to different areas of interest (Library Studies, Archival Studies, Knowledge Management and Information and Communication Technology). The listing of

courses in each area of interest is presented in Appendix 15. In addition, students can select elective courses for a maximum of 12 credits in any other programs within and outside McGill.

Research-oriented courses

Within the MIST, GLIS 689, Selected Topics (3 credits) is a research-oriented elective course. This course allows a student to explore a topic of interest that is not covered elsewhere in the program, and elaborates on or augments the curriculum through an individualized program of directed study, which provides flexibility for students to influence a curriculum based on evolving goals and objectives. Typically, this course takes the form of a reading course, and may lead to the production of a publishable paper.

The MIST non-thesis project is intended for students interested in a more robust and extensive research program. The three Research Project courses together encompass a substantial, 15-credit research project, which should lead to the production of a significant, publishable research paper. The research program is divided among the three courses as follows:

GLIS 603 – Research Project 1 (6 credits)	Literature review
	Detailed research design
	Ethics review (if necessary)
GLIS 604 – Research Project 2 (3 Credits)	Data collection
GLIS 647 – Research Project 3 (6 Credits)	Manuscript preparation

Students enrolled in this degree are eligible for research fellowships from the major Canadian (e.g., SSHRC) and Québec (e.g., FQRSC) funding agencies. Students interested in registering in GLIS 689 must consult both their faculty advisor and a potential supervisor of the course. The written proposal is then submitted for approval by both the research supervisor and the Graduate Program Director. Students in the MIST non-thesis project program submit a written proposal for 603 and also obtain approval from their research supervisor and the Graduate Program Director. In order to register for GLIS 604 and GLIS 647, students must maintain a minimum academic standing, and obtain approval from both their research supervisor and the Graduate Program Director. Research course outlines and application forms are in Appendix 16. Individual studies undertaken between 2009 and 2016 are listed in Appendix 17 and the list of published papers with MIST or MLIS students as authors is provided in Appendix 18.

Practicum

The practicum course (GLIS 699) is a three credit winter term course that allows students the opportunity to supplement their education with experience in the field. Information professionals (archivists, knowledge managers, librarians, etc.) from the community are recruited to host a student. The course is approximately 120 hours: 100 hours fieldwork, and two assignments. The practicum may be operational in focus (i.e., students are involved in the day-to-day operations of the library/information center), project-based (i.e., students complete one or more specific projects involving professional level work), or, most commonly, a combination of both approaches (see Appendix 19). Acceptance into the practicum is a competitive process, with the students being selected by both the practicum coordinator in the School, and the site supervisor hosting the student.

Elective courses outside the program

Students may take other graduate courses (up to 12 credits) within McGill University, with written justification for the choice and demonstration of how the course fits into an integrated program of study. Approval must be obtained from the faculty advisor, the Graduate Program Director and the unit offering the course. As part of the 12 credits, students may also take up to 6 credits at other Quebec and Canadian universities, providing the courses are not available at McGill. Approval follows the same steps as taking other McGill courses. A list of external courses taken by students can be found in Appendix 35.

Introduction program

At the beginning of each academic year, the School organizes an Introduction Program (see Appendix 20) to provide guidance to students. During this time, students meet with their academic advisors, learn about IT and computing services, the library, student services, and meet representatives from the various student groups and associations. In addition, they learn about the School and the MIST program. SIS students, along with all incoming graduate students at McGill, are invited to a general orientation given by the Graduate and Postdoctoral Studies Office.

Evolution of the Program Since 2009

The major change to the Master's curriculum since 2009 has been the introduction of the MIST non-thesis project degree, and the removal of the stream structure (librarianship, archival studies and knowledge management) in place since 2005. The MLIS program was organized into three streams in 2005, allowing students to follow a path of study relevant to their career interests. However, in recent years, it was becoming apparent that the academic and professional distinctions among the three areas were becoming increasingly fuzzy, and that students were interested in taking courses from more than one stream. The

revised MIST program, introduced in 2014, has five required courses, which are foundational to all areas of information studies research and practice. The wide range of elective courses allows students the flexibility to craft a personalized program of study to meet their individual interests and goals. To help students develop their program of study 1) they are assigned a Faculty academic advisor from whom they may seek advice throughout their program of study, 2) specific activities related to the career impacts of their course selections have been integrated in a first semester mandatory course (i.e., GLIS 601 – Foundations of Information Studies), and 3) most student attend the Annual Elective Course Information Session (see Table 4. Forums and Information Sessions) during their first semester.

MIST Non Theses-Project (NTP)

The expansion of the research opportunities within the MIST program was motivated by two main factors. One was the recurring message from alumni and employers that both theoretical and applied research skills were highly valued in new graduates. The second was to provide a research foundation for students interested in continuing on to a PhD in information studies. The 18-credit research component provides students the opportunity to complete a substantial research study, with the potential for scholarly publication. The structure of the program through a series of courses linked to the steps of the research process gives a framework for students to follow through their research, and a means for tracking progress. The first cohort of two MIST Non-Thesis Project graduates had produced material to be used for publication in the areas of library catalogue interface design and information literacy.

The Project degree was originally planned as a stream within a single MIST degree. However, in order to ensure students are eligible to apply for graduate fellowships from government agencies, new government regulations require that the course-based stream and Project stream be two separate degree programs⁵. As a result, our MIST program is administratively structured as two degrees (MIST non-thesis and MIST non-thesis project) while they are essentially two streams of the same program.

Course changes

New courses and course modifications reflect strategic planning priorities as described in chapter I; to strengthen the management and information technology skills offered to students within a more flexible program of study. This need for new research expertise allowed SIS to hire 5 new faculty, who introduced new courses pertaining to the cognate area of human-information interaction (see Appendix 6). Eleven new courses were added to support the development of the revised MIST and MIST NTP degrees. Nine

⁵ A similar structure can be found in many McGill University programs (e.g., Master of Arts (M.A.); Educational Leadership (Non-Thesis) — Project — Gender and Women's Studies (45 credits); M.A. in School/Applied Child Psychology (non-thesis) Research Project, etc.)

courses were deleted either because their learning outcomes were now covered by the new courses (see appendix 4) or they had not been taught in the past five years. 15 course, including the practicum, were formally modified with respect to title, content or both to reflect current trends. All these changes were discussed and approved by the Curriculum Committee and the School's Departmental Meeting, and approved by other University committees. Course changes since 2010 are detailed in Table 9.

Table 9. Course changes. Course descriptions available at <http://www.mcgill.ca/sis/courses>

Courses currently offered in 2015	Courses offered in 2009	Formal Changes / Modifications
GLIS 601 Foundations of Information Studies	GLIS 601 Information & Society	Title change and course modification
GLIS 602 Integrating Research and Practice		New course
GLIS 603 Research Project 1		New course
GLIS 604 Research Project 2		New course
GLIS 607 Organization of Information	GLIS 607 Organization of Information	Course modification
GLIS 611 Research Principles and Analysis	GLIS 611 Research Principles & Analysis	Course modification
GLIS 615 Reference & Information Services	GLIS 615 Bibliographic & Factual Sources	Title change and course modification
GLIS 617 Information System Design	GLIS 617 Information System Design	Course modification

Courses currently offered in 2015	Courses offered in 2009	Formal Changes / Modifications
GLIS 619 Information Behaviour and Resources	GLIS 619 Information Services & Users	Title change and course modification
GLIS 620 Managing Information Organizations	GLIS 620 Information Agency Management	Title change and course modification
	GLIS 622 Information Service Personnel	Course deleted
	GLIS 623 Financial Management	Course deleted
	GLIS 624 Marketing Information Services	Course deleted
GLIS 625 Information Architecture		New course
GLIS 626 Usability Analysis and Assessment		New course
GLIS 627 User-Centered Design		New course
GLIS 629 Information Security		New course
GLIS 630 Data Mining		New course
	GLIS 631 Systems Thinking	Course deleted
GLIS 639 Introduction to Museology		New course

Courses currently offered in 2015	Courses offered in 2009	Formal Changes / Modifications
GLIS 641 Archival Description and Access	GLIS 641 Archival Arrangement & Description	Title change and course modification
GLIS 642 Preservation Management	GLIS 642 Preservation Management	Course modification
	GLIS 643 Electronic Records Systems	Course deleted
GLIS 645 Archival Principles and Practice	GLIS 645 Archival Principles & Practice	Course modification
	GLIS 646 Research Project	Course deleted
GLIS 647 Research Project 3	GLIS 647 Independent Study	Title change and course modification
	GLIS 648 Quantitative Methods & Bibliometrics	Course deleted
GLIS 649 Digital Curation		New course
GLIS 650 Digital Libraries		New course
GLIS 660 Enterprise Content Management	GLIS 660 Records Management	Title change and course modification

Courses currently offered in 2015	Courses offered in 2009	Formal Changes / Modifications
GLIS 661 Knowledge Management	GLIS 661 Knowledge Management	Course modification
GLIS 664 Knowledge Networks	GLIS 664 Communities of Practice	Title change
	GLIS 674 Certificate Project	Course deleted
	GLIS 695 Research Paper 1	Course deleted
GLIS 699 Practicum	GLIS 699 Practicum	Course modification

Revised Practicum Course

The Practicum course (699) was modified in the 2015/16 academic year to remove the stream-specific nature of the projects. All documentation for the practicum, including the application process, was revised. As of the 2011/12 academic year, coordination of the practicum has been centralized with one Practicum Coordinator to ensure consistency in the nature of the projects and plans that students undertake. As well, an additional process for gathering more systematic student feedback about sites will be implemented for the 2015/16 academic year. The need for these changes had been identified following feedback from students, the Practicum Coordinator, employers, and site supervisors of the existing program; their input was significant in guiding the practicum revisions (see Appendix 19).

II.2. Information resources to facilitate their management and use

The curriculum is concerned with information resources and the services and technologies to facilitate their management and use. Within this overarching concept, the curriculum of library and information studies encompasses information and knowledge creation, communication, identification, selection, acquisition, organization and description, storage and retrieval, preservation and curation, analysis, interpretation, evaluation, synthesis, dissemination, use and users, and management of human and information resources.

Content of the MIST Program

The content of the MIST program covers the ALA prescribed curriculum as shown by Table 10. It lists the goals and objectives addressed by the course offerings and how the various courses encompass the whole cycle of information and knowledge creation to dissemination and management. Courses were mapped on the basis of their explicit learning outcomes, their assignment objectives, and on the basis of content (see Appendix 12).

Table 10. Learning outcomes addressed by MIST courses (course descriptions at <http://www.mcgill.ca/sis/courses>)

MIST Program learning outcomes	Required Courses	Elective Courses
1. Describe the key historical, theoretical and ethical foundations in the field of information studies.	601 - Foundations of Information Studies 607 - Organization of Information 619 - Information Behaviour & Resources	609 - Metadata & Access 615 - Reference and Information Services 620 - Info Agency Management 629 - Information Security 630 - Data Mining 633 - Multimedia Systems 634 - Web Systems Design 638 -Business Information 639 - Introduction to Museology 642 - Preservation Management 649 - Digital Curation 650 - Digital Libraries 655 - Language & Information 656 - Abstracting & Indexing 660 - Enterprise Resource Management 661 - Knowledge Management

MIS^t Program learning outcomes	Required Courses	Elective Courses
		662 - Intellectual Capital
		663 - Knowledge Taxonomies
		664 - Knowledge Networks
		691 - Skills for Information Professionals
		693 - Information & Cognition
		693 - Information Architecture
2. Assess, organize and manage information and knowledge resources.	602 - Integrating Research & Practice	609 - Metadata & Access
	607 - Organization of Information	611 - Research Principles & Analysis
	617 - Information System Design	620 - Info Agency Management
		626 - Usability Analysis
		627 - User Centered Design
		629 - Information Security
		630 - Data Mining
		633 - Multimedia Systems
		634 - Web Systems Design
		638 - Business Information
		639 - Introduction to Museology
		642 - Preservation Management
		649 - Digital Curation
		650 - Digital Libraries
		655- Language & Information
		656 - Abstracting & Indexing

MISSt Program learning outcomes	Required Courses	Elective Courses
		660 - Enterprise Resource Management 661 - Knowledge Management 663- Knowledge Taxonomies 664 - Knowledge Networks 665 - Competitive Intelligence 692 - Music Information Retrieval 693 - Information & Cognition 693 -Information Architecture 699 – Practicum
3. Articulate the issues concerning access to information such as copyright, privacy, censorship, and intellectual freedom.	601 - Foundations of Information Studies 607 - Organization of Information 617 - Information System Design	608 - Cataloguing & Classification 609 - Metadata & Access 615 - Reference and Information Services 620 - Info Agency Management 629 - Information Security 638 - Business Information 639 - Introduction to Museology 642 - Preservation Management 645 - Archival Principles & Practices 649 - Digital Curation 655 - Language & Information

MISSt Program learning outcomes	Required Courses	Elective Courses
		656 - Abstracting & Indexing 660 - Enterprise Resource Management 661 - Knowledge Management 662 - Intellectual Capital 672 - Law Information 691 - Skills for Information Professionals 699 – Practicum
4. Apply information and communication technology (ICT) concepts to designing, managing and evaluating information systems.	602 - Integrating Research & Practice 607 - Organization of Information 617 - Information System Design	609 - Metadata & Access 615 - Reference and Information Services 620 - Info Agency Management 629 - Information Security 630 - Data Mining 633 - Multimedia Systems 634 - Web Systems Design 638 -Business Information 639 - Introduction to Museology 642 - Preservation Management 649 - Digital Curation 650 - Digital Libraries 655 - Language & Information 656 - Abstracting & Indexing

MISSt Program learning outcomes	Required Courses	Elective Courses
		657 - Database Design & Development 660 - Enterprise Resource Management 661 - Knowledge Management 662 - Intellectual Capital 663 - Knowledge Taxonomies 664 - Knowledge Networks 665 - Competitive Intelligence 692 - Music Information Retrieval 693 - Information Architecture 699 – Practicum
5. Apply the principles and practices of information literacy.	619 - Information Behaviour & Resources	609 - Metadata & Access 611 - Research Principles & Analysis 620 - Info Agency Management 626 - Usability Analysis 627 - User Centered Design 629 - Information Security 630 - Data Mining 633 - Multimedia Systems 634 - Web Systems Design 638 - Business Information

MISr Program learning outcomes	Required Courses	Elective Courses
		639 - Introduction to Museology 642 - Preservation Management 649 - Digital Curation 650 - Digital Libraries 661 - Knowledge Management 671 - Health Science Info 673 - Bioinformatics Resources 679 - Information Literacy 693 - Information & Cognition 693 - Information Architecture 699 – Practicum
6. Critically evaluate scholarly and professional literature and apply basic research methods.	601 - Foundations of Information Studies 602 - Integrating Research & Practice 619 - Information Behaviour & Resources	608 - Cataloguing & Classification 609 - Metadata & Access 615 - Reference and Information Services 620 - Info Agency Management 629 - Information Security 638 - Business Information 639 - Introduction to Museology 642 - Preservation Management 645 - Archival Principles & Practices 649 - Digital Curation

MISt Program learning outcomes	Required Courses	Elective Courses
		656 - Abstracting & Indexing 660 - Enterprise Resource Management 661 - Knowledge Management 662 - Intellectual Capital 664 - Knowledge Networks 665 - Competitive Intelligence 672 - Law Information 679 - Information Literacy 692 - Music Information Retrieval 693 - Information & Cognition 693 - Information Architecture 699 – Practicum
7. Apply management principles and techniques, including those related to project management.	601 - Foundations of Information Studies 602 - Integrating Research & Practice 607 - Organization of Information	609 - Metadata & Access 615 - Reference and Information Services 620 - Info Agency Management 629 - Information Security 630 - Data Mining 633 - Multimedia Systems 634 - Web Systems Design 638 -Business Information 639 - Introduction to Museology

MISSt Program learning outcomes	Required Courses	Elective Courses
		642 - Preservation Management 649 - Digital Curation 650 - Digital Libraries 655 - Language & Information 656 - Abstracting & Indexing 660 - Enterprise Resource Management 661 - Knowledge Management 662 - Intellectual Capital 663 - Knowledge Taxonomies 664 - Knowledge Networks 693 - Information Architecture 699 – Practicum
8. Analyze information needs and user requirements at individual, organizational, and community levels to provide effective information services.	607 - Organization of Information 619 - Information Behaviour & Resources	609 - Metadata & Access 611 - Research Principles & Analysis 620 - Info Agency Management 626 - Usability Analysis 627 - User Centered Design 629 - Information Security 630 - Data Mining 633 - Multimedia Systems 634 - Web Systems Design 638 - Business Information

MISt Program learning outcomes	Required Courses	Elective Courses
		639 - Introduction to Museology 642 - Preservation Management 649 - Digital Curation 650 - Digital Libraries 657 - Database Design & Development 660 - Enterprise Resource Management 661 - Knowledge Management 662 - Intellectual Capital 663 - Knowledge Taxonomies 664 - Knowledge Networks 665 - Competitive Intelligence 671 - Health Science Info 679 - Information Literacy 692 - Music Information Retrieval 693 - Information & Cognition 693 - Information Architecture 699 – Practicum
9. Demonstrate communication, problem solving, and decision-making skills in a collaborative environment.	601 - Foundations of Information Studies 602 - Integrating Research & Practice	608 - Cataloguing & Classification 609 - Metadata & Access 615 - Reference and Information Services

MISr Program learning outcomes	Required Courses	Elective Courses
	607 - Organization of Information	620 - Info Agency Management 629 - Information Security 638 - Business Information 639 - Introduction to Museology 642 - Preservation Management 645 - Archival Principles & Practices 649 - Digital Curation 655 - Language & Information 656 - Abstracting & Indexing 657 - Database Design & Development 660 - Enterprise Resource Management 661 - Knowledge Management 662 - Intellectual Capital 663 - Knowledge Taxonomies 664 - Knowledge Networks 665 -Competitive Intelligence 691 - Skills for Information Professionals 692 - Music Information Retrieval 693 - Information & Cognition 693 - Information Architecture

MIS^t Program learning outcomes	Required Courses	Elective Courses
		699 – Practicum
10. Explain and appreciate the diverse roles and responsibilities of information professionals in various organizational and societal contexts.	601 - Foundations of Information Studies 602 - Integrating Research & Practice 607 - Organization of Information 617 - Information System Design 619 - Information Behaviour & Resources	609 - Metadata & Access 615 - Reference and Information Services 620 - Info Agency Management 629 - Information Security 630 - Data Mining 633 - Multimedia Systems 634 - Web Systems Design 638 -Business Information 639 - Introduction to Museology 642 - Preservation Management 649 - Digital Curation 650 - Digital Libraries 655 - Language & Information 656 - Abstracting & Indexing 660 - Enterprise Resource Management 661 - Knowledge Management 662 - Intellectual Capital 663 - Knowledge Taxonomies 664 - Knowledge Networks 671 - Health Science Info 673 - Bioinformatics Resources

MIS Program learning outcomes**Required Courses****Elective Courses**

693 - Information Architecture

699 – Practicum

II.2.1. Curriculum fosters development of LIS Leaders

The curriculum fosters development of library and information professionals who will assume a leadership role in providing services and collections appropriate for the communities that are served

Leadership

The School offers a number of avenues for students wishing to develop assertiveness and leadership attitudes and skills. Leadership is a topic that is explicitly covered in GLIS 601 and GLIS 602, wherein students develop leadership skills by developing a plan for an innovative project. For example, GLIS 601 includes a class devoted to the topic of effective leadership. Leadership is also reflected in elective courses; as an example, GLIS 627 – User-centered Design includes an assignment in which students design a technology-based solution to a recognized problem. However, the development of confident professionals who will assume leadership requires more than an intellectual effort. Within the curriculum, students are required to give oral presentations in many courses, thus enhancing their communication skills. Students can also apply for part-time or temporary positions both within the University through the Work Study Program and in the community, to gain professionally relevant work experience. In addition, many other extracurricular opportunities for developing assertiveness and leadership exist outside the curriculum but within the School and the University as described below.

Involvement in Student Life

The School provides space and technical and financial support to several student groups (see Appendix 21) which are very active in organizing workshops, brown bag discussions, colloquia, symposia, and social events (see Appendix 29). These groups are positive venues for developing leadership skills since each has an executive committee where students learn how to manage projects and budgets, undertake event coordination activities, and develop other skill sets related to event organization and networking. These associations and groups are briefly presented in Appendix 21. SIS students also publish a blog called *Beyond the Shelf*.

Many students are also involved every year in organizing a Career Fair where employers are invited to attend and students can meet with them and socialize. MISSA's Professional Association Liaison is

responsible for organizing this event. The Canadian Library Association McGill Student Chapter (CLAMSC) has run a successful Professional Partnering Program for many years; matching students with volunteer mentors in the information professions. In 2015/2016, the program was run in partnership between the CLAMSC and the Quebec Library Association (ABQLA) McGill Student Chapter; more than 50 participants have been paired and students can connect with mentors from Montreal and Ottawa.

Assistantships

Students may be employed in a variety of capacities within the School as Graduate Assistants to assist course instructors (e.g., providing tutorials, preparing course materials) and as Research Assistants to work on funded research projects. In some years, more than 20 students have been hired by SIS for various temporary positions.

Community Service

Students are active in service to the community. In some cases, this is formalized through student organizations, while in others, students work independently.

- Fundraising for social causes: for example, every year a number of students organize fundraising activities for the McGill Multilingual Children's Library, run by a group of students.
- Volunteering in various organizations/libraries/conferences: when the School receives requests from the community for volunteer work or when a conference is organized by the School or supported by the School, students are always encouraged to participate.

Involvement in Decision Making

Students are active and valuable participants in a variety of decision-making bodies within the School and the University. These experiences provide the opportunity for individual students to act as representatives of their colleagues and to develop both their leadership and advocacy skills (see Appendix 22).

- Departmental Meeting: MIST I & II representatives, and one PhD representative
- Curriculum Committee: MIST I & II representatives, and one PhD representative
- Ad Hoc Selection Committee (for Faculty): one MIST representative, one PhD representative
- Post-Graduate Students' Society Council: There are two designated representatives at PGSS via MISSA: the MISSA PGSS Representative and the MISSA VP External.

Professional Associations

Students are encouraged to become active in professional associations during their studies and some associations have student representatives on their boards. Examples are l'Association des Bibliothécaires

du Québec Library Association (ABQLA), Canadian Library Association (CLA), Corporation des Bibliothécaires Professionnels du Québec/Corporation of Professional Librarians of Quebec (CBPQ), and the Special Libraries Association - Eastern Chapter.

II.2.2. Curriculum emphasizes an evolving body of knowledge

The curriculum emphasizes an evolving body of knowledge that reflects the findings of basic and applied research from relevant fields

Evolving Knowledge Based on Research

The MIST curriculum places emphasis on the ever-evolving body of knowledge, both from within library and information science and from other related fields, and integrates the application of research to professional practice. This is done by having most of the courses taught by full-time research faculty whose varied expertise keeps them at the cutting edge of the topics they teach, and the remaining courses are taught by practicing information professionals with credible applied expertise.

Courses

Links to research and evolving knowledge are found in all aspects of the MIST courses. Faculty share with students their own research and practical experience gained in a variety of domains. There are direct links between the courses taught by faculty and their research areas as shown in Table 11.

Table 11. Direct Links between Courses Taught by Instructors and Research Areas.

Instructors	Research Areas	Courses
Joan Bartlett	Information interaction	GLIS 615 - Reference & Information Services
	Information seeking & use	
	Bioinformatics & biomedical information	GLIS 619 - Info Behaviour and Resources
	Information literacy	GLIS 671 - Health Sciences Information
		GLIS 673 - Bioinformatics Resources
		GLIS 679 - Information Literacy

Instructors	Research Areas	Courses
Jamshid Beheshti	Children's information behaviour Human-computer interaction	GLIS 601 - Foundations of Info Studies GLIS 650 - Digital Libraries
France Bouthillier	Intelligence analysis Cross-cultural competitive intelligence Evaluation of competitive intelligence technologies Assessment of digital resources in the medical sector Information needs of small businesses	GLIS 602 Integrating Research and Practice GLIS 665 - Competitive Intelligence
Colleen Cook	Library assessment Service quality & delivery	Guest lecturer in GLIS 620
Kimiz Dalkir	Tacit knowledge management Organizational learning & managing lessons learned Collaboration success factors Creativity & innovation management Preservation & transfer of expertise	GLIS 661 - Knowledge Management GLIS 662 - Intellectual Capital GLIS 663 - Knowledge Taxonomies GLIS 691 – Special Topics Skills for Information Professionals

Instructors	Research Areas	Courses
Max Evans	Information and knowledge management Knowledge sharing (human, social and technological enablers) Organizational trust and trust management Knowledge continuity management and succession planning Management of technological innovation	GLIS 620 - Managing Info. Organizations GLIS 664 - Knowledge Networks GLIS 693 - Special Topics 3 Information Architecture
Ilja Frissen	Multisensory perception Multimodal cognition Human-computer interaction Auditory perception & cognition Spatial information interaction	GLIS 611 - Research Principles & Analysis GLIS 633 - Multimedia Systems GLIS 693 – Special Topics 3 – Information and Cognition
Benjamin Fung	Data mining & databases Information security & privacy Information sharing & integration Cloud computing	GLIS 617 - Information System Design GLIS 629 - Information Security (taught by Anton Stiglic, Corporate Director of Information Security at Loto-Québec) GLIS 630 - Data Mining

Instructors	Research Areas	Courses
Catherine Guastavino	Human-computer interaction	GLIS 611 - Research Principles & Analysis
	Music archiving & retrieval	GLIS 633 - Multimedia Systems
	Multi-sensory integration	GLIS 657 - Database Design & Development
	Auditory perception & cognition	GLIS 692 - Special Topics 2 Music Information Retrieval
	Categorization	
Charles-Antoine Julien	Information retrieval	GLIS 616 - Information Retrieval
	Information organization	GLIS 634 - Web System Design & Management
	Information visualization	GLIS 657 - Database Design & Development
	Human-computer interaction	
Elaine Ménard	Organization of information	GLIS 607 - Organization of Information
	Image indexing and retrieval	GLIS 608 - Classification & Cataloguing
	Multimedia documents	GLIS 639 - Introduction to Museology
	Cross-language information retrieval	GLIS 655 - Language and Information
	Metadata schemas and standards	GLIS 656 - Abstracting & Indexing

Instructors	Research Areas	Courses
Karyn Moffatt	Human-computer interaction	GLIS 611 - Research Principles & Analysis
	Accessibility of computer systems	
	Interactive technologies for older users & individuals with disabilities	GLIS 617 - Information System Design
	Computer-mediated communication within families and across generations	GLIS 626 - Usability Analysis & Assessment GLIS 627 - User-Centered Design
Eun Park	Digital content	GLIS 609 - Metadata & Access
	Ontology modeling, semantic web	GLIS 642 - Preservation Management
	EHR (electronic health records), enterprise content management	GLIS 643 - Electronic Records Systems
	Trusted digital repositories	
	Trust of cloud computing	GLIS 649 - Digital Curation
	Digital curation, digital preservation, digital archiving	GLIS 660 - Enterprise Content Management

Guest speakers from both the research and professional communities are invited into many courses and every year an average of over 40 practitioners and researchers interact with SIS students (see Appendix 23). Every year, approximately one third of the courses offered are taught by sessional lecturers; for the most part, these are experienced practitioners who have the competencies to link theory and practice in classes.

There is a great range in the methods used for assessing students among the courses and this allows exposure to an evolving body of knowledge as indicated in Table 12. Some, such as mid-term and final exams, are based on the content of the classes. Assignments such as the creation of a text-parsing program (GLIS 617) or the development of a business classification scheme (GLIS 660) are oriented towards the development and application of practical skills, whereas research papers develop theoretical approaches.

Finally, work such as the research proposal (GLIS 611) or the user needs assessment (GLIS 619) focus on the conduct and application of research findings, both original and literature-based. The capstone course, GLIS 602, includes a project proposal, which links applied research to practice. The methods of evaluation are revised as needed to match the evolution of knowledge in respective areas. The mapping of specific learning outcomes assessed by each course assignment or evaluation is provided in Appendix 12).

Table 12. Range of Methods of Assessments of Students

Courses	Assignments / Evaluation
Required Courses	
GLIS 601 Foundations of Information Studies	Team PowerPoint reports Team contribution Critical evaluation of a research article Professional and academic development plan Take-home exam Class participation
GLIS 602 Integrating Research and Practice	(E)-portfolio Project proposal and presentation
GLIS 607 Organization of Information	Midterm exam Final exam Indexing/classification essay
GLIS 617 Information System Design	Individual assignments Midterm exam Final exam Quizzes
GLIS 619 Information Behaviour and Resources	Database searching assignments Literature review User needs assessment (with interview)
Elective Courses	

Courses	Assignments / Evaluation
GLIS 608 Classification and Cataloguing	Cataloguing project with RDA Subject headings & classification project Cataloguing trends essay Classification Scheme construction
GLIS 609 Metadata & Access	Group projects Research paper and presentation Group activities and discussion participation
GLIS 611 Research Principles and Analysis	Seminar Mini literature review Assignments Evaluation of research article Group project
GLIS 612 History of Books and Printing	Short seminar Typeface presentation Descriptive essay proposal Descriptive essay Participation
GLIS 614 Public Libraries	Innovative libraries report Genre study Library evaluation Reflections
GLIS 615 Reference & Information Services	Group presentation Reference interview analysis Subject guide creation
GLIS 616 Information Retrieval	Excel VBA exercises Mid-term exam Final project (building of a functional search system)

Courses	Assignments / Evaluation
GLIS 620 Managing Information Organizations	Management research paper Case study Term Test Group discussion assignments In class group exercises
GLIS 626 Usability Analysis and Assessment	Individual assignments Group projects Peer evaluation
GLIS 627 User-Centered Design	Paper commentaries (seminar) Leading the class discussion (seminar) In-class performance (studio and design fundamentals) Design project
GLIS 629 Information Security	In-class exercises & presentations Midterm Individual project and presentation
GLIS 630 Data Mining	In-class exercises Team project and presentation Midterm Final exam
GLIS 633 Multimedia Systems	Assignments Quizzes Final project and presentation
GLIS 634 Web System Design and Management	Lab exercises Web site redesign project Site proposal and presentation Final exam Team mate assessment

Courses	Assignments / Evaluation
GLIS 638 Business Information	Quiz Business information search assignments Industry profile Group business database presentation Evaluation report Class discussion and participation
GLIS 639 Introduction to Museology	In class-exercises Museum observation Field trip Mini-exhibition
GLIS 641 Archival Description and Access	Finding aid project Assignment Take home final exam
GLIS 642 Preservation Management	Group digitization Final paper Presentation Class participation
GLIS 644 Descriptive Bibliography	Paper Test Bibliographic descriptions
GLIS 645 Archival Principles and Practice	Midterm exam Paper Final exam
GLIS 649 Digital Curation	Group projects Research paper and presentation Group activities and discussion participation

Courses	Assignments / Evaluation
GLIS 650 Digital Libraries	Reports Project brief Digital library proposal
GLIS 655 Language and Information	Essay on difficulties related to "Language and information" Evaluation of machine translation systems Exploration of interface design and cultural diversity
GLIS 656 Abstracting and Indexing	In class-exercises Abstracting and indexing project Thesaurus construction
GLIS 657 Database Design & Development	Assignments Quizzes Final project
GLIS 660 Enterprise Content Management	Group project Research paper Paper presentation
GLIS 661 Knowledge Management	Small group activities In-class demo and exercises In class discussions
GLIS 662 Intellectual Capital	Knowledge map of intellectual assets Evaluation project (Paper and Presentation) Participation in class and myCourses discussion
GLIS 663 Knowledge Taxonomies	Taxonomy building Technology for knowledge organization Participation in class and online discussions

Courses	Assignments / Evaluation
GLIS 664 Knowledge Networks	Critical article reviews and presentations CoP group design projects (proposal, design and presentation)
GLIS 665 Competitive Intelligence	Competitive intelligence report Assessment of a competitive intelligence tool Participation to online and class discussions:
GLIS 671 Health Sciences Information	Information searching Database teaching presentation Subject guide creation
GLIS 673 Bioinformatics Resources	Information searching Database teaching presentation Term paper
GLIS 679 Information Literacy	Micro-teaching presentations and self-assessment Information literacy curriculum plan
GLIS 689 Selected Topics	Academic paper Annotated bibliography Draft manuscript for publication Other formats as agreed to with the supervisor
GLIS 691 Skills for Information Professionals	Weekly reports Individual presentation 2 Individual case analysis Group meeting role playing Group presentation and report

Courses	Assignments / Evaluation
GLIS 692 Music Information Retrieval	Assessment of an online music database Description and evaluation of measure of music similarity Critical evaluation Research proposal Oral presentation and written report
GLIS 693 Information & Cognition	Short opinion paper Final paper Literature review research exercise Student presentations of final paper
GLIS 693 Information Architecture	Quizzes Navigation assignment Information system analysis Modeling group assignment
GLIS 699 Practicum	Field work Weekly log reports Mid-term progress report Mid-term and final evaluation of the student by the site supervisor Final reflective paper

In addition to their courses, students are invited to attend Colloquia and Workshops organized or supported by the School. Every year, students have opportunities to meet with international researchers, doctoral students and experienced practitioners who are working for well-known institutions (see Appendix 24).

Research-oriented courses

The research courses and MIST non-thesis project degree are additional key areas in which students build upon the research-based body of knowledge. By conducting original research, either empirical or

literature based, students not only explore in detail the research in a particular area of knowledge, but they also contribute new knowledge or insight. A list of individual studies projects undertaken by SIS students is provided in Appendix 17.

Practicum

The practicum course provides an opportunity for students to apply their knowledge of the theory and research of library and information science in a practical situation. This course also provides a vital link with the community of information professionals, with students sharing their knowledge of current research issues and trends with their site supervisors.

II.2.3 Curriculum integrates technology and the theories that underpin its design, application, and use.

Theory, Application, and Use of Technology

The theory, application, and use of technology are integrated throughout the curriculum, in recognition that these are integral to information science, rather than a separate domain of study. In one of the four core courses, GLIS 617 Information System Design, students participate in the design of an information system, thus examining the theory, application, and use of technology to design and implement a text retrieval program. Over 90% of the remaining core and elective courses include as core elements the use of electronic information sources and/or the ethical, legal, economic, social, and managerial aspects of the application and use of technology. There are eleven courses in addition to GLIS 617 that focus specifically on technical aspects of the delivery of information services:

- GLIS 609 Metadata & Access
- GLIS 616 Information Retrieval
- GLIS 626 Usability Analysis & Assessment
- GLIS 627 User-Centered Design
- GLIS 629 Information Security
- GLIS 630 Data Mining
- GLIS 633 Multimedia Systems
- GLIS 634 Web System Design & Management
- GLIS 649 Digital Curation
- GLIS 650 Digital Libraries
- GLIS 657 Database Design and Development
- GLIS 693: Special Topics Information Architecture.

Hands-on teaching and learning is made possible through the use of the Faculty of Arts computer classroom (Leacock 212), which is used as a teaching facility. As all classrooms are equipped with video projectors, demonstrations of a variety of technological applications are also integrated into the curriculum.

II.2.4 Curriculum responds to the needs of a diverse and global society, including the needs of underserved groups

Diversity of Needs

Like technology, diversity of information needs is a well-integrated dimension of the curriculum and is addressed in various courses and numerous assignments. Beyond the content of courses, it is important to consider that SIS offers a unique environment for fostering an awareness and appreciation of diversity. McGill is an English-language university within a majority French-speaking province, which is part of a bilingual and multi-cultural country. The student body is similarly diverse. Approximately 30% of students are from Quebec English and French speaking communities; over 50% of Canadian students are from outside Quebec. Close to 20% of all students are from outside of Canada. SIS has a large number of students who are not local and who have to adapt to a new environment with all the information problems that may emerge in such a situation. The student population also includes those with physical or learning disabilities. Students bring their diverse perspectives to the curriculum, and this diversity is reflected in their choice of projects (see Appendix 17). Faculty members are also diverse in terms of ethnic background and language competencies: we have representation from France, Hong Kong, Iran, Korea, the Netherlands, Turkey, and the United States; three professors have French as their mother tongue, and several speak other languages than French and English (Cantonese, Dutch, Farsi, German, Korean, Turkish, and Russian). This breadth of cultural heritage provides a diversity of view-points to the curriculum committee, which is responsible for the evolution of the program.

A global perspective is also integral to the curriculum considering the diversity of the student population, with a large proportion of international and out-of-province students who have an interest in both local and global issues. Courses such as GLIS 601 Foundations of Information Studies and GLIS 655 Language and Information highlight the need to respond to a global society and the challenges of meeting the needs of the information-poor and information-rich communities. In most courses, specific needs of individuals and organizations in the public and private sectors are discussed and addressed.

For students interested in the historical and cultural dimensions of Library and Information Studies, along with those interested in the acquisition and use of heritage and legacy research collections, a number of courses are available: GLIS 601 Information and Society, GLIS 612 History of Books and Printing, GLIS

613 Library & Archival History, GLIS 639 Introduction to Museology, GLIS 641 Archival Arrangement & Description, GLIS 644 Descriptive Bibliography, and GLIS 645 Archival Principles & Practice.

Diversity of needs is extensively examined in GLIS 619 Information Behaviour & Resources, a required course for all students. The focus of the course is on information users and providing resources and services to them; the needs of various communities of users are therefore considered. One of the assignments focuses on user populations selected by each student. The selection of user populations is very diverse, including gays and lesbians, new immigrants, minority linguistic populations, and home-bound seniors, as well as the more traditionally studied groups such as students or academics. As part of their assignment the students identify the characteristics and information needs of the population and explore the types of information services that are or should be provided for them. The intent is to understand the unique characteristics and needs of the people and to be able to identify (and ultimately provide) appropriate information services. There are opportunities during class for students to share what they have learned with the rest of the class, thus enhancing all of the students' learning about the various diverse groups. For example, in GLIS 655, Language and Information, the entire course focuses on trans-lingual access to information in a multilingual, multicultural, and multiscript environment; these issues are also addressed in GLIS 634 – Web System Design and Management. A number of courses (e.g., GLIS693 – Information and Cognition, GLIS 630 – Data Mining, GLIS 607 – Organization of Information, GLIS 627 – User-centered Design) include assignments modeled on “real-life” scenarios; since students may select the scenario, there is typically a very diverse range of populations studied.

II.2.5 The curriculum provides direction for future development of a rapidly changing field

In responding to the ongoing changes in library and information studies, the MISst curriculum not only prepares students for the present, but also lays the foundation from which they can continue to develop their professional skills. The curriculum itself reflects the changing face of the field, continuing to encompass new trends, tools, and resources, and introduce new courses. The removal of the streams recognizes the interdisciplinary nature of information studies, and the need to develop knowledge and skills in diverse aspects of IS.

Course content is constantly updated in response to actual and anticipated developments in the field. For example, new cataloguing rules and formats are reflected in the courses related to information organization, the reference courses reflect the development of information services including the evolving roles of liaison librarianship and newer roles such as data management services, and the information literacy course focuses on the development of teaching skills. It also responds to the ongoing development of information literacy standards and newer concepts such as meta-literacy and threshold concepts.

All faculty members update their courses every semester to better reflect the new realities and changes that occur in the different subfields. For example, in GLIS 608 (*Classification and Cataloguing*), we are now integrating more content on RDA (new cataloguing rules) so our students will be able to teach and use them. In GLIS 639 (*Introduction to Museology*), content on new technologies that appear in museums is added every year (QR, Augmented Reality, Crowdsourcing, etc.).

New courses such as *Information Architecture*, *User-Centered Design*, and *Data Mining* highlight the significant role that library and information studies can play in these emerging domains. *Introduction to Museology* or *Information and Cognition* highlight the significant role that library and information studies can play in these emerging domains. These innovative courses provide students for work in both traditional and emerging areas of LIS.

II.2.6 Curriculum promotes commitment to continuous professional development

The curriculum promotes commitment to continuous professional development and lifelong learning, including the skills and competencies that are needed for the practitioner of the future.

The MIST program acknowledges that information professionals cannot learn all they will need to know within the two years of the MIST program, but will need to continue to learn and develop their skills throughout their career. The MIST program aims to help students gain the foundational knowledge and skills to support both their professional practice and ongoing learning. The program also integrates explicit links to venues and methods for ongoing learning, such as professional association workshops, professional conferences, and formal continuing education.

Students are taught to take an evidence-based approach to their professional development, practice, and learning. In learning to consider research findings and the experience of their colleagues in their professional decision making, students also learn the value of sharing their own expertise and professional successes, both through formal publication and presentation channels and informally within their professional networks.

Being self-directed is a key element of success in lifelong learning and professional development. This process is explicitly included in the MIST program, with students developing personal learning objectives and a plan of study for their own MIST program. This is done as part of GLIS 601, *Foundations of Information Studies*, a required course taken during the first term in the program, and in the final term as part of GLIS 602, *Integrating Research and Practice*, where students must demonstrate how they have met their learning objectives over the course of the MIST program.

Skills for Information Professionals, together with the newly added fifth required course, *Integrating Research and Practice*, provide additional guidance in students' transition from learning to working in a professional context. Students are provided with the opportunity to work on specific skills they would like to improve and they receive valuable feedback on how well they present themselves in professional settings (for example, through their portfolios, and in-class presentations).

II.2.7 Curriculum promotes commitment to continuous professional growth.

Graduate Certificates

Continuing education offers graduates the possibility stay abreast of recent developments in the field and it is a vehicle to maintain an alumni community and life-time learners. Like several universities and professional associations in Quebec that offer workshops and continuing education opportunities for library and information professionals, the School decided to offer instead a post-MIS^t degree, thereby addressing different training and vocational needs: the Graduate Certificate in Library and Information Studies is a 15-credit, course-based degree. All the courses offered in the MIS^t program, except the research-oriented courses, are available to Certificate students. The Graduate Certificate is an excellent means for professionals to expand their knowledge and skills into one of the newer areas of specialization, or to update their skills and knowledge within their own domain.

In 2015, three new Graduate Certificates were developed, in the specific areas of Digital Archives Management, Information and Knowledge Management, and Information Architecture. While these certificates are open to those without a MIS^t degree, they also provide an opportunity for professional growth within our students.

Professional Associations

Throughout their studies, students are encouraged to join professional associations. Each year the School, MISSA, and CLA have supported the attendance of one MIS^t student at the CLA Annual Conference. The student body has traditionally maintained close links with SLA (Eastern Canada Chapter). Every year, its student group organizes a meeting of the Chapter with a guest speaker. Students are encouraged to apply to competitions such as the Student Special Library Association (SLA) Award to attend the SLA Conference. When possible, there is also a student representative on the Board of Directors of the Corporation des Bibliothécaires Professionnels du Québec (CBPQ) and other associations such as l'Association des Bibliothécaires du Québec Library Association (ABQLA), Canadian Library Association (CLA), and the Special Libraries Association (SLA) - Eastern Chapter.

Colloquia and Research Seminars

Every year the School organizes Colloquia and Research Seminars, where students can meet prominent personalities and experts. Some talks may focus upon organizations such as Library and Archives Canada (LAC), and the Bibliothèque et Archives Nationales du Québec (BANQ). Faculty and visiting scholars are also invited to be guest speakers for seminars to describe their current research. The School hosts workshops on various LIS topics such as Copyright Librarianship held on March 18th, 2016 and has supported students in organizing a very popular symposium, InfoNexus, (previously known as Web 2.U), since 2008. The community of information professionals is always invited to attend these educational opportunities and recent and less recent graduates take advantage of them.

II.3. Curriculum allows students to construct coherent programs of study

The curriculum provides the opportunity for students to construct coherent programs of study that allow individual needs, goals, and aspirations to be met within the context of program requirements established by the school and that will foster the attainment of student learning outcomes. The curriculum includes as appropriate cooperative degree programs, interdisciplinary coursework and research, experiential opportunities, and other similar activities. Course content and sequence relationships within the curriculum are evident.

In responding to the ongoing changes in information studies, the MIST program prepares students for the present, but also provides the foundation from which students will continue developing their professional skills. The program is constructed so as to ensure that all students receive a strong core education in the field, while allowing them to specialize if they so choose, as well as to pursue any special interest or any research interest they may have. The program thus achieves its goal of being versatile while meeting the specific professional requirements and demands of various workplaces.

Both MIST degrees (non-thesis and non-thesis project) prepare graduates to work as information professionals in a wide range of information environments, or to pursue further research and academic studies in library and information studies. The degrees are comprised of five required courses around which students create an individualized program of study based on career and academic goals. The main advantage of the five core courses is that it gives students knowledge about a variety of subjects. Students learn to think beyond the boundaries of any particular discipline and to develop perspectives that contribute to creative and innovative ways of thinking. Core courses also allow students a period of time of deep exploration to identify an area of interest to develop during the second half of the MIST program.

Students are strongly encouraged to identify areas that interest them as early as possible and in consultation with their academic advisor to plan their course selection accordingly. An area of interest corresponds to a particular set of courses in which they can gain specific skills and knowledge that interest them. The areas of interest are intended as general suggestions based on current course offerings. Courses are available in each area of interest such as library studies; knowledge management; information and communication technology; and archival studies. Students have the flexibility to focus on one area of interest or combine courses from across information studies domains. Appendix 15 briefly presents each area of interest and lists suggested courses.

Introduction Program and Advising

The structure and requirements of the MIST program are publicly available. However, at the beginning of each academic year, incoming students attend the Introduction Program which introduces them to the School and the particularities of the program (see Appendix 20). This is also an opportunity to meet with their advisor. Students can meet their advisor regularly to obtain further advice on their career plans and course selection.

A handbook, emailed to students and viewable on the SIS website, is provided as a tool for both students and advisors to consult together about course selection. This handbook is used by new students in particular as they communicate with their advisors for the first time, in person or by email, prior to starting their first semester on campus. After students are enrolled in the program, they are invited to meet formally at least once a term with their advisor for course selection for future terms. After course selection is determined, it is communicated to the Student Affairs Coordinator, who also reviews course selection to ensure that program profiles are being well determined. Therefore, for all students the program requirements and the courses actually achieved are constantly monitored and recorded in their file. This process ensures that students are made aware of all options and that they appropriately fulfill their program of study.

Program plan

In GLIS 601 – Foundation of Information Studies, students prepare a professional and academic development plan. This includes both their vision for their professional career and a plan for their program of study to support their career. To help students in this assignment there is an electives course information session held during the class. Each faculty member presents her/his elective courses, helping the students to learn more about the individual courses and to understand how these fit into their own plan of study.

Areas of Interest

To assist students in course selection, there are suggested clusters of courses related to specific areas of interest within information studies (library studies, archival studies, and knowledge management and information and communication technology). These clusters of recommended courses help students identify courses related to various areas, and aid them in developing a coherent and individualized program.

Elective courses

Over two-thirds of the courses in the MIST program are electives allowing students a broad range of choices and the opportunity to design a program profile that matches their particular needs and interests. The option to select elective courses from one or more areas of interest provides a great deal of flexibility and focus. The guidance provided in the course calendar and Introduction handbook, together with consultation with faculty advisors, provides examples of logical groupings and sequences through the courses. In addition, an information session for first year students is held annually, prior to them choosing their elective courses, in which each member of faculty provides information on the elective courses they teach.

Research options

The research course, GLIS 689, allows students to pursue an independent program of study and to investigate in detail a topic or issue that is not covered elsewhere in the curriculum. The MIST non-thesis project provides the opportunity for a more in-depth and robust research program. In many cases, the research directions chosen by the students are interdisciplinary, and may involve collaboration with faculty outside of the School.

Practicum

The practicum provides an opportunity for individualized, experiential learning. In consultation with the site supervisor hosting the practicum, students develop a personalized work plan for the course. This is influenced by the student's own interests and learning needs, in addition to the requirements of the site.

Courses from other units/universities

No school can be all things to all people. With this in mind, the School is aware of other courses both within McGill and also in other Quebec or Canadian universities that may interest students who can take a maximum of six credits outside the program within McGill or in other universities. For example, students with an interest in children's literature have taken a course in the Faculty of Education, others with an

interest in librarianship or archival studies in the domain of the visual arts have taken courses at the Université de Montréal or at the Université du Québec à Montréal (UQAM). These courses are complementary to the MIST program, and allow students to customize their program. Students must have authorization from the Graduate Program Director to register in courses outside the School. It is also possible for students to register at McGill as non-resident for one semester and take courses in other ALA-accredited programs as long as the number of credits for courses taken outside does not exceed one-third of the MIST program (i.e., 16 credits). The School thus encourages students to take acceptable elective courses not available at the School in order to meet their individual needs. These courses may be online or traditional courses but must meet the same criteria (e.g. not a course offered at the school, graduate level course, the student meets any prerequisites, approved and so on). Appendix 35 shows a list of external courses taken by students.

II.4. Curriculum considers relevant professional associations

Design of general and specialized curricula takes into account the statements of knowledge and competencies developed by relevant professional associations.

The MIST program was developed with reference to a number of statements of knowledge and competencies. ALA accreditation standards, as well as the recommendations from the last accreditation review, were strongly considered in the development of both the required, foundational courses, and elective courses, especially those in the library studies area of interest cluster. Statements from other library associations such as the Medical Library Association and the Special Libraries Association were also consulted for relevant courses (e.g., GLIS 671 Health Science Information) and areas of interest (e.g., knowledge management). Similarly, the courses relating to archival studies were designed with reference to relevant professional associations such as the Association of Canadian Archivists.

II.5. Procedures for the continual evaluation of the curriculum

Procedures for the continual evaluation of the curriculum are established with input not only from faculty but also representatives from those served. The curriculum is continually evaluated with input not only from faculty, but also representatives from those served including students, employers, alumni, and other constituents. Curricular evaluation is used for ongoing appraisal and to make improvements. Evaluation of the curriculum includes assessment of students' achievements.

Ongoing evaluation activities

The curriculum is continually reviewed and receptive to innovation. Its evaluation is used for ongoing appraisal, to make improvements, and to plan for the future. Evaluation of the curriculum includes assessment of students' achievements and placement rate (see Appendix 11), consultations with employers, alumni, students (see Appendix 8), and faculty input through regular meetings and discussions. Now graduating its first cohort of over 80 information professionals, the revised MIST program has demonstrated it does offer additional learning outcomes covering concepts and skills in management and information technology usage and design within a more flexible program of study. Future placement surveys will indicate how these changes meet the anticipated needs of the market, and the cycle of program revision will start again.

Curriculum Committee

The School's Curriculum Committee is the primary vehicle for the development and monitoring of the curriculum. It is composed of 4 faculty members (including the chair, and both Graduate Program Directors) and 3 student representatives (MIST I, MIST II and PhD). The Student Affairs Coordinator serves as secretary. The LIS liaison librarian (who ensures that the McGill Library's collections and services support the curriculum) and the SIS Communications Associate have standing invitations to attend as guests. The committee usually meets 6-8 times a year, with additional meetings when necessary.

Course evaluations

Each course is evaluated by students after the five weeks of the term. The quantitative and qualitative results are seen by both the course instructor and the School's Director, and the quantitative results may also be made available to students. These evaluations are used by individual instructors to monitor their course(s), and to adjust and modify as necessary. Thus, the courses are always being refined to best meet the needs of the students.

Placement survey

Complementing the information obtained from course evaluations, a Placement Survey is sent to graduates following their completion of the program. The intent of the questionnaire is to survey graduates on post-program employment and ask whether they perceive that the program objectives are met. Survey results assist prospective and current students in understanding the current employment climate, and inform the School for planning purposes. Results are closely monitored in order to identify modifications to the programs (see Appendix 11).

Alumni relations

SIS has an international community of alumni and friends who play an important part in the life and work of the School and make a significant contribution towards the School's tradition of excellence. SIS works hard to keep in touch with alumni and to establish a continuing relationship with them mainly through the SIS Web site at McGill and popular social media such as Facebook and LinkedIn. This growing community has grown both in terms of size and activity. About once a year the School also produces and disseminates the SIS electronic newsletter with the latest School news that includes a specific section for alumni news that describes the many ways alumni can support the School. SIS and McGill University also organize alumni homecoming events both at home and overseas to allow alumni to network, reminisce, and re-connect.

Employers

The program must adapt to new realities and the faculty must strive to make every course not only up to date, but also trend-setting in the field. Feedback from employers (see Appendix 8) and the routine formal and informal consultations with students, practicum supervisors, and employers indicate that our students have an innovative vision of their roles and possess the attitudes sought by employers who wish to renew their own vision and to provide new momentum for the evolution in the information society.

A strategic workshop was organized in October 2010 where employers, alumni, and professional association representatives were invited to discuss this proposal and other strategic issues for the School. This consultation confirmed the need to modify the MLIS program and to introduce new streams, and participants perceived that the School's existing vision, mission, and goals remained appropriate. This consultation also gave useful insights in developing a new strategic plan that included goals and objectives for hiring new faculty members and designing the new MIST program. SIS is constantly scanning its environment to ensure that its program remains innovative and at the forefront of the profession.

Student achievements

Student progress achievements are discussed regularly at the Student Standing and Academic Affairs Committee composed of the graduate program directors (2), one faculty member, and the Student Affairs Coordinator. All faculty members and sessional lecturers are also invited to comment on student academic performance.

The achievements of masters students can be appreciated in various courses' open houses featuring final student projects where alumni and the extended the SIS community is invited. For example, past open

houses include Museology, User Centered Design, and the practicum. Accomplishments of our MIST students are also monitored and reported in the school's annual reports and newsletters; they reveal that they are striving for excellence and are very active and integrated in the community of library and information professionals (see Appendix 25).

Ongoing revision process

The goals and objectives of the new MIST program have been re-examined to ensure that the program is in line with McGill strategic priorities and with recent developments regarding technology, research and the delivery of information services. The School plans to continue monitoring this ongoing revision process through the collection of feedback on curricular matters sought on a continuous basis from a number of different combinations of groups of stakeholders—including current students, alumni, and employers—in a number of different ways. With respect to the curriculum, and in the light of the goals, objectives, and principles established for the new MIST program, our planning for the future is guided by the results of our systematic, ongoing, broad-based assessments of the following conditions: faculty strengths; environmental demands (notably, the constraints forced upon us as a result of the government's cut and an uncertain employment outlook for graduates); and student, alumni, and employer perceptions of program success (as summarized in the above sections).

The MIST curriculum is continuously subject to a rigorous, systematic program of evaluation with the following primary components: continuous review of the MIST program by the SIS Curriculum Committee; assessment of attainment of goals, objectives, and learning outcomes through a variety of instruments including course assignments, formal and informal meetings with employers, Director's Forum with current students (see Appendix 13), placement surveys (see Appendix 11), and realignment and redesign of elements of the curriculum in the light of the results of SIS Curriculum Committee review and learning-outcome evaluation; and communication of programmatic changes to students, instructors, alumni, and employers through the School website announcements and digital and print resources such as the Student handbook and SIS Newsletter.

II.6. Documented evidence of its ongoing decision-making processes

The program has explicit, documented evidence of its ongoing decision-making processes and the data to substantiate the evaluation of the curriculum.

Documentation of decision-making

The School's curricular strategies are regularly and systematically reassessed and, if necessary, revised. The decision-making process is documented in the minutes of Curriculum Committee meetings (available upon demand) and the goals and objectives of the master's degree program are assessed regularly, traditionally following each ALA accreditation (see Appendix 2). This assessment is part of the continuing evaluation process, which also covers the five core courses and elective courses, the research stream performance, the practicum, and the other SIS programs. The School, its staff, and its students closely monitor the performance of the program through many documents of decision-making.

Curriculum committee minutes

In the 2015/16 academic year, all faculty members were provided with access to the Curriculum Committee meeting minutes. All non-faculty committee members (such as student representatives) receive the agenda and minutes through email distribution. The circulation of the minutes assure that all decisions regarding the program are made in a coherent and coordinated fashion, consistent with accreditation and current educational standards. The Curriculum Committee meeting minutes report all decisions in relation to the design and structure of the curriculum so that it meets the School's goals and learning outcomes and so that it allows for the appropriate coordination of objectives, content, and progression of learning. The Curriculum Committee also considers the content and workload of courses and establishes degree requirements. It sets standards for the curriculum regarding depth and breadth of knowledge, currency and relevance of content, and the extent of overlap needed to reinforce the learning of complex topics. All recommendations stemming from the Curriculum Committee are reported and approved at the Departmental meetings.

Strategic planning

Curriculum is one item considered as part of the School's ongoing strategic planning process. Changes occur in two ways: the continuing adjustment and updating of existing courses, including the upgrading and adoption of new information technologies and the introduction of new courses into the program. Topics for new courses (e.g., preservation of digital information, management of moving image collections) are being discussed among faculty members and might be proposed as elective courses at any given time. The Director is part of the Curriculum Committee, and part of her role is to ensure that curricular changes are aligned with the strategic priorities of the School.

Course Evaluations

Each course is evaluated by students during the last few weeks of the term. The School is using the Mercury system, which is McGill's online end-of-course evaluation system. Students have the opportunity to provide written comments and numerical ratings at the end of each course. Mercury facilitates all aspects of the official course evaluation process: students give anonymous feedback, instructors and administrators review it, and the numerical results are disseminated to the McGill community. The Mercury system is key to McGill's ongoing work to provide students with enriching learning experiences. Student involvement in this process is critical to enhancing the general quality of teaching and learning and all students are strongly encouraged to participate.

The quantitative and qualitative results are seen by both the course instructor and the School's Director. The quantitative results may also be made available to students. Based on these evaluations, as well as on our experience in running and teaching this program, adjustments of some curriculum elements are made. Such fine tuning is normal, and serves as an indicator of the program's versatile nature and as a demonstration that the school is open, flexible, and sensitive to its environment. These evaluations are also used by individual instructors to monitor their course(s), and to adjust and modify as necessary. Thus, the courses are always being refined in order to best meet the needs of the students.

Placement Surveys

Because the School is an educational institutions striving for excellence, it is essential that the effectiveness of the programs and the efficiency of student services are evaluated regularly. Such evaluation is incomplete if it does not include feedback from the students. Student Placement Surveys are an excellent tool to obtain feedback from students. While they help measure satisfaction of graduating students with various aspects related to the program, they also allow students to share their on-campus experiences. The data collected from the responses are analyzed and shared with faculty and of the School to help us to improve our programs and the educational experiences of future students. The School is also interested in candid assessments regarding various aspects of the School's program and learning environment. The placement survey is an important tool in the School program of continuous improvement, and it provides valuable data and information that are used to identify areas where changes and improvements are needed.

Consultation with employers/alumni

Feedback from employers (see Appendix 8) and the routine formal and informal consultations with alumni, practicum supervisors and employers indicate that our students have an innovative vision of their

roles and possess the attitudes sought by employers who wish to renew their own vision and to provide new momentum for the evolution in the information society. Alumni provide feedback through the placement survey (conducted one year after graduation) and through their participation on our School committees. For example, there is a currently a Curriculum Committee Working Group that includes alumni and employers. They are tasked with characterizing changes in the role of reference librarians and providing recommendations on how we can best offer this education and training in our Master's program. Practicum supervisors take part in a continuous dialogue with the School as they provide feedback on our students to the Practicum Coordinator. Employers of our students are similarly involved in the working groups and committees as well as in the Curriculum Forum events. In addition, there is ongoing consultation on an informal and as-needed basis with all of the SIS community. We also conduct continuous environmental scanning, for instance through research conducted by faculty members, through their various other professional activities, and through their involvement in scientific and professional associations. Based on past experience, major changes that have led to a new program and structure occur every eight to ten years, with minor changes occurring in the meantime to keep the program up to date and innovative.

II.7. Results of the evaluation of the curriculum are systematically used to improve

The program demonstrates how the results of the evaluation of the curriculum are systematically used to improve the program and to plan for the future.

Strategic Planning

Constant evaluation by the means described in the preceding section led to the planning and implementation of the revised master's program, the Master of Information Studies (MIS) introduced in fall 2014. The revisions were guided by strategic planning activities, in particular the Curriculum Review Forum held in November, 2010, and the students' review of the curricula of top LIS programs. The findings emphasized the need for graduates to have strong technical, applied research, management and "soft" skills. As a direct result, we have increased the number of technical courses (e.g., GLIS 627- User-Centered Design, GLIS 625-Information Architecture, GLIS 630-Data Mining) and augmented the technical components of existing courses (e.g., online database searching in GLIS 619-Information Behavior and Resources). Rather than continuing to treat management and research as concepts isolated within their own courses, the teaching of these skills and concepts was integrated into broader courses (GLIS 601- Foundation of Information Studies and GLIS 602- Integrating Research and Practice in particular, but also many other courses, to emphasize the links among research, management, and

professional practice. Soft skills, such as presentation and networking skills were included in a new course, GLIS 691 – Skill for Information Professionals. After a successful first offering of this course in fall 2015, the content will now be integrated into the required GLIS 602 – Integrating Research and Practice, rather than remaining as an elective course, which will ensure that all students can benefit.

Another significant strategic planning and evaluation activity was the course mapping exercise (fall 2015). This round of course mapping focused on evaluating the coherence of the courses and the MIST program learning outcomes (in contrast to the 2009 course mapping which mapped out the learning outcomes addressed by each individual course). The learning outcomes, content and evaluation methods of each course were mapped against the program learning outcomes, to ensure that both the required and elective courses would allow students to meet the learning outcomes. This process also highlighted the complementary elements among courses, allowing for better integration of teaching cross-curricular concepts (e.g., the co-ordination between GLIS 607-Organization of Information and GLI S619-Information Behaviour and Resources in teaching the concept of controlled vocabulary and thesauri as both factors in organizing information, and in searching for it). Future plans are to continue course mapping to evaluate the links between content, evaluation and outcomes within each course, to ensure that each course is meeting its own learning outcomes, as well as to continue assessing the links among courses to minimize repetition of content (or alternatively, ensure that repetition is intentional and serves to reinforce learning), and maximize the complementarity among courses. The previous iteration of this type of course mapping (2008-2009) was very effective in identifying gaps within courses (e.g., a learning outcome that was not formally evaluated), overlaps among courses, and gaps (e.g., ethics of LIS practice) in the program.

New courses

Several new courses in the areas of human computer interaction, data mining, and information security were also designed and launched. A number of existing courses were significantly revised such as our management course. As discussed before, these were to address the recommendations from the 2010 Forum on Curriculum together with other feedback received. We will continue to evaluate our course offerings, to ensure that they continue to address the requirements of the evolving information professions. New courses are first taught as Special Topics courses at least twice if not more, which allows the instructor to effectively integrate feedback they receive through their course evaluations as well as from the Curriculum Committee. It also allows time for students to become familiar with the new courses which may result in increased enrollment. Once a course is deemed to have “matured” sufficiently, then the new course proposal is prepared and sent through to the McGill approval chain and it will be renumbered as a SIS course.

The Curriculum Committee is also continually assessing whether or not courses that are not being offered in a current academic year should be. Student consultations are undertaken and working groups are created in order to assess their relevance according to professionals who currently work in these areas. The general approach is to not necessarily assess a course that exists but to review the content that is identified as being relevant and important with respect to our program learning outcomes. The actual embodiment (i.e. whether we revise an existing course, create a new one) will then be addressed in order to find the optimal way of ensuring the content is part of our curriculum.

New information professions

In the long term, we have to scan the changes in the information professions. For instance, we are now observing a convergence between librarianship, archives and museums. The School intends to monitor this trend carefully in order to adapt the programs and courses accordingly. The changes in information management abilities brought by the digital revolution are also of the top priorities.

Summary and Future Directions

The School will continue to adopt a very future-oriented perspective on its curriculum. The emphasis is always on the skills and competencies that our graduates should be equipped with not only for jobs that exist today but those that will exist five years and more in the future. It is an undisputable reality of our discipline and profession that change will continue to occur. The School needs to be very vigilant and endeavor to be extremely well informed of trends and tendencies that may affect the employability of our students and the relevance of our curriculum. We have a strong tradition of continuously revising its Master's program both at micro- (individual courses) and macro-levels (programs and paths through the program). This tradition will continue through both our assessment within the purview of the Curriculum Committee and through systematic and regular consultation with all our stakeholder groups, including students.

Our program revisions and new and revised courses will have been through a three-year cycle at the end of the 2016-2017 academic year and will be mature enough to be re-evaluated. We therefore plan on holding another Forum on Curriculum during the 2016-2017 academic year in order to gather feedback from our community to see if the management and technology objectives were well met and whether there are other areas we can strengthen. As an example of our ongoing refinement of the curriculum, during the past year there were informal discussions between students and the Director and formal discussions at the Curriculum Committee meetings, where students expressed interest in having the topics and issues related to copyright addressed in greater depth. In the short-term, we asked the McGill

Copyright Librarian to provide a workshop for our students on this topic. In the longer term, we are looking at how this topic can be addressed in our five core courses.

We plan to continue making use of Working Groups that report back to the Curriculum Committee on specific targeted needs assessments. For example, in 2015-2016, a working group was formed to identify the key changes in the roles of professional librarians with respect to reference services and collection development. This Working Group includes the Liaison Librarian and alumni who are working as professional librarians. The resulting recommendations will be discussed in the fall 2016 Curriculum Committee meetings to identify the best course of action to take. This could include revising existing courses, introducing new courses, and seeking out relevant practicum sites for our students. In addition to traditional courses, we plan on making use of research seminars, professional seminars, and workshops to address important components of an information professional's toolkit.

We will also continue with our learning outcomes mapping exercise every year to ensure that our Master's program curriculum is well aligned with our strategic priorities and systematically evaluated. The learning outcomes are revised and re-mapped every time there is a substantial course revision and when new courses are introduced. We will continue to use the Special Topics course slots to pilot new courses and gather formal feedback from course evaluations in order to refine them as they evolve into mature course offerings in our curriculum.

As we are now part of the Faculty of Arts, the School is also looking at closer collaboration with other academic units in our faculty. One example is our involvement in the development of a new multidisciplinary Master's program in the Digital Humanities. The School is also planning on closer ties with other faculties such as Science (for *Bioinformatics Resources*) and Music (for *Music Information Retrieval*) to investigate the possibility of cross-listing some of our courses with them.

Our revised curriculum is designed to offer a solid foundation in the field of Information Studies through our required five courses. Students then have the flexibility of focusing on professional or research-intensive courses of study. In parallel, our widely-ranging elective courses allow students to customize their area of specialization to meet their academic and career interests. We strive to ensure that coherent links are always made between theory and practice through experiential learning activities (such as working on real world problems in *Competitive Intelligence*), guest lectures given by professionals, and of course, our practicum.

One of the ways in which we can ensure that we are able to offer a relevant and up to date program is through our faculty. Many SIS faculty members engage in research-informed teaching, as their research interests tend to be closely aligned with their teaching assignments. In this way, we can ensure there is

adequate coverage of a very broad multidisciplinary field and translate our knowledge and expertise of our research areas into the program's curriculum. The SIS faculty members are described in greater detail in the next section.

Standard III: Faculty

The number of faculty members at SIS has increased significantly since the last intensive accreditation review. We were given six academic positions to fill based on the approval of our strategic hiring plan. Our plan was highly aligned to our goal to consolidate a solid base of research and teaching expertise in the area of human-information interaction. We were very successful in hiring highly qualified faculty despite the very competitive nature of the profession. We had one faculty leave to return to the U.S. Of the remaining five, two have been reappointed (Profs. Evans and Frissen), two are up for tenure consideration (Profs. Julien and Moffatt), and one came to McGill as a tenured professor (Prof. Fung). More recently, Prof. Ménard was awarded tenure and Prof. Beheshti was promoted to full professor. Profs. Large and McNally retired. The SIS faculty has definitely undergone a significant renewal process. The total of faculty members is now 12 (there were only 6 at the time of the last accreditation review). We also have a cross-appointment of Prof. Cook, the Trenholme Director of Libraries. As noted in previous chapters, this renewal process significantly contributed to our ability to revise our governance structure, for example, we now have dedicated GPDs for our Master and our PhD programs, and to be able to respond to the ever-increasing demands of the field of information studies by revising our curriculum. SIS faculty members also continue to successfully obtain a high volume of prestigious research grants and awards. The two GPDs devote, on average 5-10% of their time to these administrative tasks. The demands vary over time and are more demanding at certain peak times (e.g. beginning of a semester, and March/April to review applications). These are described in greater detail in this chapter.

III.1. Program has a faculty capable of accomplishing program objectives

The program has a faculty capable of accomplishing program objectives. Full-time faculty members (tenured/tenure-track and non-tenure-track) are qualified for appointment to the graduate faculty within the parent institution. The full-time faculty are sufficient in number and in diversity of specialties to carry out the major share of the teaching, research, and service activities required for the program, wherever and however delivered. Part-time faculty, when appointed, balance and complement the competencies of the full-time tenured/tenure-track and non-tenure-track faculty and are integral to the program. Particularly in the teaching of specialties that are not represented in the expertise of the full-time faculty, part-time faculty enrich the quality and diversity of the program.

Between 2010 and 2013, seven new appointments were made to meet the specific teaching needs and research priorities identified School's strategic planning (see Appendix 6) to strengthen the MLIS/MIS

teaching portfolio. The new appointments, summarized in Table 13, included one full professor, one associate professor, and five assistant professors. The first, Prof. Hank, was hired for her expertise in digital curation. Dr. Cook was appointed both as the Dean of Libraries and as a full professor at SIS; although she does not currently teach a course at SIS she has expressed an interest to do so in 2015-2016. Her highly respected expertise in management of libraries and service evaluation reflects positively on the School. Prof. Moffatt provides expertise in human computer interaction and usability testing. Prof. Julien brings expertise in information visualization and retrieval. Profs. Moffatt, Fung, and Julien also brought strong skills in teaching computer programming for the LIS professional. Prof. Frissen brings expertise in cognitive psychology and in quantitative and experimental research. Prof. Evans provides expertise in knowledge management, organizational management, and information systems analysis and design. Prof. Fung is a world-renowned expert in data mining and information security.

There is no university-wide language policy. Individual units determine language proficiency requirements for their hiring. For example, some faculties require bilingual faculty such as Law. The main language of instruction at McGill is English. There is a policy for students. Students have the right to write essays, examinations, and theses in English or in French except in courses where knowledge of a language is one of the objectives of the course (https://www.mcgill.ca/study/2015-2016/university_regulations_and_resources/undergraduate/gi_lang_policy).

There are a number of resources for faculty and staff, especially new hires. McGill policies, procedures and guidelines can be found at: <http://www.mcgill.ca/secretariat/policies/>. The Administrative Handbook can be found at: <http://www.mcgill.ca/adminhandbook/administrative-handbook>. There is a guide for new faculty which can be found at: <https://www.mcgill.ca/apo/new-tsas-guide/> (used to be a pdf until 2013). Finally, there are two guides to teaching and technology resources provided by Teaching and Learning Services (TLS) which can be found at: <https://www.mcgill.ca/tls/teaching/resources> and <https://www.mcgill.ca/tls/teaching/learning-technologies>

Table 13. Hires, retirements, reappointments, promotions and resignation of SIS faculty for the period 2009-2015

	#*	Hires	Retirements	Reappoint.	Promotion	Resignation
2015	13			Max Evans	Elaine Ménard	
				Ilja Frissen		

2014					Charles Antoine Julien			
		Benjamin Fung	Sept			Karyn Moffatt		
2013		Max Evans	Sept					
	11	Ilja Frissen	Aug	Peter McNally	Aug			
2012	10	Charles Antoine Julien	Jan	Andrew Large	Aug			Carolyn Hank
	11	Karyn Moffatt	Sept				Joan Bartlett	
2011	10	Colleen Cook						
2010	9	Carolyn Hank	Sept				Catherine Guastavino	
2009	8							

* Total number of core faculty at the end of the calendar year

Full-Time Faculty

The School currently has 13 full-time faculty members: nine are tenured and four have tenure-track positions. All faculty employed since 2009 are listed below, arranged by academic rank, with their academic degrees and an indication of their major research areas.

Professor

Jamshid Beheshti, BA (Simon Fraser U.); MLS, PhD (U. Western Ontario). Information behaviour of children and youth, application of VR in information retrieval

Colleen Cook, BA, MLS (U. Texas, Austin); MA, PhD (Texas A&M U.) [Trenholme Dean of Libraries]. Library assessment; service quality and delivery

Associate Professor

Joan Bartlett, BSc, MLS, PhD (U. Toronto). Bioinformatics; Health science information; Information literacy.

France Bouthillier, BEd (U. Québec, Montréal); MBSI (U. Montréal); PhD (U. Toronto). Information needs of small businesses; competitive intelligence technology; design and management of

information services; assessment of electronic resources in the health sector; ethnographic research

Kimiz Dalkir, BSc, MBA (McGill U.); PhD (Concordia U.). Collaboration success factors; Creativity & innovation management; Organizational learning & managing lessons learned; Preservation & transfer of expertise; Tacit knowledge management

Benjamin Fung, BSc, MSc, PhD (Simon Fraser U.). Data mining; Cybersecurity; Data privacy

Catherine Guastavino, BSc (McGill U.); MSc (U. Aix-Marseille); PhD (U. Paris 6). Music archiving & retrieval; Human-computer interaction; Auditory perception & cognition; Categorization; Multisensory integration.

Elaine Ménard, BA, MA, MSI, PhD (U. Montréal). Indexing, cataloguing, classification, information retrieval, cross-language information retrieval systems, image indexing and retrieval, multimedia documents, taxonomies, folksonomies, museology and metadata

Eun Park, BA (Pusan National U.); MLIS (UIUC); MBA (U. Pittsburgh); PhD (UCLA). Digital content management, Enterprise content management; Digital humanities; Ontology building of digital objects; Digital preservation; Metadata; Authenticity & authentication of digital objects; Social aspects of digital technology

Assistant Professor (Tenure-track)

Max Evans, BS (Northern Illinois U.); MSt, PhD (U. Toronto). Information & knowledge management; Knowledge continuity management & succession planning; Knowledge sharing (human, social and technological enablers); Management of technological innovation; Organizational trust & trust management

Ilja Frissen, MA (Maastricht U.); PhD (Tilburg U.). Human Spatial-Information interaction; Multimodal cognition; Human-machine interaction

Charles-Antoine Julien, BEng, MAppSc (Polytechnique Montréal); PhD (McGill U.). Human-computer interaction; Information organization; Information retrieval; Information visualization

Karyn Moffatt, BAsC, MSc, PhD (U. British Columbia). Inclusive and accessible computer technology; Human-computer interaction

Associate Members

Gordon Burr, BA, MLIS (McGill U.). [McGill University Archives: Senior Archivist, Records Management]

Pierre Pluye, MD (U. Toulouse); MSc, PhD (U. Montréal). [Full Prof at McGill U., Department of Family Medicine]. Information delivery, information retrieval, and information use. Clinical Information-Retrieval Technology, and Clinical Computer Mediated Communication.

Richard Virr, BA (Tulane U.); MA (Queen's U.); PhD (McGill U.). [McGill Libraries: Curator of Manuscripts, Rare Books and Special Collections Division]

Adjunct Professor (non-McGill employees)

Joy Bennett, BA, MA (Concordia U.); MLIS (McGill U.); PhD (Concordia U.)

Affiliate Members

Charles Cole, BA, MLIS (McGill U.); PhD (U. Sheffield)

Frances Groen, BA (U. Toronto); MA (U. Pittsburgh); BLS (U. Toronto). [McGill University Trenholme Director Emerita of Libraries]

Farkhund Iqbal, BSc, BSc (Peshawar University); MAppCompSc, PhD (Concordia).

Courses taught by faculty in period 2009-2010 until 2014-2015

The School's Director is responsible for allocating teaching duties, but makes such decisions in light of faculty interests and expertise. Required and elective courses are usually taught by faculty members whose academic background, experience, and research interests suit them for the specific content. Whenever possible, teaching assignments are determined through discussion and mutual agreement. This process is intended to be fair and reflect an equitable distribution of teaching responsibilities. Teaching loads for faculty range between one and four courses per year, depending upon administrative and research responsibilities. The courses with larger classes are assigned a teaching assistant (normally a PhD student) and some MIST I courses that include weekly lab sessions benefit from the help of graduate assistants drawn from MIST II students. See Table 11 for the list of courses taught by faculty.

Courses taught by Sessional lecturers

Each year the School benefits from the services of sessional lecturers who offer courses within the MIST program relating to their areas of academic and professional expertise to balance and complement the full-time faculty teaching. Table 14 lists the total number of sessional lecturers (including those few cases where a course was co-taught) from 20010–2015. Table 15 lists the School's lecturers along with their

qualifications and courses taught since 2010. Among the lecturers for the 2015/16 academic year are two PhD candidates who taught in their areas of expertise. Not only does this provide them with teaching experience, but the MLIS/MIS students are introduced to the possibilities of doctoral research by such contact.

*Table 14. Number of sessional lecturers from 20010–2015. *Co-taught courses were taught by two sessional lecturers in that academic year.*

Year	Sessional positions	Courses co-taught*
2010-11	11	1
2011-12	19	2
2012-13	13	1
2013-14	10	2
2014-15	13	1

NOTE: The curriculum vitae of sessional lecturers who taught at SIS in the past seven years can be found in the appendices under “CVs.”

*Table 15. Sessional lecturer qualifications and courses taught from 2010-2015. *Co-taught courses.*

Name	Qualifications	Courses	Academic year
Adam Baron	BMus (Acadia), BEd (Windsor), MLIS (McGill) Bibliographic Access Librarian, Concordia University	608 Classification and Cataloguing	2014-2015
Maxime Beaulieu	BA, MBibl (Univ de Montreal), PhD (UQAM) Public librarian, Anjou Library	614 Public Libraries	2014-2015
Nathalie Belanger	Bacc. Law (Univ Montreal), MLIS (McGill)	672 Law Information*	2010-2011 2013-2014

Name	Qualifications	Courses	Academic year
	Director Information Services, Stikemann Elliott		2014-2015
Joy Bennett	BA, MA, PhD (Concordia), MLIS (McGill)	615 Bibliographic & Factual Sources	2010-2011 2011-2012 2013-2014
	Adjunct professor SIS	620 Information Agency Management	2011-2012 2012-2013 2013-2014
		618 Collection Development	2011-2012 2012-2013 2013-2014
Edward Bilodeau	BSc, MLIS (McGill)	634 Web System Design & Management	2010-2011 2011-2012 2012-2013
	Professional Associate SIS		
		664 Communities of Practice	2010-2011
		650 Digital Libraries	2014-2015
Nathalie Blanchard	BA (Concordia), MLIS (McGill)	699 Practicum	2011-2012 2012-2013 2013-2014 2014-2015
	Reference Librarian, Westmount Public Library		
Guillaume Boutard	PhD Candidate McGill	649 Digital Curation	2014-2015
Heather Brydon	BEd (St Boniface), MLIS (McGill)	614 Public Libraries	2010-2011 2013-2014 2014-2015

Name	Qualifications	Courses	Academic year
		691 Special Topics	2011-2012
	Librarian, Lachine Public Library		2012-2013
Gordon Burr	BA, MLIS (McGill)	641 Archival Arrangement & Description	2010-2011
	Senior Archivist, McGill Archives		2011-2012
	Associate Member, SIS		2012-2013
			2013-2014
		645 Archival Principles & Practice	2010-2011
			2012-2013
			2013-2014
			2014-2015
Louise Carpentier	BLS (Toronto), MBibl (Univ de Montreal), MPPPA (Concordia)	636 Government Information	2010-2011
	Senior Librarian & Head, Government Documents & Special Collections, Concordia University Libraries		2011-2012
			2012-2013
Jonathan Dorey	PhD Candidate, McGill	611 Research Principles and Analysis	2012-2013
Yusuke Fitzgibbons	PhD Candidate, McGill	679 Information Literacy	2011-2012
Rhiannon Gainor	PhD Candidate, McGill	620 Information Agency Management	2011-2012
Aleece Germano	BA (Univ New Hampshire)	664 Communities of Practice*	2011-2012
	Information Architect, Razorfish		2011-2012
Shannon Hodge	BA (Bishop's), MLIS (McGill)	645 Archival Principles & Practice	2011-2012
	Director of Archives, Jewish Public Library Archives of Montreal		

Name	Qualifications	Courses	Academic year
Michele Jenkins	BA (Calif), MLIS (McGill)	664 Communities of	2011-2012
		Practice*	2012-2013
	Consultant		
Catherine Jenner	BA, Bach Law (Univ de	672 Law Information*	2010-2011
	Montreal), MLS (Univ of		2013-2014
	Toronto)		2014-2015
	Senior Research Lawyer, Stikemann Elliott		
Rajiv Johal	BA (Concordia), BComm, MLIS	638 Business Information	2010-2011
	(McGill)		2011-2012
			2012-2013
	Finance & Economics Librarian, Concordia University		2014-2015
Nouf Kashman	PhD Candidate, McGill	655 Language & Information	2011-2012
			2012-2013
Lidia Kruk	BA (Concordia), MLIS (McGill)	608 Classification and	2014-2015
		Cataloguing	
	Lecturer, Concordia University		
Isabelle Lamoureux	PhD Candidate, McGill	619 Information Services & Users	2011-2012
Jessica Lange	BA (Western Ont), MLIS	638 Business Information	2013-2014
	(McGill)		
	Liaison Librarian, Business & Management, McGill		
Alexander Lent	BA (Univ Mass), MS (Simmons)	651 Humanities and Social	2011-2012
		Science Information	
	Teacher/Researcher, McGill		
Geoffrey Little	BA, MLIS (Univ of Toronto),	612 History of Books and	2014-2015
	MA (Concordia)	Printing	

Name	Qualifications	Courses	Academic year
	Scholarly Communications Librarian & Librarian for History, Concordia University		
Laurie Mitchell	BA, MA (Concordia)	665 Competitive Intelligence	2010-2011
	Consultant		
Amandine Pras	PhD Candidate, McGill	633 Multimedia Systems	2011-2012
Justin Soles	BA, MLIS (McGill)	665 Competitive Intelligence*	2013-2014
	CI Analyst/Librarian, Smart & Biggar		
Anton Stiglic	BSc, MSc (Univ de Montreal), MBA (Univ de Sherbrooke)	692 Special Topics	2014-2015
	Corporate Director Information Security, Loto-Quebec		
Richard Virr	BA (Tulane), MA (Quebec), PhD (McGill)	644 Descriptive Bibliography	2010-2011 2011-2012 2012-2013 2013-2014 2014-2015
	Head & Curator of Manuscripts, Rare Books Sepcial Collections, McGill University Libraries Associate member, SIS		
David Weigl	PhD Candidate, McGill	617 Information System Design	2013-2014
Dorothy Williams	PhD Candidate, McGill	651 Humanities and Social Science Information	2010-2011
Trudi Wright	PhD Candidate, McGill	642 Preservation Management	2011-2012 2012-2013

Name	Qualifications	Courses	Academic year
		660 Records Management	2012-2013
Natasha Zwarich	PhD Candidate, McGill	643 Electronic Records Management	2011-2012

III.2. Priority to teaching, research, and service by appointments and promotion

The program demonstrates the high priority it attaches to teaching, research, and service by its appointments and promotions; by encouragement of excellence in teaching, research, and service; and through provision of a stimulating learning and research environment.

Attendance workshops offered by McGill's Teaching and Learning Services unit

The School fosters excellence in teaching, research and service. To this end, faculty members are encouraged to integrate new teaching strategies in their courses. Teaching and Learning Services (TLS) is the unit at McGill that provides support and training for developing teaching skills and strategies.

Professors Bartlett, Bouthillier, Dalkir, Frissen, Guastavino, Ménard and Park have between them attended the following workshops offered by McGill's Teaching and Learning Services unit:

- Best Practices in graduate supervision;
- Building courses with myCourses⁶;
- Creating and managing assignments with myCourses;
- Creating and managing quizzes and surveys with myCourses;
- Design and teaching;
- Diversity in the classroom;
- Graduate written assignments;
- Introduction to course design and teaching;
- New faculty teaching;
- Policies and guidelines for graduate supervision;
- Strategies for supervising graduate student writing;
- Teaching courses with myCourses.

⁶ The learning management software used at McGill University

In addition to teaching, all full-time faculty members, unless they are on sabbatical or administrative or maternity leave, are involved in advising a number of MIST students who are assigned to them at the beginning of each academic year. Advising, as well as supervising MIST students' projects and supervising doctoral students, are all regular teaching responsibilities of professors.

Activities related to research grants

All professors are encouraged to apply for research grants and are supported by the Office of Sponsored Research (OSR) at the University level. McGill's Research and International Relations (run by The Office of the Vice-Principal) provides Internal Research Funds as support to full-time academic staff in pursuit of their research programs and projects. The OSR provides workshops and information sessions to assist faculties to prepare applications, depending on funding programs.

The Research and Graduate Studies Associate Dean's office at the Faculty of Arts also provides grant assistance on budget and proposal. University funds for research, professional development grants, and paper presentation and travel grants are equally available across the University. Research and International Relations offers the Social Sciences and Humanities Development Grants Program, which provides funds of up to \$7,000 for research projects. Faculty members have regularly won competitive travel grants to present papers at conferences.

Start-up funds (\$10,000-15,000) are provided to newly appointed faculty. Professional development funds are provided to all professors (\$500 annually) and can be used to attend conferences, join professional associations, or purchase books, hardware, and software. Faculty members can apply for travel awards (\$1,500 every two years) and junior professors usually have priority. All new professors can also apply at the Faculty level to obtain a laptop computer as long as they plan to use myCourses, McGill's platform for managing the electronic content of courses; all SIS professors have taken advantage of this program.

Sabbatic and maternity leaves

The University has created the *Regulations on Sabbatic Leaves for Tenure Track and Tenured Academic Staff* and the *Regulations on Maternity Leave, Parental Leave and Extended Parental Leave for Members of the Academic Staff*, in which it outlines its policy on sabbatical, maternity, and adoption leaves.

Faculty members can devote significant time to research by applying for sabbatic leave. Sabbatic leave is an extended period of paid (100% of salary) leave granted to tenured academic staff for the pursuit of academic scholarship intended to enrich the intellectual life of the University, during which the requirement of availability for normal academic duties at the University is waived. Faculty can apply once they have accumulated, prior to the commencement of a sabbatic leave, a minimum of six years of tenure

track or tenured service at the University. Leaves can be granted for either one period of twelve months, or two periods of six months in different academic years. Sabbatic leave applications are made to the Director, who then makes recommendations to the Dean of the Faculty of Arts, who submits recommendations to the Provost for final approval. Upon returning from sabbatic leave, a report must be submitted to the Provost. Since 2010, two professors have applied for and been granted sabbatic leaves: Jamshid Beheshti (Jan–June, 2015) and Elaine Ménard (Jan – Dec, 2015).

Maternity and parental leaves are available for the occasion of the birth or adoption of a child. During the period covered by this Program Presentation, one professor applied for maternity leave: Catherine Guastavino (August 2009 to August 2010).

Committee activities

Regarding service, all professors are active within and outside the School on committees, in professional associations, and scholarly venues. The details on these activities are provided in III.7.

III.3. Policies to recruit and retain faculty from diverse backgrounds

The program has policies to recruit and retain faculty from diverse backgrounds. Explicit and equitable faculty personnel policies and procedures are published, accessible, and implemented.

All regulations for academic staff are defined and constantly reviewed by higher administration in consultation with the McGill Association of University Teachers (MAUT). These regulations, *Regulations relating to the employment of tenure track and tenured academic staff*, are publicly available on McGill's website (<http://www.mcgill.ca/secretariat/policies/academic/>).

Recruitment

All regulations for academic staff are defined and constantly reviewed by higher administration in consultation with the McGill Association of University Teachers. These regulations, in the Handbook of Regulations and Policies for Academic Staff, are publicly available on McGill's website.

To ensure that new professors hired at the School have diverse backgrounds, all vacant positions at the Assistant Professor level are widely advertised in print and on the Internet, following McGill's recruitment guidelines.

Included on all position postings is the following statement (in both English and French): "McGill University is committed to diversity and equity in employment. It welcomes applications from women,

Aboriginal persons, those with disabilities, ethnic minorities, minority sexual orientation or gender identity, visible minorities, and others who may contribute to diversification.”

As explained in Standard III.6 on faculty diversity, organizations in Canada cannot discriminate on specific grounds such as gender, race and ethnic background. Therefore applicants are not required to provide such personal information and recruitment strategies only seek to solicit applications from a variety of potential candidates. However, since 2007, following the establishment of a University Employment Equity Policy, a voluntary Employment Equity Self-Identification Form can be submitted by an applicant to an academic position. Therefore applicants are not required to provide such personal information and recruitment strategies only seek to solicit applications from a variety of potential candidates.

Regarding the application procedure, preliminary interviews are also held between the School’s representatives and potential applicants at several conferences, including those held by the Association for Library and Information Science Education (ALISE) and the Canadian Association for Information Science (CAIS). Short-listed candidates are interviewed in Montreal. During the interviews, candidates meet individually with all faculty members and the Dean of the Faculty. They also meet later with groups of master’s and doctoral students. Finally they give an advertised, public lecture and attend a formal interview with the Search Committee. This Committee includes the School’s selected faculty members, normally a faculty member from a second McGill teaching unit, and two student representatives: one from the MIST program and a second from the PhD program. The Committee, established by the School’s Departmental Meeting, recommends an appointment to the Director, who then makes a recommendation to the Dean, who submits a recommendation to the Provost for approval to ensure conformity with McGill’s teaching, research, and service requirements. Appointments then are given final approval by the University’s Board of Governors on the recommendation of the Provost.

Appointments

Faculty appointments, in accordance with Canadian law and McGill regulations, are made within the framework described in the section on Recruitment above. Data must be submitted to the University administration by teaching units on the gender distribution of applicants, interviewees, and appointees. The measures outlined above are designed as a means of attracting highly qualified members of designated groups to academic positions at McGill. Ultimately, all tenure-track appointments are offered to the person who is judged to be the best qualified for the position. It is not intended that a position should be offered to a member of a designated group who is less qualified than another corresponding

applicant. However, all possible measures are taken to attract qualified members of designated groups to academic positions at McGill.

Promotions

Re-appointment, promotion, and tenure decisions at McGill are based upon a candidate's proven record in teaching, research, and service. Like all other units, SIS adheres to University criteria outlined in the Handbook of Regulations and Policies for Academic Staff. Based on the Reappointment, Promotion, and Tenure Committee (described in Table 2) deliberations, the Director writes a report with a recommendation to be submitted to the Dean. The Dean serves as chair of the University Tenure Committee (Faculty Representation), which is further composed of nine tenured members of the academic staff who do not hold appointment in the same faculty, on which Prof. Bartlett and Ménard serve as of 2016 (see <http://www.mcgill.ca/arts/facultystaff/committees>). This committee discusses the report and then makes a recommendation to the Provost. The final approval is made by the Board of Governors. In the event of a faculty member receiving a negative recommendation, university-wide appeal procedures are in place. The McGill Association of University Teachers provides academic advisors on request. Although there is no mandatory retirement in Quebec, the average age of retirement at McGill is currently 67. Faculty appointments, promotions, and retirements are summarized in Table 13.

Compensation

Annual increases consist of an across-the-board increase and a merit component. McGill has a strong culture of promoting excellence through the merit component which is based on the evaluation of the performance of each faculty member in terms of teaching, research and service. A University Committee on Academic Salary Policy, whose membership comprises both the administration and academic staff, determines the size and composition of the compensation package. Heads of academic units are responsible to determine merit allocations which are then approved by the Deans. Based on this policy, salaries have been increased every year for the last seven years. There are no salary ceilings at McGill. Although information on individual salaries is not publicly available at McGill, compensation received by the School's professors is roughly equivalent to the average for their respective ranks across the University. In addition, every year the University conducts a survey on salary to monitor salary differences within each Faculty and between academic ranks. In this way, any salary anomalies can be adjusted. Department Chairs and Schools' Directors are asked once a year to submit any salary anomalies that may exist, and their submissions are examined by the Deans who may make positive recommendations to the Provost.

Retention

Retirement is the main reason for all professorial departures from the School for more than 25 years. One faculty member resigned in 2012 for personal reasons: after being at SIS for 2.5 years, Prof. Hank took a position at the School of Information Studies of University of Tennessee, Knoxville. At SIS, she taught in the areas of digital preservation and access, digital curation, and research methods.

III.4. Qualifications of Faculty Members

The qualifications of each faculty member include competence in designated teaching areas, technological skills and knowledge as appropriate, effectiveness in teaching, and active participation in relevant organizations.

NOTE: all faculty CVs can be found in the appendices (under “CVs”).

Monitoring of teaching effectiveness

Each faculty member is competent to teach in his or her designated area as indicated in Section III.1. Their technical competencies are used to great effect in courses and class activities. For instance, being highly proficient computer programmers, Profs Julien and Moffatt strengthen their courses with assignments and lab activities that build our students’ programming proficiency. Indeed, one of the required courses, Information System Design (GLIS 617) by Prof. Moffatt, introduces all of our students to JavaScript, and Prof. Julien’s course on Information Retrieval (GLIS 616) develops our students’ proficiency in Microsoft’s Visual Basic for Applications (VBA) in Excel. Technical skills also feature substantially in elective courses. Prof. Fung is teaching data mining techniques using specialized software in Data Mining (GLIS 630), and Prof. Frissen imparts his technical expertise in Multimedia Systems (GLIS 633) when teaching students the fundamentals and practices of digitization with a set of specialized software for manipulating digital media. More generally, technological awareness is evidenced by the fact that the majority of instructors have been trained to use the online course management system (i.e., WebCT, D2L, myCourses) as the platform for delivering course material and for managing some dimensions of their courses (discussions, marks, feedback).

Effectiveness in teaching is monitored through course evaluations: online course evaluation was introduced throughout McGill in 2006, and instructors have access to their evaluation immediately following grade submission. Course evaluation results are generally excellent (available upon request). Excellence in teaching is very much valued at McGill and is critical for re-appointment and promotion.

Teaching is one of the three criteria – the other two being Research and Service – that are used at McGill to grant tenure. Tenure is granted if superior performance is evidenced for two of these three criteria.

Scholarly and professional activities

SIS professors assume impressive leadership in scholarly and professional venues and associations in many ways: each is regularly involved in a wide range of scholarly and professional activities as listed in their individual curriculum vita and in the Honors and Awards Section of the SIS Annual Report (see Appendix 9). These documents reveal that faculty members hold or have held leadership positions in more than 15 different associations or community groups, are on editorial boards or are reviewers for more than 45 scholarly journals, have been involved in the organization of 10 different scholarly and professional conferences over the past seven years, act as reviewers of major granting agencies such the National Science Foundation and Social Sciences and Humanities Research Council (SSHRC), have been external examiners of doctoral theses and of academic programs in Canada and internationally, and have received several awards for their publications and achievements.

List (selected) awards and leadership positions of SIS faculty

Bartlett, Joan

President (2008-2009), Vice-President (2007-2008), Nominating Committee (2005-2006),
Canadian Association for Information Science

University Liaison, Special Library Association Eastern Canada Chapter (2010-2012)

Member, UNESCO, Implementation of Information Literacy Indicators (2010-present)

Member, Pointe-Claire Public Library, Advisory Board (2010-present)

Past-President, Canadian Association for Information Sciences

Director, Quebec Library Association (2010-present)

Beheshti, Jamshid

Member, Board of Directors of the Association for Information Sciences and Technology (ASIST)
(2014)

Scientific Expert, Research Branch, Ministry of Research and Innovation, Government of Ontario
(2010-present)

Member, Editorial Board, *Library and Information Science Research* (2009-present)

Member, International Conference on Asian Digital Libraries Program Committee (2009-present)

Bouthillier, France

Member (2012-2013), Chair (2013-2014); Association for Library and Information Science Education (ALISE) Nominating Committee.

Member (2013-2014); ALISE Grant Competition Committee Chair (2010-2012),

Co-chair, Annual Meeting 2013; American Society for Information Science and Technology (ASIST)

Director-at-large (2009-2011). ASIST.

President (2008-2011); Canadian Council of Information Studies (CCIS)

Chair (2013); International Conference on Knowledge Management (ICKM)

Dalkir, Kim

Member, Program Committee, Congrès des milieux documentaires (2011)

Member, Program Committee, Joint Conference on Digital Libraries (2011)

Panel Chair and Reviewer, Intellectual Capital and Knowledge Management Conference (2010-2012)

Member, Advisory Board, Canadian Association for Prior Learning Assessment (CAPLA) (since 2009)

Secretary, Board, Canadian Association for Information Science (2008-2009)

External expert, Management Committee, SSHRC (2010-present)

President, Special Libraries Association Eastern Chapter (2010-2011)

President-Elect, Special Libraries Association (SLA), Eastern chapter (2009-2010)

Member, ALISE Teaching Excellence Award Committee (2009-present)

Evans, Max

McGill Liaison for Special Libraries Association, Eastern Canada Chapter (2013)

Participant/Researcher, the exhibit In Knowledge We Trust at the Ontario Science Centre's Idea Gallery (2014)

Affiliate Researcher, Knowledge Management Research Centre | Knowledge Media Design Institute

Fung, Benjamin

Recipient, Canada Research Chair (Tier 2) Award (2014-2019)

Co-recipient, Second prize in Hex-Rays Plug-in Contest (2015)

Board Member and Research Scientist, National Cyber-Forensics and Training Alliance Canada (NCFTA Cda) (2008-present)

Affiliate Associate Professor, Concordia Institute for Information Systems Engineering, Concordia University (2013-present)

Senior Member, Association for Computing Machinery (ACM), Institute of Electrical and Electronics Engineer (IEEE) (2013-present)

Board Member, International Council on Systems Engineering (INCOSE), Eastern Canada Chapter (2009-2011)

Guastavino, Catherine

Participant, Global Sustainable Soundscapes Network (2014)

Co-organizer, the third international conference "Tracking the Creative Process in Music" (Fall 2013)

Recipient, William Dawson Scholar Award (2012)

Member, Editorial Board, *Open Acoustics Journal* (2009-present)

Member, Editorial Board, *Canadian Journal of Information and Library Science* (since 2009)

Member, Editorial Board, *Les cahiers du numérique* (2009-present)

Large, Andrew

Chair, Program Committee, American Society for Information Science and Technology Conference (2010)

Judge, Student Paper Competition, Canadian Association for Information Science (2010)

Chair, CN-Pratt-Grinstead Chair in Information Studies (2010-present)

Chair, Program Committee, ASIST Annual Meeting (2009)

Member, Program Committee, Canadian Association for Information Science (2009-present)

McNally, Peter

Recipient, Queen Elizabeth II Diamond Jubilee Medal (2013)

Recipient, Marie Tremaine Medal of the Bibliographical Society of Canada (2011)

Recipient, Anne Galler Award, l'Association des Bibliothécaires du Québec/Quebec

Library Association (2010)

Editor, *Libraries and the Cultural Record: Exploring the History of Collections of Recorded Knowledge*

Board of Directors, Association des bibliothécaires du Québec Library Association

Convenor, Library History Interest Group, Canadian Library Association (1980-present)

Ménard, Elaine

Vice-chair, Visualization, Images and Sound, Special Interest Groups (SIG/VIS) (2011-2013)

Member, the committee for the RDAs translation by Association pour l'avancement des sciences et des techniques de la documentation (2010-2013)

Jury member, Research Strategy Contest organized by Cedrom-SNi and the Canadian Library Association (2010-2011)

Co-chair, The annual conference of the Canadian Association for Information Science (2009-2010)

Co-Editor, *Proceedings of the Canadian Association for Information Science 2010*

Member, Selection Committee for the Young Canadian Works (YCW) program

Member, Organizing Committee, ISKO Conference 2008

Member, Committee on new cataloguing rules, Association pour l'avancement des sciences et des techniques de la documentation

Member, Selection Committee, Young Canada Works

Moffatt, Karyn

Co-chair, Computer-Human Interaction (CHI) Best Papers Committee (2014)

Co-organizer, organizing the ACM SIGCHI annual meeting (2014)

Park, Eun

Co-chair, Digital Futures Symposium: Participatory Archives in the age of AIDS, Durban, South Africa (2000)

Member, InterPARES (International Research on Permanent Authentic Records in Electronic Systems) Project

Member, Editorial Board, *Revista General de Información y Documentación*

Member, Editorial Board, *Korean Society of Archives and Records Management* (2009- present)

Member, Editorial Board, *Open Information Systems Journal* (ongoing)

Editorial Board of *The Open Information Science Journal* (ongoing)

Korean Representative, International Organization for Standardization (ISO), TC171 General Meetings (2011)

In addition, since 2009, faculty members have presented papers at local, national, and international conferences and seminars in Indonesia, Austria, France, Iran, New Zealand, Singapore, Germany, South Korea, China, the UK, and across Canada and the US.

III.5. Faculty Accomplishments in Research

For each full-time faculty member, the qualifications include a sustained record of accomplishment in research or other appropriate scholarship (such as creative and professional activities) that contribute to the knowledge base of the field and to their professional development.

Distinguished Faculty members

In 2015, Prof. Benjamin Fung obtained one of the sought-after Tier 2 Chairs of the Canada Research Chair program, which are awarded to “exceptional emerging researchers.” In the 2015 competition only 48 Tier 2 Chairs were granted to researchers across Canada. According to the program’s website, it “[...] invests approximately \$265 million per year to attract and retain some of the world’s most accomplished and promising minds. Chair holders aim to achieve research excellence in engineering and the natural sciences, health sciences, humanities, and social sciences.” For a Tier 2 Chair the University receives a

total of \$500,000 for a five-year term. Professor Fung was granted the Chair to focus on “Digging into big, sensitive, and malicious data.” Recently, he was also awarded the Canada Foundation for Innovation (CFI) grant to acquire state-of-the-art computer equipment essential to carrying out his research.

In 2014, Prof. Moffatt was given the Best Paper award at the Craving, Creating, and Constructing Comfort Conference, for an article she co-authored with SIS PhD student, Robert Ferguson, and SIS MLIS student, Emily Crist.

In 2012, Prof. Catherine Guastavino was the recipient of the William Dawson Award. This institutional award recognizes a scholar developing into an outstanding and original researcher of world-class caliber who is poised to become a leader in his or her field, similar to that of a Canada Research Chair Tier 2. Recipients receive \$125,000 for a five-year term, renewable once upon performance review. Moreover, in 2009, Prof. Guastavino was nominated for Canada’s Top 40 under 40 Award and for the Principal’s Prize for Excellence in Teaching.

In 2010, Professor Peter McNally was the recipient of the Anne Galler Award presented by l’Association des Bibliothécaires du Québec / Quebec Library Association. This award recognizes an individual who has enriched librarianship in Quebec and made a lasting contribution to the profession.

Please refer to Appendix 35 for an updated list of highlights in the School’s annual report.

Research funding

At any one time, most or all professorial staff members are actively engaged in externally funded research. It is important to stress that some areas are better placed than others to attract research funding, and that the scholarly activity of less well-funded areas may match that of well-funded areas, as evidenced by recent publications. SIS has a solid record of obtaining funding from a broad range of competitive sources. Federal grants have been awarded to SIS faculty members by the *Social Science and Humanities Research Council of Canada* (SSHRC), *National Science and Engineering Research Council* (NSERC), and the *Canada Foundation for Innovation* (CFI), and provincial funds have been awarded mainly by the *Fonds de recherche du Québec – Société et culture* (FRQSC) and its counterpart for *Nature et Technologies* (FRQNT). In addition to these traditional sources of funding, the faculty have been successful in securing moneys from, among other, industry (e.g., Sennheiser and Google) and government agencies, both national (e.g., Defence Research and Development Canada) and international (e.g., Hong Kong, South Africa, and the EU).

The details of the obtained funds for the period 2009-2015 are presented, per competition year, in Table 16. The total grant funding awarded to SIS faculty is \$33,468,959, which is a near ten-fold increase

compared with the funds obtained during the last accreditation review cycle (2002-2009; \$3,672,498). This impressive boost in performance indicates a continued growth in research activities at SIS that are very well aligned with McGill University's mission and priorities. The total includes grants for which a SIS faculty member was the principle investigator (PI) or for which the member was a co-investigator (Co-I). Table 17 breaks down the obtained grants per year, as well as per investigator's role.

Tables 16 and 17 do not include start-up grants awarded by McGill U. to the newly appointed Assistant Professors. In the period 2009 – 2015, Professors Ménard, Moffatt, Julien, Frissen, and Evans have each received between \$8,000 and \$12,500 to help them get established as a new researcher.

Table 16. Total research grant amounts received by SIS core faculty per year and role of the faculty member.

	2009	2010	2011	2012	2013	2014	2015	Total
PI	254,500	178,379	240,053	374,975	231,540	817,892	722,822	2,820,161
Co-I	5,382,683	715,692	795,723	4,744,135	708,937	4,582,604	13,719,024	30,648,798
Total	5,637,183	894,071	1,035,776	5,119,110	940,477	5,400,496	14,441,846	33,468,959

Table 17. Breakdown of the specific grants received by SIS core faculty.

Entries are funding obtained while awardee was part of SIS, or if the funds were carried over to McGill. Canada's major research agencies (SSHRC, NSERC, CHIR, CFI) are highlighted using gray backgrounds. Abbreviations are listed following the table.

Faculty	Year*	End	Agency/Source	Program	Sum	Role**
Benjamin Fung	2015	2020	NSERC	Canada Research Chair	500,000	PI
Benjamin Fung		2019	Zayed University, United Arab Emirates	Research Cluster Program	190,403	Co-I
France Bouthillier		2019	CIHR; FRQS; MSSS	Quebec Support Unit	2,750,000	Co-I
Kimiz Dalkir		2017	CARIC; B + P&W		27,316	Co-I
Karyn Moffatt		2016	AGE-WELL NCE		193,667	PI
Jamshid Beheshti		2015	SSHRC	Partnership LOI	24,900	Co-I
France Bouthillier		2015	MITACS	Globalink Res. Trainee	[4000]***	PI
Catherine Guastavino		–	MITACS	Globalink Res. Award	4,200	PI
Catherine Guastavino		–	CFI (NSERC)	New Initiatives	10,916,808	Co-I
Catherine Guastavino		–	Institut de tourisme et d'hôtellerie du Québec		24,955	PI

Eun Park	2014	2020	SSHRC	Partnership	1,249,930	Co-I
Charles-Antoine Julien		2019	NSERC	Discovery	115,000	PI
Catherine Guastavino		2019	FQRNT	Regroup. Stratégique	1,621,759	Co-I
Benjamin Fung		2019	Defence Research and Development Canada		400,000	PI
Richard Virr		2018	SSHRC		156,575	Co-I
Charles-Antoine Julien		2018	FQRSC	Research Team Support	476,000	Co-I
Benjamin Fung		2018	NSERC	Discovery	150,000	PI
Benjamin Fung		2017	Hong Kong General Research Fund		85,574	Co-I
Eun Park		2016	McGill	Internal SSHRC	6,000	PI
Benjamin Fung		2016	SSHRC	Insight Development	47,477	Co-I
Karyn Moffatt		2015	Google Inc.		76,742	PI
Catherine Guastavino		2015	NSERC	Engage	56,250	PI
Benjamin Fung		2015	Zayed University, United Arab Emirates		12,400	PI
Benjamin Fung		2015	Zayed University, United Arab Emirates	Research Incentive Fund	29,894	Co-I
Karyn Moffatt		2014	NSERC	Interactions	1,500	PI
Catherine Guastavino		–	CFI (NSERC)	Leaders Opportunity	915,395	Co-I

Eun Park	2013	2018	SSHRC	Major Collab. Initiative	250,000	Co-I
Catherine Guastavino		2018	NSERC	Discovery	125,000	PI
Kimiz Dalkir		2016	CRIAQ		43,000	Co-I
Charles-Antoine Julien		2016	FQRSC	New Researcher	38,600	PI
Catherine Guastavino		2016	Spanish Ministry of Science and Innovation		125,000	Co-I
Benjamin Fung		2016	Department of National Defence /NSERC	Res. Partnership Project	208,695	Co-I
Benjamin Fung		2015	Zayed University, United Arab Emirates		11,240	PI

Benjamin Fung		2015	Zayed University, United Arab Emirates	Research Incentive	22,081	Co-I
France Bouthillier		–	CIHR	Planning grant	23,000	Co-I
Catherine Guastavino		–	Sennheiser		56,700	PI
Catherine Guastavino		–	SSHRC	Connection	37,161	Co-I

Karyn Moffatt	2012	2017	NSERC	Discovery	135,000	PI
Jamshid Beheshti		2017	SSHRC	Insight	497,509	Co-I
Catherine Guastavino		2017	McGill	William Dawson Award	125,000	PI
France Bouthillier		2016	Santé FRQS		4,000,000	Co-I
Benjamin Fung		2015	Department of National Defence /NSERC	Res. Partnership Project	160,434	Co-I
Karyn Moffatt		2014	FQRNT	New Researcher	53,382	PI
Joan Bartlett		2014	McGill	SSHRC-CIHR Transition	15,000	PI
Kimiz Dalkir		2013	QI		24,968	PI
Kimiz Dalkir		2013	QI; McGill, UdeM; ETS		20,175	Co-I
Eun Park		2013	SSHRC	Public Dissem. grant	66,017	Co-I
Catherine Guastavino		–	Sennheiser		21,625	PI

Karyn Moffatt	2011	2015	GRAND NCE		27,333	PI
Eun Park		2014	SSHRC	Standard	132,793	Co-I
Elaine Ménard		2014	SSHRC	Standard	115,393	PI
Jamshid Beheshti		2012	SSHRC	Workshops/Conferences	24,994	PI
Catherine Guastavino		2012	Sennheiser		72,333	PI
Catherine Guastavino		–	NSF	Res. Coord. Network	662,930	Co-I

Jamshid Beheshti	2010	2014	SSHRC	Standard	139,953	PI
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Elaine Ménard		2013	FQRSC	New Researcher	38,426	PI
Catherine Guastavino		2013	NSERC	Collaborative R&D	590,692	Co-I
Catherine Guastavino		–	INCAS3		125,000	Co-I

Joan Bartlett		2013	FQRSC	New Researcher	39,600	PI
Richard Virr		2012	SSHRC		96,000	Co-I
France Bouthillier		2012	SSHRC	Standard	176,732	Co-I
Eun Park		2012	SSHRC	Int. opportunity	75,000	PI
Catherine Guastavino		2012	CFI (NSERC)	NIF	4,248,206	Co-I
Catherine Guastavino	2009	2012	EU	COST	600,000	Co-I
Kimiz Dalkir		2011	SSHRC	Government	39,100	PI
Eun Park		2011	National Archives of Korea	InterPARES	44,600	Co-I
Eun Park		2011	South Africa National Research Foundation		49,145	Co-I
Eun Park		2010	SSHRC	Standard	100,800	PI
Eun Park		2009	SSHRC	Standard	168,000	Co-I

*Competition year

**PI: Principle investigator (including individual grants); Co-I: Co-investigator

***The Globalink Research Internship is a competitive program for international undergraduate students interested in working as a research intern in Canada. It is fully funded through MITACS, covering travel, immigration costs, accommodation, insurance, and a stipend; \$4000 is an approximation and not included in the totals.

List of abbreviations for Table 17:

B+P&W: Bombardier; Pratt & Whitney

CARIC: Consortium for Aerospace Research and Innovation in Canada

CFI: Canada Foundation for Innovation

CRIAQ: Consortium de recherche et d'innovation en aérospatiale au Québec

ETS: École de technologie supérieure, Montréal

FRQS: Fonds de recherche du Québec – Santé

FQRNT: Fonds du Québec de Recherche Nature et Technologies

FQRSC : Fonds du Québec de Recherche Société et Culture

INCAS3: Innov. Centre for Adv. Sensors and Sensor Systems

MSSS:Ministère de la Santé et des Services sociaux

NCE: Networks of Centres of Excellence

NSERC: National Science and Engineering Research Council

Overview of publications

Tables 18 and 19 summarize the scholarly output of the core faculty and demonstrate a sustained record of accomplishment. Table 18 includes all peer-reviewed articles and books. A total of 358 works were published; 349 (including 39 book chapters) were peer-reviewed and 9 were authored or edited books. Table 19 gives a more detailed breakdown of the type of publication, including selected non-peer reviewed types.

Table 18. Research output of faculty members – peer reviewed publications. Grey background indicates the author was not yet employed by the School or was retired.

	2009	2010	2011	2012	2013	2014	2015	Total	
								Excl*	Incl**
Joan Bartlett	4	3	3	1	3	3	0	17	17
Jamshid Beheshti	4	4	3	6	5	4	2	28	28
France Bouthillier	2	3	4	8	1	4	1	23	23
Colleen Cook	4	0	1	2	0	0	0	3	7
Kimiz Dalkir	2	5	5	8	10	7	10	47	47
Max Evans	2	0	0	1	2	1	5	8	11
Ilja Frissen	4	4	2	3	2	3	3	8	21
Benjamin Fung	10	8	12	10	9	12	12	33	73
Catherine Guastavino	10	8	18	16	20	6	13	91	91
Charles-Antoine Julien	2	3	0	6	2	1	3	12	17
Andrew Large	5	6	7	0	5	0	0	18	23
Peter McNally	0	1	6	1	2	0	0	10	10
Elaine Ménard	5	4	3	6	3	5	5	31	31
Karyn Moffatt	2	5	0	2	1	1	4	8	15
Eun Park	4	4	7	3	1	4	4	27	27
Total (exclusive)*	36	38	57	59	59	50	59	358	
Total (inclusive)**	60	57	70	72	64	50	59		432

*Excluding, and **including articles published in the years before joining, or after retiring from, SIS; Authored /edited books are included.

Refereed articles appeared in well-established scholarly journals such as:

- Journal of the American Society for Information Science and Technology;
- Information Processing and Management;
- Information Research;

- Information Technology and Libraries;
- Library Trends;
- Library Hi Tech;
- OCLC Systems and Services;
- The Indexer;
- Canadian Journal of Library Information and Information Practice and Research;
- Canadian Journal of Library and Information Science;
- International Journal of Digital Curation;
- International Journal of Knowledge Management;
- Knowledge Organization; Journal of Documentation;
- Journal of Academic Librarianship;
- Journal of the Medical Library Association;
- Journal of the Canadian Health Libraries Association;
- and Documentation et bibliothèques.

The reach of the faculty's scholarly contributions is steadily increasing with journal publications in fields such as:

- engineering (e.g., ACM Computing Surveys),
- psychology (e.g., Acta Psychologica),
- human factors (e.g., Applied Ergonomics),
- music (e.g., Musicae Scientiae),
- and methodological research (e.g., Multivariate Behavioral Research).

For several of our faculty members, publishing at international conferences is vitally important. Premiere conference venues in human-computer interaction and computer science have a strict peer-review policy and are highly selective. Unlike in many fields, these venues publish archival papers, and these proceedings exceed or are comparable to top journals in terms of selectivity, visibility, and impact. Members of the SIS faculty have published and presented at such competitive conferences, some with acceptance rates as strict as 23% (e.g., International Conference on Intelligent User Interfaces; Prof. Moffatt) and 17.6% (ACM SIGKDD International Conference on Knowledge Discovery and Data Mining; Prof. Fung).

Table 19. Overview of publications per type by core faculty.

Peer reviewed	Non peer reviewed
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Journal	Conference			Book			Misc.				
	Paper*	(extended) abstract**	Workshop papers	Chapter	Authored /Edited	Review	Invited articles	Scientific Exhibits	Prof. Mag	Reports	

Total

Joan Bartlett	11	5	1	–	–	–	–	–	–	–	–	17
Jamshid Beheshti	10	6	6	–	4	2	1	1	–	–	–	30
France Bouthillier	7	3	12	–	1	–	–	–	–	–	–	23
Colleen Cook	–	3	–	–	–	–	–	–	–	–	1	4
Kimiz Dalkir	9	17	3	–	13	5	–	–	–	–	–	47
Max Evans	4	2	1	–	1	–	–	–	1	–	–	9
Ilja Frissen	4	3	–	–	1	–	–	–	–	–	–	8
Benjamin Fung	18	7	–	–	1	2	–	–	–	–	3	32
Catherine Guastavino	26	33	25	–	7	–	1	–	–	–	–	92
Charles-Antoine Julien	3	6	2	–	1	–	1	–	–	–	–	13
Andrew Large	5	7	5	–	1	–	2	–	–	–	–	20
Peter McNally	10	–	–	–	–	–	10	–	–	–	–	20
Elaine Ménard	20	7	2	–	2	–	3	–	–	–	–	34
Karyn Moffatt	2	3	–	1	2	–	–	–	–	2	–	10
Eun Park	7	3	14	–	3	–	–	–	–	–	–	27

Total

136	105	71	1	37	9	18	1	1	3	4
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386

Any articles published by faculty members in the years before joining or after retiring from SIS are excluded. * Papers of 3 or more pages.

**Articles of up to 2 pages.

Graduate supervision

The MIST program

Students enrolled in the course-based MIST program can opt for one or more individualized courses in which they may undertake a independent study project. These are typically a 3-credit targeted critical review of the literature or annotated bibliography or even a case study. Students can pursue a topic of interest to them in greater depth. Students complete an application form, together with a proposal and then find a supervisor among the faculty.

With the introduction of the new research project option, faculty also supervise 15/18 credits of research these students complete (the remaining 3 credits are a research course). As discussed in Standard IV, the first year of the two-degree MIST program (2015, there were 3 students. The following year (2016) we had 40 applications, of which we accepted 16. If this trend continues, then it will clearly impact the

workload of faculty as a great deal more time is required to supervise the students in the research project option. There may be a need to recruit additional faculty.

Students enrolled in the PhD (ad hoc) program may also undertake one or more of these MIST options in preparation for their dissertation research. Professors generally choose to supervise students based on their expertise. For more information, see Appendix 17.

The PhD program

Faculty members supervise doctoral students' dissertations. Table 20 lists all the PhD students with their respective supervisors; the year of their successful defense is provided where applicable. Whether a student is being co-supervised is indicated in the last column.

Table 20. PhD students and supervisor.

Faculty	Graduation [expected]	Student	Title (where available)	Co- superv.
Joan Bartlett	[2019]	Courtenay Telford		
	[2019]	Cynthia Kumah		
	[2017]	Julie Mayrand		
	[2016]	Isabelle Lamoureux		
	2012	Yusuke Ishimura	Integrating information behaviour and information literacy during academic tasks	
	2012	Defodji Sogbohossou	Implementation of electronic health record systems	
	2012	Lorie Kloda	Understanding rehabilitation therapists' information behaviour for evidence-based practice	
Jamshid Beheshti	[2017]	Anna Couch		
	[2018]	Hawa Al-naki	Analysis of everyday life information seeking of Muslim new immigrants in Montreal	
	[2016]	Mohammed Al-Ghamdi	Usability of three-dimensional virtual learning environment: An investigation of the think-aloud approach	
	2015	Dhary Abuhimed	An investigation of knowledge transfer in a high school inquiry-based project: Transferring students' experiential knowledge in the form of lessons learned and stories	
	2014	Nouf Khashman	Measuring cultural impact on Arabic web interfaces using Hofstede's model of cultural dimensions	✓
	2013	Nahid Tabatabaei	Contribution of information science to other disciplines as reflected in citation contexts of highly cited JASIST papers	
	2011	François-Xavier Paré	Personal information management among office support staff in a university environment: An exploratory study	
	2010	Vincent Lariviere	A bibliometric analysis of Quebec's phd students' contribution to the advancement of knowledge	
France Bouthillier	[2018]	Patrick Molicaud-Chartier		
	[2018]	Amanda Watson		
	[2018]	Svetlana Kochina		
	[2017]	Miller James		
	[2016]	Robert Ferguson	Exploring personal financial information management among young adults	
	[2016]	Michael Shulha	Assessing the information needs of breast cancer survivors, primary care physicians and oncologists in the development of survivorship care plans	✓

Faculty	Graduation [expected]	Student	Title (where available)	Co- superv.
	2014	Rhiannon Gainor	Measuring competitive intelligence outcomes and impact	
	2012	David Tang	Towards optimal management of health information users' feedback: The case of the Canadian pharmacists association	✓
	2009	Xiaomen Bao	Measuring information-sharing behavior: The case of supply chains in operational contexts	
Kimiz Dalkir	[2017]	Irene Kitombo	An empirical analysis of project-based learning practices	
	[2016]	Laura Markiewicz		
		Daniele Nascimento	Exploring Information and knowledge flows of technology mediated participatory applications: Implications for service-delivery in cities	
Max Evans	[2019]	Zoe de Geofroy		
	[2018]	Jean Archambeault		
	[2018]	Catalin Bidian		
Ilja Frissen	[2017]	Deborah Egloff	Musical parameter detection through vibrotactile stimulation: Towards a comprehensive multisensory entertainment paradigm	✓
Benjamin Fung	[2019]	Malik Altakrori	Authorship analysis for crime investigation	
	[2018]	Kunsheng Zhao	Assembly code clone detection	
	[2018]	Manuel Gil	Recommendation systems for health and cybersecurity communities	
	[2018]	Steven Ding	Assembly code data mining	
	[2017]	Rashid Hussain Khokhar	Information network mining	
	[2017]	Yin Bun Fung	Dynamic approach for assembly code clone detection	
	[2017]	Sarah Alkhodair	Data mining for fashion communication	
	2015	Gaby Dagher	Secure protocols for privacy-preserving data outsourcing, integration, and auditing	
	2012	Zhun Yu	Mining hidden knowledge from measured data for improving building energy performance	✓
	2012	Noman Mohammed	Models and algorithms for private data sharing	
	2012	Rui Chen	Toward privacy in high-dimensional data publishing	
	2011	Farkhund Iqbal	Messaging forensic framework for cybercrime investigation	
Benjamin Fung	[2019]	Malik Altakrori	Authorship analysis for crime investigation	
	[2018]	Kunsheng Zhao	Assembly code clone detection	
	[2018]	Manuel Gil	Recommendation systems for health and cybersecurity communities	
	[2018]	Steven Ding	Assembly code data mining	
	[2017]	Rashid Hussain Khokhar	Mining network security data	✓
	[2017]	Yin Bun Fung	Dynamic approach for assembly code clone detection	✓
	[2017]	Sarah Alkhodair	Data mining for fashion communication	✓
	[2016]	Gaby Dagher	Privacy-preserving data-as-a-service	✓
	2012	Zhun Yu	Mining hidden knowledge from measured data for improving building energy performance	✓
	2012	Noman Mohammed	Models and algorithms for private data sharing	✓
	2012	Rui Chen	Toward privacy in high-dimensional data publishing	✓
	2011	Farkhund Iqbal	Messaging forensic framework for cybercrime investigation	✓
Charles- Antoine Julien	[2018]	Banafsheh Asadi		
	[2017]	Jesse David Dinneen	Analyzing file management behaviour	
	[2017]	Fei Shu		✓
	[2017]	Martin Boucher		
Catherine Guastavino	[2016]	David Weigl		
	[2016]	Daniel Steele		

Faculty	Graduation [expected]	Student	Title (where available)	Co- superv.
	2013	Maryse Lavoie	Conceptualisations et communication des nuances de timbre à la guitare classique	✓
	2013	Guillaume Boutard	Preserving the intelligibility of digital archives of contemporary music with live electronics : A theoretical and practical framework	✓
	2012	Amandine Pras	Best practices for musical recordings in the digital era	
	2012	Rafa Absar	Integration of non-speech sounds in multimodal interfaces	
	2010	Charles-Antoine Julien	Controlled comparative usability of a virtual reality subject hierarchy explorer	✓
Elaine Ménard	[2016]	Svetlana Kochkina		✓
	[2016]	Jonathan Dorey	Beyond archival intelligence: towards increased access and use of digital archives by undergraduate students	
	2013	Francois Cartier		
	2010	Anna Wong		
Karyn Moffatt	[2017]	Afroza Sultana	Accessible touch interaction for older adults	
Eun Park	[2019]	Morgannis Graham		
	[2017]	Trudi Wright	The impacts of organizational culture on transitioning records management environments	
	[2016]	Sunghoon Lee	Electronic records management in international organizations	
	[2016]	Qing Zou	Representation of archival descriptions on semantic web	
	2014	Natasha Zwarich	Policies and practices for e-mail management at the Canadian government	

Postdoctoral fellows (post docs)

A postdoctoral fellowship is an invaluable part of helping researchers develop their proficiencies, publish, and prepare for a faculty position without the pressures of the teaching and service requirements of a tenure-track position. Between 2009 and 2015, SIS has hosted nine such post docs: Prof. Moffat is currently supervising Rita Orji (2015–2016), and the remainder were under the supervision of Prof. Guastavino:

1. Ilja Frissen (2008–2010)
2. Sarah Payne (2009–2010)
3. Jennifer Langlois (2011–2011)
4. Charles Verron (2011–2011)
5. Cedric Camier (2013–2015)
6. Fouaz Ayachi (2012–2014)
7. Jochen Steffens (2014–2015)
8. Pauline Fernandez (2014–ongoing)

III.6. Faculty hold advanced degrees from a variety of academic institutions

The faculty hold advanced degrees from a variety of academic institutions. The faculty evidence diversity of backgrounds, ability to conduct research in the field, and specialized knowledge covering program content. In addition, they demonstrate skill in academic planning and assessment, have a substantial and pertinent body of relevant experience, interact with faculty of other disciplines, and maintain close and continuing liaison with the field. The faculty nurture an intellectual environment that enhances the accomplishment of program objectives.

Educational background

SIS faculty members are diverse in terms of educational background. Although they typically have doctoral and master degrees in library and information studies, professors also have degrees in biology, business administration, computer science, education, educational technology, English studies and literature, history, translation, psychology, and psychoacoustics. Such diversity of background provides a solid foundation for interdisciplinary research and connections in teaching.

SIS professors also have significant teaching experience. Even the recently hired professors have been recognized for their teaching prior to their appointment. In fact, Prof. Fung was nominated for the Concordia Outstanding Faculty/Staff award in 2011, and Prof. Evans received commendations for Teaching Excellence from U. Toronto three years in a row (2010-2012).

Connections to field of LIS

SIS professors maintain close connections to the field of library and information studies. Several of the SIS faculty members have been elected to senior positions of major LIS organizations. Prof. Beheshti is Director-at-large of *ASIS&T* since 2015. Profs Bartlett, Beheshti, and Bouthillier have been President of the *Canadian Association for Information Science* (CAIS) and Prof. Dalkir was its Secretary from 2007 to 2009. Prof. Cook has numerous associations with International and North American LIS organizations; she was on the board of directors of the *Association of Research Libraries* (ARL) and is currently a member of the ARL's Open Data advisory group, and is also the representative of the *ALA* and the *Canadian Association of Research Libraries* for the *International Federation of Library Associations* (IFLA).

Prof. Bouthillier has served on several committees of the *Association for Library and Information Science Education* (ALISE) and the *Bibliothèque et Archives Nationales du Québec* (BAnQ). Prof. Evans is the McGill U. liaison for the *Special Libraries Association* (SLA), Eastern Canada Chapter, affiliate

researcher with the *Knowledge Management Research Centre* (U. Toronto), and co-founder of the *Knowledge Media Design Society*. Prof. Ménard is involved with the *Canadian Library Association* (CLA), the *Indexing Society of Canada* (ISC), the *IFLA*, and the *Corporation des Bibliothécaires Professionnels du Québec*. Prof. Park is the Korean representative for the TC171 of the International Organization for Standardization (ISO). Finally, Profs Frissen and Bartlett have been invited to provide a series of workshops on research methods for professional librarians from both McGill U. and Concordia U.; the first in the series was presented in December 2015. Prof. Bartlett is a member of several library associations (*ASIS&T*, *CAIS*, *SLA*, *Canadian Health Libraries Association*, *Medical Library Association*, and *L'Association de bibliothécaires de Québec*). Profs. Bouthillier and Ménard are members of *ASIS&T* and Profs. Ménard and Park are members of *CAIS*.

Internal Collaboration (with academic units inside McGill)

A growing interest in the discipline and in the expertise of SIS professors is creating an increasing number of collaborative academic and research endeavors with units within and outside of McGill U.

SIS faculty members have sat on PhD advisory committees or examination committees in other McGill units, including a select few listed here. Prof. Bartlett has acted as the external examiner of a Master's thesis for the *Department of Physical and Occupational Therapy*. Prof. Beheshti has been an external examiner for the *Department of Educational and Counseling Psychology* twice, and once for the *Department of Integrated Studies in Education*. Prof. Frissen was a member of a doctoral defense committee in the *Department of Electrical and Computer Engineering*, and is currently a member of the examination committee for two students at the *Schulich School of Music*. Prof. Guastavino has been External Examiner twice and Internal Examiner once for PhDs in the *Schulich School of Music*. Prof. Moffatt has been External Examiner for two PhD theses at the *Department of Computer Science*, and once for a M.Sc. thesis at the *Department of Electrical and Computer Engineering*.

SIS faculty members have also acted as Pro-Deans, chairing PhD Examination Committees in many departments at the University. In the period 2010 – 2015, the majority of SIS faculty have acted as Pro-Dean at least once, occasionally twice, and in one case even three times (Prof. Beheshti). In total, SIS faculty members have performed this important role 14 times.

More than a few of the SIS faculty members are involved in research with members of other McGill units. For instance, Prof. Beheshti is part of group of researchers led by Prof. Shaheen Shariff of the *Department of Integrated Studies in Education* that is investigating cyberbullying. Prof. Shariff received a grant worth \$497,509 from SSHRC (2012 – 2017) for “Defining the lines on cyberbullying: Keeping kids out of court by comparing legal responses with motivation, moral development and legal literacy of digital natives.”

Prof. Shariff also worked with Prof. Bouthillier on another SSHRC funded project (\$176,732; 2009-2012): “Developing an interactive virtual forum to study children’s on-line interactions and stakeholder responsibilities to promote cyber-safety for Canada’s youngest technology users”. Prof. Bouthillier is also working with Prof. Pluye of the *Department of Family Medicine* and Prof. Rahme of the *Division of Clinical Epidemiology* in a provincial research network funded (\$2,750,000) by the Canadian Institutes of Health Research (CIHR), the FRQS, and the Quebec Ministry of Health and Social Services; this work is aimed to develop methodologies (e.g., organizational participatory research) and methods (qualitative, quantitative and mixed methods) in patient-oriented research.

. Prof. Bartlett is a member of the McGill Centre for Bioinformatics. Prof. Frissen has been consulted on several occasions by members from the *Department of Electrical and Computer Engineering* and the *Schulich School of Music* in matters of statistical analysis and research design. This has led, among other things, to a co-authored publication and becoming the co-supervisor of a PhD candidate

External Collaboration (with academic units outside of McGill)

Most research performed at SIS is in collaboration with people at other universities. Indeed, the SIS faculty member’s CVs reveal that they are regularly called upon to be external examiners for PhD and Master’s theses, as well as for promotions/tenure from other institutions. For instance, Prof. Guastavino was external examiner for three PhDs: one at Tampere U. of Technology (Finland; 2014), one at U. Pierre and Marie Curie (U. Paris 6; 2014), and one at U. Paris 11 (2012). Prof. Moffatt served as the external for a PhD at U. Western Ontario (2012). Prof. Ménard served as the external for a PhD at Edith Cowan U. (Australia; 2012). Prof. Bartlett was invited to be the external examiner for an MLIS thesis at Dalhousie U. (2011), and Prof. Frissen was invited to be the external examiner and to be on the oral exam committee for a M.Sc. thesis at Northern Michigan U. (2015). Prof. Beheshti was an external assessor for promotions for Nanyang Technological U., (Singapore; 2009), U. Montreal (2010), SUNY, Albany (2010), and U. Oklahoma (2015).

Profs Guastavino and Frissen are full members of the *Centre for Interdisciplinary Research in Music Media and Technology* (CIRMMT), housed at the Schulich School of Music at McGill University. CIRMMT is an internationally leading research centre that has been highly successful in obtaining large multimillion dollar research funds. It unites researchers and their students from several Quebec institutions - McGill U., U. Montréal, U. Sherbrooke, Concordia U., École de Technologie Supérieure, INRS and Marianopolis College. Prof. Guastavino was the Associate Director of Scientific and Technological Research and was the co-leader of one of CIRMMT’s research axes. Prof. Frissen serves currently as co-leader of that axis, and is a member of the Executive Committee.

Specialized knowledge and skills in academic planning and assessment

SIS Faculty members apply their specialized knowledge and skills in academic planning and assessment by being involved with scholarly publications and conferences. Many SIS faculty are members of journal editorial boards, are active reviewers for journals and conferences, and are involved in the organization of national and international conferences.

Editorial boards

Nearly all members of faculty are – or between 2009 and 2015 were – part of the editorial board of scholarly journals: Prof. Bouthillier (*Journal of Information Science Theory and Practice*); Prof. Dalkir (*Expert Systems with Applications*, and the *Electronic Journal of Knowledge Management*); Prof. Evans (*Journal of Knowledge Management*); Prof. Fung (*PeerJ Computer Science*, and *Information Systems Frontiers*). Prof. Guastavino (*Canadian Journal of Information and Library Science*, *Les cahiers du numériques*, and *Acta Acustica united with Acustica*); Prof. Julien (*Library Student Journal*); Prof. Ménard (*Knowledge Organization*, *Canadian Journal of Information and Library Science*, and *Documentation et Bibliothèque*); Prof. Moffatt (*ACM Transactions on Accessible Computing*); Prof. Park (*Open Information Science Journal*, and *Revista General de Información y Documentación*).

Moreover, three professors are on editorial advisory boards: Prof. Cook (*Performance Measurement & Metrics*), Prof. Dalkir (*Asian Journal of Information Science and Technology*), and Prof. Park (*Revista General de Información y Documentación*). Finally, Prof. Beheshti is the Editor-in-Chief of *Education for Information*.

Reviewing for journals and conferences

SIS faculty members are very active as reviewers for numerous journals and listed here is only a selection. The majority of SIS faculty members have been invited to review for the *Journal of the American Society for Information Science and Technology* (Profs. Bartlett, Beheshti, Bouthillier, Fung, Guastavino, Julien, Ménard, and Park). Other **library and information** journals that relied on SIS faculty's expertise include: *Partnership: the Canadian Journal of Library and Information Practice and Research*; *Canadian Journal of Information and Library Science*; *Education for Information*; *Information Research*; *Journal of Information Science*; *Library Trends*; *The Library Quarterly*; *The Electronic Library*; *Journal of Documentation*; *Knowledge Organization*; *Journal of Librarianship and Information Science*; *Library Practice and Research*; *European Journal of Information Systems*; *Education for Information*; *E-Service Journal*; as well as the *Encyclopedia of Library and Information Science* and the *Encyclopedia of Information Ethics and Security*.

Moreover, SIS faculty are also contributing to journals in disciplines such as **archives** (e.g., *American Archivist*; *Preservation, Digital Technology & Culture*), **management** (e.g., *International Journal of Information Management*; *Information Resources Management Journal*; *European Journal of Marketing*; *International Journal of Knowledge, Culture and Change Management*; *Government Information Quarterly*), **computer science** (e.g., *ACM Transactions on Database Systems*), **human factors** (e.g., *Ergonomics*), **cognitive science** (e.g., *Cognition*); and **interdisciplinary journals** (e.g., *Interacting With Computers*; *IEEE Transactions on Human-Machine Systems*; *Journal of the Acoustical Society of America*; *Acta Acustica united with Acustica*; *Design Principle & Practice: An International Journal*; *Journal of Canadian Studies*).

Conferences are another venue in which SIS faculty have been active as reviewers. Conferences reviewed for include the annual meeting of the *Association for Information Science and Technology (ASIS&T)*, the *Canadian Association for Information Science (CAIS/ACSI)*, the *European Conference on Digital Libraries*, the *Hypertext Conference*, the *iSchool Conference*, the *International Society for Knowledge Organization (ISKO)*, *Education for Information Conference*, *Information Interaction in Context Conference*, *Social Informatics and Cybernetics Conference*, *Conference on Interdisciplinary Musicology*, *Intellectual Capital and Knowledge Management Conference*, and the *Joint Conference on Digital Libraries (JCDDL)*.

Organization of meetings and conferences

Skills in academic planning are particularly important for the organization of scholarly meetings, and SIS faculty are actively involved here as well. For instance, Prof. Bouthillier was conference chair for *ASIS&T* (2013), and for the *International Conference on Knowledge Management* (2013). In 2009, Prof. Dalkir was conference chair for *International Conference on Intellectual Capital, Knowledge Management and Organizational Learning*. Prof. Frissen was co-organizer of the annual meeting of the *Tactile Research Group* (2013–2015). Prof. Guastavino was co-organizer of the *International Conference on Tracking Creative Processes in Music* (2013).

Professors were also members of program committees: Prof. Beheshti (*CAIS*: 2009-2015; *ASIS&T*: 2009, 2013; *International Conference on Asia-Pacific Digital Libraries*: 2010-2013; *International Conference on e-Learning, e-Education, and online Training*: 2014, 2015; *ACM SIG on Information Retrieval*: 2010); Prof. Julien (*CAIS*: 2014, 2015; *ASIS&T*: 2013); Prof. Julien (*CAIS*: 2014, 2015); Prof. Ménard (*CAIS*: 2013; *ISKO*: twice in 2011, 2013; *ISKO-France*: 2011, 2013, 2015; *Terminology & Ontology: Theories Conference*: 2012, 2013); Prof. Moffatt (*ACM CHI-Conference on Human Factors in Computing Systems*: 2012, 2014; *ACM ASSETS-Conference on Computers and Accessibility*: 2013, 2014; *Graphics*

Interface Conference: 2012, 2014, 2015); Prof. Park (CAIS: 2009-2015; International Conference on Information and Knowledge Management: 2009).

III.7 Faculty assignments according to needs and competencies

Faculty assignments relate to the needs of the program and to the competencies of individual faculty members. These assignments assure that the quality of instruction is maintained throughout the year and take into account the time needed by the faculty for teaching, student counseling, research, professional development, and institutional and professional service

It is always challenging to achieve a good balance between teaching, research, and service. It can be particularly challenging for tenure-track faculty to devote the time needed to develop new courses and secure research grants. For this reason the School offers new faculty a course release during the first year, and they have the opportunity to revise existing courses and develop new ones in order to bring their research expertise to bear on the content and pedagogical strategies adopted in the courses they teach. As detailed in Chapter II (Curriculum), there are systematic student evaluations of courses and the program as a whole is systematically monitored and revised by our curriculum committee; these processes ensure that students appreciate what our faculty teaches and that the learning outcomes of the program are successfully addressed. Course evaluations and the faculty merit exercise provide a dialogue space where teaching assignments can be reviewed and revised as needed (see also III.10) and recommendations can be made to improve on specific skills as needed (e.g. attending Teaching and Learning Services workshops about providing feedback during a course, best practices in supervising graduate students, etc.). Finally, McGill's Teaching and Learning Services (<http://www.mcgill.ca/tls/teaching-and-learning-services>) offers resources and professional development workshops that include informal mentoring and learning opportunities both within and outside the university. Faculty are encouraged to take part in these professional development workshops since these activities have a positive effect on their annual merit.

Committee service

In addition to their teaching workload and research activities, all SIS professors are involved in administrative committees at the School, Faculty, and University levels. These assignments are critical to ensure everyone is involved in the ongoing oversight development of SIS and McGill University. These committees are decision-making bodies that develop and approve policies and resource allocation where SIS professors' involvement ensures that appropriate policies and resources are available for the MIST program.

School level

All SIS faculty members are expected to attend the School's departmental and Strategic Planning Meetings, which are chaired by the Director. The departmental meetings, which include student representatives, ultimately lead to the approval of any changes to the program, while the Strategic Planning Meetings do not include student representatives but provide a less formal setting where medium to long-term SIS developments can be discussed openly by the faculty. Attendance at these meetings is generally expected for all faculty members but time demands are manageable; historically, the SIS directory has scheduled two departmental meetings per semester (i.e., 4 per year), and one to two strategic planning meetings per year depending on need.

In addition to departmental and strategic meetings, faculty members selected by the director serve on the Student Standing and Academic Affairs Committee. Since 2009 this committee has been successively chaired by Profs Dalkir, Ménard, and Park to monitor students' academic performance so as to offer early support when grades suggest a student may be having difficulties successfully completing the program requirements. Since 2009 the Curriculum Committee was successively chaired by Profs Bouthillier, Park, and Bartlett. The Admissions & Fellowship Committee has been chaired by Profs Dalkir, Beheshti, and Moffat. The Communication Committee is chaired by Prof. Evans with Prof. Julien acting as secretary. Finally, the Department Tenure Committee is chaired by the Director and its members are all professors above the rank of Assistant Professor and not being considered for promotion in the current year.

Faculty level

SIS has been in the unique position of having influential roles in two different Faculties due to the transition from the Faculty of Education to the Faculty of Arts in 2014.

Faculty of Education (2009-2014)

Prof. Beheshti was particularly influential at the Faculty of Education where he acted as executive director for Infrastructure, member of the committees for Human Resources, Budget and IT, and on the Administrative Group, the Web Advisory Working Group, and was the chair of the Advisory Committee on Building and Space. Prof. Guastavino was also involved at the Faculty level where she served on the Advisory Committee on Building and Space Allocation and the Information Technology Support Oversight Committee.

Other SIS professors were also involved in service to the Faculty of Education: Academic Policy Committee (Bartlett); Administrative Group (Bouthillier); Graduate Program Review Committee (Dalkir); Teaching Award Committee: (Dalkir and Ménard); Information Technology Support Oversight

Committee and Faculty Council (Julien); Research Exchange Forum (Large); and the Research and Graduate Students Committee (Park).

Faculty of Arts (2014-)

Several of our faculty members have quickly become active contributors to the Faculty of Arts. Prof. Frissen is a member of the Curriculum Committee, Prof. Evans is a member of the Nominating Committee, Prof. Julien is a member of the Faculty of Arts Advisory Committee on Library Services, and Prof. Moffatt is a member of the Information Technology Support Oversight Committee. Note that SIS has had members on this last committee in both Faculties, which attests to the leading role the School plays as a source of expertise in information services and related technology.

University level

The School's reach extends to the University level, where three SIS professors currently hold positions within the central McGill organization. Prof. Bouthillier started in 2015 as the Associate Dean of Graduate and Postdoctoral Studies, and two professors are Senate members: Prof. Cook has been a member since 2011 and Prof. Bartlett was elected in 2015. Prof. Dalkir was a member of the University Academic Policy Committee (2011–2013) and the University Committee on Recruitment with Tenure (2011–2013), on which Profs Bouthillier, Large, and McNally have also served.

Other committees

Our faculty members' service also reaches to a broad range of other organizations. SIS is closely tied with various professional organizations through liaisons: ASIS&T (Bouthillier); Special Libraries Association, Eastern Canada Chapter (Evans); Association of Canadian Archivists (Park). Our faculty has also served on advisory committees such as the Education Library Advisory Committee (Bartlett) and the Advisory Group on Guidelines and Procedures for McGillX (Cook). SIS faculty are also members of executive and steering committees such as the Content Management Systems Project Executive Committee (Bouthillier), the Learning Management System Executive Steering Committee (Cook), the Centre for Interdisciplinary Research for Music, Media and Technology (CIRMMT) Executive Committee (Frissen, Guastavino), and the Computer Users Steering Committee (Park).

Our faculty members also play directorial roles within the broader Information Studies scholarly community. For example, Prof. Beheshti is director at large on the ASIS&T Board of Directors, Prof. Guastavino was the Associate Director for Scientific and Technological Research (2007 – 2009), and Prof. McNally is the Director of the History of McGill Project.

III.8 & III.9. Systematic evaluation of all faculty and its evidence

Procedures are established for systematic evaluation of all faculty; evaluation considers accomplishment and innovation in the areas of teaching, research, and service. Within applicable institutional policies, faculty, students, and others are involved in the evaluation process.

The program has explicit, documented evidence of its ongoing decision-making processes and the data to substantiate the evaluation of the faculty

In accordance with McGill University policy, a number of documented mechanisms are in place to support evaluation and decision making with respect to faculty. The mechanisms underpin the merit awards, re-appointment, tenure, and promotion opportunities discussed below. These evaluations are important for the development of the program, which is discussed in section III.10.

The core evaluation criteria: Teaching, Research, and Service

McGill has a highly respected international reputation for delivering excellence in education, and SIS faculty is committed to upholding and further developing this reputation. To ensure and monitor the quality of our teaching, all courses are subject to student evaluation using a set of quantitative (e.g., 5 point Likert scales to answer questions such as “Overall, I learned a great deal from this course”) and qualitative measures (i.e., written answers to questions such as “What aspects of the course did you particularly like?”) that was standardized across the University in 2008. Both types of evaluation are seen by the School’s Director as well as by the individual professor involved; the numerical evaluations are posted electronically on the University’s site, with the individual professor’s consent. Note that the vast majority of instructors at SIS consent to making the numerical portions of the course evaluations available to students (see Appendix 10).

McGill is also a tier 1 research intensive university, which means that research performance is particularly important for all faculty members, which is evaluated primarily on the basis of research grants and scholarly publications. Grants on which the faculty member is a PI indicate recognition for their leadership and expertise, as well as indicating that they performed the majority of the application work. As it is increasingly difficult to successfully obtain research grants, applying for grants is recognized as a positive contribution towards the yearly merit exercise. Prestigious peer-reviewed publications in scholarly journals or conferences carry the most weight, followed by books and book chapters. Note that while most faculty members publish mainly in peer-reviewed journals, there are members for whom conferences are the most esteemed outlets for their work. This is the case for Profs Fung and Moffatt, who

consistently publish at their most prestigious peer-reviewed conferences in data mining and human-computer interaction, respectively; indeed, both these conferences generally have acceptance rates as strict as 20%. Scholarly domain differences also affect the significance of single authorships. While traditionally an indicator of effort and recognition, single authorships are virtually extinct in many of our faculty's fields. In other words, the lack of single-author articles does not signify low effort or recognition, but rather collaboration and time spent working on sizable projects. Co-authored publications indicate research partnerships and co-authoring with graduate students is used as an indicator of quality mentoring and training of students.

Service performance is assessed based on the type of committee and the position held by the faculty member. Tenure-track faculty are generally assigned or nominated to department level committees in order build their professional networks, increase their understanding of how governance processes work at the university, and maintain a reasonable level of workload. Despite of the School's relatively small faculty, it is involved in important committees and decision making bodies at the Faculty and University level, as well as outside of McGill (see III.7 for details). Service roles and responsibilities at McGill are an indication of "good citizenship"—a faculty member's willingness to contribute to the greater good of the Department, Faculty, and University beyond their immediate teaching and research responsibilities. Finally, it is expected that faculty also play a role in relevant professional associations by performing tasks such as conference organization and peer reviews, which speaks to their recognized impact on their professional field.

Merit awards and annual reports

The School carries out an annual performance reviews (outlined in Standard I: Systematic Planning) in which faculty are ranked based on teaching, research, and service. The main vehicle for documenting each faculty member's performance is the March annual report in which faculty members compile all relevant activities performed during the previous calendar year. The award is determined by the Director and is based on an assessment of how relatively well faculty performed in the three major areas.

Each faculty receives a merit award letter announcing the Director's decision, followed by an individual meeting with the director to review the previous year's productivity and discuss priority efforts for the upcoming year. In addition to the annual report, the discussion may cover other data sources such as the course evaluations, course enrollments, new course development, or professional development activities such as workshops offered by McGill Teaching and Learning Services. Appendix 32 shows course enrollments for courses offered in the past seven years. There were a few cancelled courses over this time period, due to either low enrollment for a course taught by a sessional or instructor illness.

The Faculty of Arts is responsible for the annual evaluation of the Director and former Director Prof. Bouthillier, who currently holds a position of Associate Dean of Graduate Studies.

Re-appointment, promotion, and tenure

Re-appointment, promotion, and tenure decisions at McGill are based upon a candidate's proven record in teaching, research, and service. Like all other units, SIS adheres to University criteria outlined in the *Regulations Relating to the Employment of Tenure Track and Tenured Academic Staff* (<https://www.mcgill.ca/apo/deans-and-chairs-guide/reappointing-tt>).

Re-appointment. Tenure-track faculty members (i.e., Assistant Professors) are appointed for an initial 3-year contract which may be renewed once for another 3 years. They must apply for and successfully obtain tenure by the end of the second 3-year appointment. Recommendations relating to reappointment are based on the faculty's performance of academic duties and on whether their dossier shows satisfactory progress and promise of meeting the tenure criteria. During the last seven years, Profs. Evans, Frissen, Julien, and Moffatt were all re-appointed.

Tenure. Faculty members shall be considered for tenure and promotion to Associate Professor no later than the sixth year as an Assistant Professor. The main documentation for this process is the tenure dossier, which the candidate submits to the Tenure committee. The dossier includes the following documents: a) the candidate's curriculum vitae; b) the candidate's personal statement in support of her or his candidature; c) a record of the candidate's research, scholarship and professional activities and contributions; d) a record of the candidate's teaching (including graduate and professional supervision as appropriate). The Director produces a recommendation report that is discussed and potentially modified during the deliberations of the Reappointment, Promotion and Tenure Committee (described in Table 2, p. 28). The Director's final recommendation report is submitted to the University Tenure Committee (Faculty Representation) which is composed of nine tenured members of the academic staff who do not hold appointment in the same faculty and is chaired by the Dean; as of 2016 Profs. Bartlett and Ménard serve on this committee (<http://www.mcgill.ca/arts/facultystaff/committees>). The committee discusses the report and makes a recommendation to the Provost while the final approval is made by the Board of Governors. University-wide appeal procedures are in place in the event that a faculty receives a negative recommendation, and the McGill Association of University Teachers provides academic advisors on request. During the last seven years, all eligible professors (Bartlett, Guastavino, and Ménard) were granted tenure.

Full Professor. A staff member who has held the rank of Associate Professor for a minimum of 5 years may, at any time, request that the departmental promotion committee consider a promotion to the rank of

(full) Professor. Such candidates must demonstrate 1) a record of excellence in the area of research and/or other original scholarly activities, and professional activities, as evidenced by international recognition by peers; 2) a record of high quality teaching; and 3) a substantial record of other contributions to the University and scholarly communities.

III.10. Evaluation of faculty are used to improve the program

The program demonstrates how the results of the evaluation of faculty are systematically used to improve the program and to plan for the future.

Course evaluations are often a mixture of comments on the course content and how it was taught. As such, they serve not only to assess and help improve the teaching skills of our faculty and instructors, but they also feed into our systematic procedures to review and revise our Curriculum. Course evaluations are taken into consideration during the merit exercise. Any specific improvements deemed to be necessary are discussed by the Director with each individual faculty member. Together, they decide on a course of action. For example, if courses evaluations pointed to a lack of sufficient feedback, some strategies will be discussed that could be implemented by the faculty member as well as recommendations to attend the Teaching and Learning Skills Workshop in effective student feedback. In addition to course evaluations, as already noted in Chapter II, we also obtain a great deal of formal and informal feedback from our students and employers. This information is brought to the Curriculum Committee, often but not necessarily always through the student representatives to the committee, where they are discussed. Decisions that ensue from these discussions will typically involve inviting instructors to the meeting, reaching a consensus on how best to address the issues (e.g. revising assignments, adding course content) or deciding to form a working group if the scope of the required change is larger. For example, a review of reference courses that had not been offered in the past two years was carried out by a working group formed by the Curriculum Committee. This group included working professionals as well as faculty members. If changes to a single course are needed, these are carried out by the instructor. However, if the issues impact on the program as whole, then in addition to a working group formed within the Curriculum Committee, it may be decided that a Strategic Planning should be held to discuss the program changes needed and what needs to be done moving forward. For example, the results of the working group on reference courses will be brought forward to a Strategic Planning meeting to review the revised MIST program. This was scheduled when the program was initially revised, as it was felt that a three-year cycle would be helpful to have before a more macro-level review.

In this way, faculty evaluations are not only used to continuously improve their teaching skills and the quality of the courses they teach, but they can also serve to catalyze broader range and longer-term improvements to our program and help us better plan for its future evolution. As noted earlier, the Director meets with each faculty member to determine what improvements are needed and what steps can be taken to improve specific aspects of, for example, course design or pedagogical methods used in class. All faculty members participate in strategic planning meetings to review the learning outcomes for all courses. At these meetings, we will also discuss and share how we can better meet and assess the learning outcomes for each course, whether there are overlaps and if so, are we consistent with respect to content? Are we reinforcing these topics with respect to our pedagogical methods? Lastly, any issues identified from these individual and group sessions, together with all other sources of feedback on our curriculum as discussed in more detail in Standard II, specific improvements will also be added to the agenda of the Curriculum Committee to be addressed at the level of our Master's program.

Summary and Future Directions

In summary, SIS faculty members continue to perform to very high standards with respect to teaching, graduate student supervision, research, and service activities. Faculty members are well recognized in their areas of specialization, as evidenced by being solicited to serve on international associations, journals, and media interviews. Their publication record is consistently strong. Their teaching evaluations are very good each year and each one is open and receptive to feedback in order to improve their courses. Faculty are also highly involved in communities within and external to McGill. Thus, they have impact not only on how Information Studies is taught but also on the professional practice. As we are a professional school, we continue to successfully manage the challenge of maintaining a balance between theory and practice in our program. It is thanks to the diverse expertise and dedication of our faculty, together with the professionals who contribute their experience and skills as sessional lecturers, that SIS is able to continuously improve its MIST program and implement its strategic plans.

Our sessional lecturers consist of professionals working at McGill who have contributed to the School for over a decade (such as in *Descriptive Bibliography*) together with new sessional lecturers to teach in our newer areas (such as *Information Security*). We have a significant number of sessional lecturers who teach our non-core courses, which allows us to stay current and ensure students benefit from knowing about the latest changes in professional practice and how theory can be applied in workplace settings.

The university has shown greater understanding of and commitment to professional schools and their specialized needs in the current year as evidenced by the establishment of a new APC (Academic Policy Committee) Subcommittee on Professional Programs. The SIS Director was invited to be a member of

this subcommittee, which includes all 11 McGill professional schools. While in the past there has been some tension that required justification with respect to the number of sessional lecturers in professional schools such as ours, the way forward should be much smoother.

Since the last intensive accreditation review, we have had significant renewal in our faculty due to retirements and new hires. We were able to successfully attract highly qualified individuals and all have been reappointed. The School continues to offer a broad coverage of the diverse threads in the field of Information Studies due to the complementary expertise of our faculty. Since the last accreditation review there has also been greater synergy in our school due to increased collaboration between faculty with respect to research (successfully awarded grants where they work together and are increasingly co-Principal Investigators) and teaching (guest lecturing, co-design and development of courses and increasingly, collaborative delivery of courses).

Standard IV: Students

We have long considered the student-centered nature of the program to be one of its greatest strengths. Despite limited resources, the School places great emphasis on attracting, recruiting, advising, and providing scholarships and financial support to students so that they can effectively pursue their personal and professional goals.

In the past seven years, new student groups have been created and have played a very active role in the life of the School. Currently, the School is home to 11 student associations, professional chapters, and groups. Through student-initiated activities and partnership programs, these groups have established and consolidated connections with local and national professional associations. The School provides space and support to assist and encourage these students in these endeavors. It also maintains a close relationship with its alumni.

Improving access to information has been a top priority in recent years. The School has completely revamped its Web site, and a Communications Associate was hired to ensure the website supported the information needs of potential and current students and alumni. A Communications Committee was formed in 2012 to help ensure the School achieves its communication and outreach goals. This committee also helps to shape the School's communications strategy, provide advice concerning the School's social media presence, and develop related guidelines.

IV.1 Student recruitment is consistent with mission, goals, and objectives

The program formulates recruitment, admission, retention, financial aid, career services, and other academic and administrative policies for students that are consistent with the program's mission and program goals and objectives. These policies include the needs and values of the constituencies served by the program. The program has policies to recruit and retain students who reflect the diversity of North America's communities. The composition of the student body is such that it fosters a learning environment consistent with the program's mission and program goals and objectives.

McGill University does not systematically collect any information concerning student's race or ethnic origin; therefore, in the following sections, the concept of *diversity* excludes groupings of humans based on race or ethnic origin. In fact, unlike our American counterparts, we cannot legally gather such data as we are governed by the Canadian Human Rights Act (1977) <http://laws-lois.justice.gc.ca/eng/acts/h-6/> which covers all provinces as well as the Quebec Charter of Human Rights and Freedoms

<http://www.cdpedj.gc.ca/en/droits-de-la-personne/Pages/default.aspx>. In addition, McGill does have an official diversity policy as stated:

“McGill University is committed to diversity and equity in employment. It welcomes applications from: women, Aboriginal persons, persons with disabilities, ethnic minorities, persons of minority sexual orientation or gender identity, visible minorities, and others who may contribute to diversification. All qualified applicants are encouraged to apply; however, in accordance with Canadian immigration requirements, Canadians and permanent residents will be given priority.”

Students may choose to self-identify as visible minorities e.g. First Nation in their application (for example, in their personal statement narrative). There is, however, no systematic collection of diversity data on students.

Student diversity by geographic origin of application is, on the other hand, documented. Approximately 30% of students are from Quebec English and French speaking communities; over 50% of Canadian students are from outside Quebec. Close to 20% of all students are from outside of Canada. The student population also includes those with physical or learning disabilities

Recruitment, Admissions, and Retention

As students are our greatest asset, the School invests substantial effort in ensuring it welcomes a diverse and capable student body. The School participates in McGill’s Open House each year, with representatives on hand to answer questions about the School and its programs. In 2015, the School participated in the Faculty of Arts Undergraduate Graduate Schools Fair with a student representative. To better attract students from outside Quebec, the School introduced in 2014 a virtual open house, enabling potential applicants to meet the School’s Director and MIST Graduate Program Director, learn about the MIST program and degree options, and ask questions via chat. These video conference sessions are recorded and later made available on the website. Digital signage advertisements were developed in 2014 and distributed throughout the University in 2014 and 2015. New program brochures, flyers, and posters were developed for the introduction of the MIST program and were widely distributed at open houses and recruitment events and throughout the McGill University campus, including the McGill Career Planning Office, and in Arts.

The School actively utilizes social media (LinkedIn, Facebook, and Twitter) for outreach, including outreach related to recruitment, alumni relations, outreach to employers/industry, and dissemination of information about the School and our teaching, research, and service to academic and civic communities.

The School's profile is connected through social media with those of the Faculty of Arts, other McGill units, the University, professional associations, Montreal-based libraries, and provincial and national granting bodies—to name a few—who actively disseminate information from the School to a wide audience.

As the most common way students find out about our program is through our website, substantial effort has been invested in ensuring information on the program is available and easy to find. The webpage was redesigned in 2011 as part of a restructuring of the overall McGill site and substantially expanded to better address the information needs of current and potential students. These changes are described in more detail in Section IV.2.

As indicated in Tables 21 and 22, applications and registrations have dipped slightly over the past six years; however, the relatively small magnitude of this decrease is encouraging when considering that over this time period we have encountered increased local competition from the University of Ottawa, which received accreditation in 2014, as well as a general enrollment decline across North America (see Figure 3). Figure 3 shows a comparison of the School's enrollment relative to other programs, demonstrating our sustained ability to attract students in an increasingly competitive landscape.

From 2009–2013, our enrollment numbers (shown as average full-time equivalent (FTE)), were generally comparable to other Canadian ALA-accredited programs. Although our numbers were much smaller than average US programs over the same time period, this has been a long-term norm, consistent across Canada. In 2014, Figure 1 reveals a steep decline in enrollment, across both Canadian and US programs. While we also declined during that year, the magnitude of our drop was much less than the Canadian and US averages. ALA data was not yet available for 2015 at the time of preparation of this report; thus, it is unclear how our 2015 application and enrollment statistics compare to other schools.

Table 21. MLIS/MISt Applications, Refusals, Acceptances and Registrations, along with ratios of Acceptances/Applications and Registrations/Acceptances.

Status	2010	2011	2012	2013	2014	2015
Applications	256	285	259	235	210	204
Refusals	86	81	58	34	42	31
Acceptances	156	189	178	189	158	171
Registrations	94	93	91	104	84	86
Ratio: Acceptances/Applications	61%	66%	73%	80%	75%	84%
Ratio: Registrations/Acceptances	60%	49%	48%	55%	53%	50%

* Applications do not equal refusals and acceptances as applicants may withdraw or defer their application.

Table 22. Enrollment by Program

Degree Type	2010	2011	2012	2013	2014	2015
MLIS/MIS*	172	179	190	200	202	173
PhD	30	28	28	30	27	32
Total	202	207	218	230	229	205

*Note that the MIS numbers in 2014 and 2015 include both the course-based and research-based options as students applied for and were registered in a single MIS program, and choose between these two streams in their first term.

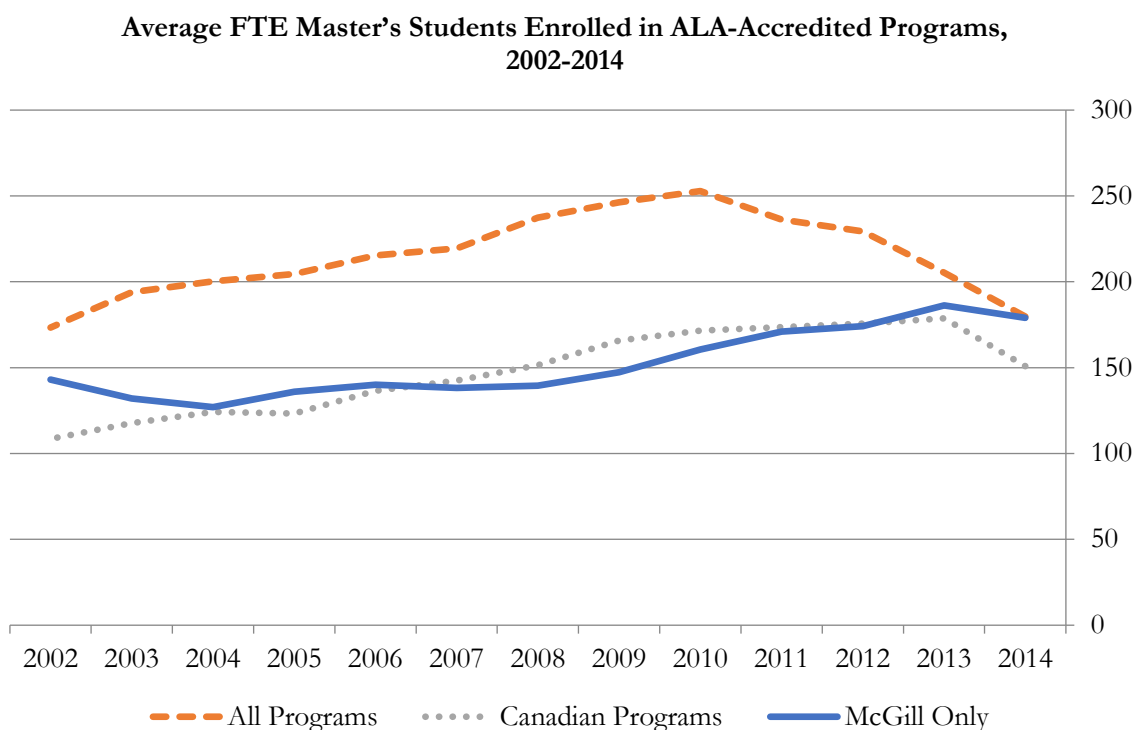


Figure 3. Average FTE master's students enrolled in ALA-accredited from 2002 to 2014.

All programs (n=58). Canadian programs (n=8). Data from Column K of each program's worksheet in ALA's Trend Data by Program report (<http://www.ala.org/accreditedprograms/reportsandpublications/prismreports>)

The first year students were able to take the research-based option (as a stream) in 2014, 9 students chose this option and 3 ended up completing it. In 2015, 3 students applied and 3 completed this option (this was when it was offered as a separate diploma). In 2016, 40 students applied for the course-based option and we accepted 16. It should be noted that if the popularity of this research option continues to grow, there will be significant impact on faculty workloads. A great deal more supervision is required for these students, not as much as a Master's thesis but with only 12 faculty and of these, two are in senior administrative positions, that means that faculty will easily end up supervising multiple research projects.

As we also hope to use the research project option as an entry to our PhD program and given the PhD numbers are also increasing, the School may need to recruit additional faculty in order to have enough faculty to supervise these students.

Retention and graduation rates have traditionally been very high. As Table 23 indicates, between 2009/10 and 2013/14, the withdrawal rate varied from 1% to 11%. Most students who withdraw do so in their first term.

Table 23. MLIS/MIS St Retention and Graduation Numbers.

Degree Type	2009/10	2010/11	2011/12	2012/13	2013/14
New MLIS/MIS St Registrations	76	91	89	91	100
Withdrawals After Registration	6	10	1	10	7
Withdrawal Rate	8%	11%	1%	11%	7%
Graduates*	73	74	76	84	83

* The number of graduates is related to the number of registrations in the previous year and is affected by the number of part-time students who take more than two years to finish their degree.

Student Diversity

The School prides itself on attracting a diverse and international student body. Applications are received from Quebec, Canada, and internationally as indicated in Table 24. The School consistently attracts over 60% of its applicants from outside Quebec suggesting that the reputation of the program is well established beyond Quebec's boundaries.

Table 24. Geographic Origins of Applicants.

		2010/11		2011/12		2012/13		2013/14		2014/15		2015/16	
Geographic Origin		#	%	#	%	#	%	#	%	#	%	#	%
Canada	Quebec	97	38%	80	28%	91	35%	87	37%	66	31%	72	35%
	Ontario	63	25%	74	26%	49	19%	46	20%	50	24%	38	19%
	Other Canada	40	16%	66	23%	50	19%	39	17%	34	16%	40	20%
USA		43	16%	48	17%	48	18%	37	16%	34	16%	24	12%
Other International		13	5%	17	6%	21	7%	26	11%	26	12%	30	15%
Total		256		285		260		235		210		205	

* The number of graduates is related to the number of registrations in the previous year and is affected by the number of part-time students who take more than two years to finish their degree.

As shown in Table 25, the school consistently attracts a significant number of international students, especially from the U.S.

Table 25. Demographics of International Students between 2010 and 2015.

Geographic Origin	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
Total International	16	17	16	21	12	8
Total Enrolment	94	93	91	104	84	86
Percent International	17%	19%	18%	20%	14%	9%
Breakdown by Country	USA 15 China 1	USA 14 China 2 India 1	USA 10 China 2 Hong Kong 1 England 1 Switzerland 1 Saudi Arabia 1	USA 14 China 2 Taiwan 1 France 1 El Salvador 1 Haiti 1 Dominican Republic 1	USA 10 China 1 Mexico 1	USA 5 China 2 Hong Kong 1

Educational diversity is also a key factor in the selection of applicants. Students are selected from a vast array of academic and professional backgrounds, including arts, literature, humanities, languages, music, computer science, administration, and science, as shown in Table 26. This mix of knowledge fuels further discussions on many topics in the different classes while encouraging a variety of viewpoints in class debates.

Table 26. Undergraduate Disciplines of Incoming MISt Students, 2014/15.

Program of Study	2014/15	
	#	%
History	20	24%
English	10	5%
English Literature	6	7%
Political Science	6	7%
Art History	4	5%
Linguistics	4	5%
Anthropology	3	4%
Psychology	3	4%
Music	3	4%
Sociology	3	4%
Education	2	2%
Writing	2	2%
Biology	2	2%
One each: Human Resources, Communication, Literary Studies, Studio Arts, Medieval Studies, Library and Information Studies, Mathematics, Translation, Philosophy, Asian Languages, Geography and Earth Sciences, Biomedical Science, Canadian	21	25%

Studies, Agriculture, Women's Studies, Middle East Studies,
Management Information Systems, Building Engineering, French
Language, Physics, and Civil Law

The diversity of students is also confirmed by the location of their undergraduate degree, with 18% of students holding an undergraduate degree from outside Canada as indicated in Table 27.

Table 27. Location of Undergraduate Degree of Incoming MISt Students, 2014/15

University Location	2014/15	
	#	%
McGill	15	18%
Other Quebec	21	25%
Other Canadian	33	39%
USA	10	12%
International	5	6%
Total	84	100%

As Table 28 shows, a clear majority of students in the program are female, although the School consistently attracts candidates from both sexes. A significant number of students come into the program several years after completing their bachelor's degree, having spent time working or studying for other degrees as evidenced by the proportion of students aged 25 or older (60% in 2014/15).

Table 28. Age and Sex Distribution of Incoming MISt Students, 2014/15

Sex	20-24	25-29	30-34	35-39	40-44	45-49	50+	Total	%
Male	7	6	4	1	2	2	0	22	26%
Female	27	21	10	0	2	2	0	62	74%
Total	34	27	14	1	4	4	0	84	100%

Part-Time Program

The vast majority of students admitted to the program are full-time (see Table 29), which is consistent with other graduate programs at McGill. Although the number of students completing the program part-time is relatively small, the flexibility it affords enables a greater diversity of students to enroll, including those with family responsibilities or who live outside Montreal.

Table 29. Full- and Part-Time Students in the MLIS/MIS Program.

Status	2010/11		2011/12		2012/13		2013/14		2014/15		2015/16	
	#	%	#	%	#	%	#	%	#	%	#	%
Full-Time	142	83%	155	87%	154	81%	160	80%	172	85%	147	85%
Part-Time	30	17%	24	13%	36	19%	40	20%	30	15%	26	15%
Total	172		179		190		200		202		173	

Office for Students with Disabilities

McGill's Office for Students with Disabilities (OSD) supports students in a wide variety of situations including those with physical or sensory impairments, mental health or anxiety disorders, learning disabilities, and atypical neurological development. OSD works with students to develop an accommodation plan to reduce the impact of disabilities and impairments on performance, attendance, and learning. OSD then works with individual faculty to ensure classes are delivered in a way that meets the needs of OSD-registered students in the class. This approach enables students to discreetly get the support and assistance that they need, as only the information needed to make the accommodation is provided to the instructor; details on the student's diagnosis are not divulged. Support ranges from the provision of rooms for students needing to write exams in private to resources for instructors on how to promote Universal Design for Learning in their classrooms.

Financial Aid

The School provides financial support for its student body through a wide range of funding sources, as indicated in Table 30 below. In addition to scholarships, fellowships, and prizes, students are regularly hired as graduate, research, and IT lab assistants, which helps develop leadership skills. In addition, students engage in a wide variety of employment opportunities outside McGill University during the term or over the summer. Our website provides a summary of the funding and financial aid opportunities available to students in the program, as well as pointers to the relevant resources.⁷

Table 30. Funding Received from University and School Sources from 2010/11–2014/15

Funding Source	2010/11	2011/12	2012/13	2013/14	2014/15
Research Assistantships	\$140,573	\$169,299	\$119,789	\$155,575	\$183,149
SIS Scholarships & Prizes	\$53,950	\$52,650	\$46,500	\$57,650	\$54,230
Travel Support	\$4,758	\$5,050	\$12,140	\$10,530	\$5,160
McGill Fellowships	\$47,000	\$82,100	\$87,500	\$100,600	\$101,450
Total	\$246,281	\$309,099	\$265,929	\$324,355	\$343,989

⁷ <https://www.mcgill.ca/sis/students/funding>

The School's Graduate Admissions and Fellowships Committee, comprising four faculty members (including the Master's and PhD Program Directors), awards the School's endowed scholarships and makes recommendations for external awards. All scholarships are described in the Graduate Fellowships & Awards Calendar⁸ and listed in Appendix 26). Awards of \$1,000 or more include: H.W. Wilson (\$10,000 distributed in smaller amounts), Vivi Martin (\$5,000), Centenary Prize (\$3,500), Clark (\$2,850), Teresa Troide (\$2,500), Ower (\$1,500), Lomer (\$1,300), Hall (\$1,000), Crossley (\$1,000), Agnew (\$1,000), Trenholme (\$1,000), and Tees (\$1,000).

The School additionally has limited funding for PhD and MLIS/MIS students who are presenting a paper or poster at a conference. The Faculty of Arts provides additional sources of funding including scholarships, fellowships, and travel support for conducting or disseminating research, and provides development awards to support student-focused events and initiatives. A variety of opportunities are available for working on campus.⁹ Notably, our students are regularly hired as teaching assistants for undergraduate courses in the Faculty of Arts, and many have found work placements through McGill's Work Study program, which offers eligible students with demonstrated financial need the opportunity to apply for library, archival, clerical, research, technical, and other Work Study-related job postings on the McGill campus.

With the introduction of the MIS program in 2014, students who pursue the research options are now eligible for the Canada Graduate Scholarships-Master's Program, which provides up to \$17,500. This is a highly competitive national program. That a student in our first MIS cohort obtained this prestigious research award reflects highly on the quality of students attracted to the program and the research training it provides.

Career Services

The School makes every effort to ensure students successfully transition to the workplace. Students have the option of completing a 3-credit practicum in their 2nd year to apply concepts and practices learned in coursework, and to strengthen skills as they assist in professional-level work under the formal guidance of a qualified information professional through 100 hours of supervised fieldwork. Among many others, placements have been offered at organizations such as Bibliothèque et Archives Nationales du Québec, Canadian Centre for Architecture, McGill Library, McCord Museum, and PricewaterhouseCoopers, with projects in areas such as Web usability testing, e-learning content creation, library instruction, records

⁸ <https://www.mcgill.ca/internalawards/faculty-dept-awards/arts/school-information-studies>

⁹ <https://www.mcgill.ca/sis/students/working>

management policy development, database design, knowledgebase development, and digital collection outreach.

The School has also introduced two new courses geared towards preparing students for entering the job market. *Integrating Research & Practice* is a new required course introduced with the MIST program aimed at helping students to develop their ability to communicate their unique value as an information professional. In this course, students develop a portfolio highlighting their accomplishments in the program and how these contribute to their professional identity, long term goals, and values. *Skills for Information Professionals* is a new elective course aimed at ensuring that students develop the communication, interpersonal, leadership and professional skills needed to transition from school to their workplace. By the end of this course, graduates have an increased awareness of their strengths, weaknesses, and marketability, and have greater confidence in their abilities.

The SIS-JOBS¹⁰ list is a moderated mailing list for information professional job postings, designed to assist employers to recruit graduates from the McGill University School of Information Studies. This is a free service provided by the School for employers, SIS students, and SIS graduates. In 2015, the list garnered and distributed 448 postings, indicating that it is an active resource. Students additionally have access to McGill's Career Planning Service (CaPS).¹¹ CaPS assists students and recent alumni with their career preparation and planning through services and programs, including one-on-one advising, drop-in services, and workshops on interviewing, networking, and preparing job-search materials. They also help facilitate on-campus recruitment and career fairs in collaboration with faculty associations and student groups, and provide a job search and career tool database. These resources complement career and recruiting efforts by the School and student associations. See Appendix 28 for more information on CAPS, including service usage statistics for SIS students

IV.2. Information about the program is available to students

Current, accurate, and easily accessible information about the program is available to students and the general public. This information includes documentation of progress toward achievement of program goals and objectives, descriptions of curricula, information on faculty, admission requirements, availability of financial aid, criteria for evaluating student performance, assistance with placement, and

¹⁰ <https://www.mcgill.ca/sis/careers/maillinglist>

¹¹ <https://www.mcgill.ca/caps/about>

other policies and procedures. The program demonstrates that it has procedures to support these policies.

Access to Information

Information about the MIST program goals and objectives, program structure, course description, faculty members, and admission criteria is available on the School's website. The website is constantly updated with information for current and prospective students.

In August 2011, the School began a major overhaul of its website and hired a graduate assistant to review the site and help identify areas for improvement. Key additions to the site include:

- Expanded information about student funding and financial aid, including internal and external scholarships and awards
- Admissions FAQ and additional career-related resources
- Description of curricula in the form of reference copies of course syllabi
- The addition of School newsletters, expanded data from our graduate placement survey information, and direct links to school-specific policies, procedures, and forms

Incoming and current students receive a Student Handbook—also made available on the website—in which further information about program goals and objectives, financial assistance, timetable, and sequencing of courses is provided.

In 2012, the School established a Communications Committee to help ensure the School achieves its communication and outreach goals. As part of this committee's core mandate it seeks to identify and fill gaps in student communication, particularly surrounding issues such as accessibility of student-oriented information, the proliferation and currency of communication and channels, and awareness and promotion of student group activities. This committee also helps to shape the School's communication strategy, to advise on the School's social media channels, and to develop communications-related guidelines. The School's Communications Committee has been instrumental in developing guidelines for the School, such as SIS Social Media Guidelines for students, faculty, and staff; SIS website profile guidelines for PhD students and faculty members; and Guidelines for Posting Web Syllabi, which address intellectual property and copyright considerations.

Program Goals and Objectives, Curricula, and Criteria for Evaluating Student Performance

Information about the current MIST program is readily available on our website.¹² Here students can access detailed information on the program, admissions, and requirements, as well as a detailed listing of the program's goals, objectives, and learning outcomes. Students can also access the Student Handbook, which is updated yearly and provides information on the School and administrative office, resources and tips for new students, programs and courses, resources and services, communication channels and technology, student life, and policies and forms. Students are also regularly reminded, for example by email, that they should consult their advisors for additional information and guidance on how to apply the information available to their personal needs.

The MIST program provides students with increased flexibility to build their own program tailored to their goals and interests. To help students with the increased complexity that comes with this flexibility, the website outlines a number of possible areas of interest and provides recommended courses for each area. Students are free to select from a single area of interest or to mix areas based on their interests. Areas of interest include the streams previously offered in the MLIS program (Library Studies, Knowledge Management, and Archival Studies) and introduce Information and Communication Technology as a new area of interest in the MIST program. The flexible design of the MIST program facilitates the addition of new areas of interest as the field evolves.

Detailed information on the courses available to students is provided on the website and course outlines are provided for all recent course offerings (see <http://www.mcgill.ca/sis/courses/outlines>). These outlines are made available for reference on a volunteer-basis by the instructors: the vast majority of courses currently offered have either a full syllabi or an outline available from the public SIS website. Official syllabi are provided to registered students at the beginning of each term. McGill provides formal guidelines for the composition of syllabi, which must include: a description of the means of evaluation to be used in the course, the topics to be addressed in the course, the required texts and readings, the contact information for the instructor, and McGill Policy statements pertaining to academic integrity and the right to submit written work in English or French.

The School and its Faculty

The School's webpage additionally provides detailed information on the School, including its mission and history.¹³ This portion of the website also provides access to the School's newsletter which features news

¹² <https://www.mcgill.ca/sis/programs/mist>

¹³ <https://www.mcgill.ca/sis/about>

and achievements of our students, staff, faculty members, and alumni and the latest developments at the School. Each year the School prepares an annual report, which is available together with past reports on the website. Events and announcements are featured prominently on the main page of the website, and a shared calendar provides additional information on current activities in the School. The School additionally connects with students, alumni, and the community through its social media presence, which includes active participation on Facebook, Twitter, and LinkedIn.

Each faculty member has an individual webpage that details their background, teaching, research, and professional activities. Additional information on the research activities of the School are provided through pages detailing our research strengths and laboratories. Many faculty members also maintain profiles with the McGill Media Guide to Experts, further enhancing our profile and visibility.

Financial Aid and Career Placement

Detailed information is provided to students on the website concerning the financial aid and career placement resources available to them, which helps them to locate relevant information available elsewhere on the McGill website. These resources are described in more detail in the Financial Aid and Career Services subsections of Section IV.1.

IV.3. Standards for admission are applied consistently

Standards for admission are applied consistently. Students admitted to the program have earned a bachelor's degree from an accredited institution; the policies and procedures for waiving any admission standard or academic prerequisite are stated clearly and applied consistently. Assessment of an application is based on a combined evaluation of academic, intellectual, and other qualifications as they relate to the constituencies served by the program, the program's goals and objectives, and the career objectives of the individual. Within the framework of institutional policy and programs, the admission policy for the program ensures that applicants possess sufficient interest, aptitude, and qualifications to enable successful completion of the program and subsequent contribution to the field.

Admissions Requirements

The School's admission policy and practices are in harmony with University policy and provincial and federal legislation in accepting suitably qualified students regardless of gender, race, or minority status.

The following admission criteria for the MIST program are laid out in the University Calendar¹⁴ and on the School's website:¹⁵

1. Applicants must have a bachelor's degree from a recognized university. Academic Standing of at least B, or second class – upper division, or a CGPA of 3.0 out of 4.0 is required. Courses in library and/or information studies taken before or as part of an undergraduate degree, or such courses taken in a school with a program not accredited by the American Library Association, cannot be accepted as credit toward the McGill MIST.
2. Applicants to graduate studies whose mother tongue is not English, and who have not completed an undergraduate or graduate degree from a recognized foreign institution where English is the language of instruction or from a recognized Canadian institution (anglophone or francophone), must submit documented proof of competency in oral and written English prior to admission. Such proof normally comprises the Test of English as a Foreign Language (TOEFL) with a minimum score of 100 on the Internet-based test (iBT; or 600 on the paper-based test [PBT]), with a written score of at least 25 and a reading, speaking, and listening score not less than 20, or the International English Language Testing System (IELTS) with a minimum overall band score of 7.5. Applicants whose mother tongue is not English may be asked to demonstrate English-language competency beyond the submission of the TOEFL or IELTS scores.
3. Competency in the use of computers is expected. Applicants should have a thorough knowledge of the Windows operating system, particularly file management and word processing, and presentation software such as PowerPoint.

Admissions Process

All applications are handled via McGill's online application system uApply, and require submission of the following:

1. uApply online application form
2. Transcripts for all post-secondary institutions attended to date
3. Two letters of support from academic references (or non-academic references if last degree awarded was more than 5 years ago).
4. A covering letter of intent

¹⁴ <http://www.mcgill.ca/gradapplicants/information-studies-0#app>

¹⁵ <http://www.mcgill.ca/sis/programs/mist/admissions>

5. A curriculum vitae
6. Proof of English language proficiency, if applicable.

Applicants can easily contact the Student Affairs Coordinator by telephone or email to ask questions. The Student Affairs Coordinator closely monitors applications and follows up with applicants promptly, for example to inquire about incomplete files.

Once files are complete they are forwarded to the Graduate Admissions and Scholarships Committee for review. This committee was introduced in 2013 as part of the School's ongoing efforts to constantly improve its processes and maintain high standards. While admissions were previously handled by the director and Administrative Assistant, they are now reviewed by a full committee comprised of four faculty members, including the Graduate Program Directors of the Master's and PhD programs.

The applicant's academic record carries the most weight in the evaluation process and is used to define two paths through the review process. This systematic approach enables us to balance the competing priorities of extending offers to the best students as quickly and as efficiently as possible with ensuring that every application receives a complete a thorough review:

- Applications with a GPA of 3.2 or above are reviewed by the chair of the Graduate Admissions and Scholarships Committee and the MIST Graduate Program Director on a rolling basis as soon as the file is complete. Files are reviewed to ensure all admissions criteria are met and that the student's motivations and professional aspirations align with the program. If either the Chair or the Program Director expresses concerns over the file, it is passed to the full committee for review as described next.
- Applications with a GPA of less than 3.2 are reviewed by the full committee after the application deadline. This enables the committee to compare similar profiles and ensure standards are applied fairly and consistently. The committee carefully considers the admissions criteria as well as the applicant's motivations, personal attributes, and other achievements through review of the personal letter, curriculum vitae, and letters of reference. Interviews are conducted, in person or by telephone, to clarify issues such as English proficiency, medical issues, or contradictions in reference letters. Admissions requirements are strictly enforced. In the rare case, where an applicant who does not fulfill all the requirements is considered for admission, a formal justification is required.

All admission decisions must be approved by the Graduate and Postdoctoral Studies Office.

Retention and completion rates, which are another indicator of the quality of the admissions process, have been consistently highly as shown previously in Table 23.

IV.4. Students construct a coherent plan of study

Students construct a coherent plan of study that allows individual needs, goals, and aspirations to be met within the context of requirements established by the program. Students receive systematic, multifaceted evaluation of their achievements. Students have access to continuing opportunities for guidance, counseling, and placement assistance.

Student Advising Approach

To help students plan their careers and choose appropriate courses, as well as to assist those who have particular concerns or problems, students are assigned a faculty advisor in the summer prior to their first term. Before course selection, students are strongly encouraged to discuss their plans with their advisors. Though students are free to meet with the Director or to discuss courses with any instructor, the advisors are available for the following reasons:

1. To ensure that all students are in touch with at least one member of the faculty with whom they feel free to talk over their career plans, courses, questions and issues.
2. To help students plan their careers and choose the most suitable courses and projects to meet their individual needs, goals, and aspirations.
3. To ensure that students who are in difficulties are able to find help before their issues become overwhelming.

In the MLIS program, there were three streams and the faculty make up then corresponded to these streams in a fairly straightforward manner. Students were therefore assigned advisors based on the stream they had selected (e.g. students in the knowledge management stream were assigned to Prof. Dalkir, those in archival studies to Prof. Park and the remaining librarianship students, the majority, divided among remaining faculty). With the MIST program, students do not select a stream upon registering. Advisor assignments are therefore made randomly as all faculty can advise on course selections. As students progress in their studies, they may (some may not) decide to focus on a given area. They are then free to meet with any faculty member with a relevant background. An electives information session is held early in the fall semester which provides students with more information on the courses but also on the faculty as elective courses closely mirror their expertise. Research project students will typically have the same faculty member as their project supervisor and academic advisor as they will be closely aligned with

respect to interest. Students who take the practicum are also guided by the Practicum Coordinator, the Director as well as the university career counselling services (CAPS).

There are meetings on advising tips at least once every semester. These meetings serve to update faculty on any changes that have occurred so that we are all consistent in our academic advising. The School does not have an Advising handbook but most of this information can be found in the student handbook and on our website. Faculty are provided with these references and links. Students vary in the frequency with which they meet with their advisors. Some set up meetings even before the semester has started and meet several times a semester. Others rarely or never meet. There are no required meetings so it is left up to the student. The majority take advantage of faculty advising and meet with their advisor and other faculty members several times a semester.

The Introduction program is organized at the beginning of each term for all incoming students in close collaboration with the McGill Information Studies Student Association (MISSA). During this program, students have an opportunity to meet with their faculty advisor and the other students assigned to him or her in an informal setting (see Appendix 20). These meetings give students a chance to ask questions about the program and the courses while getting to know their advisor, fellow students, and representatives from the various student groups. MISSA organizes tours, presentations of students' associations, small group encounters, and lunch. After the Introduction program, students meet their faculty advisor throughout the year to discuss their course selection. To provide flexibility to students, these meetings can take place in person or electronically.

In addition, the Administrative and Student Affairs Coordinator, Ms. Kathryn Hubbard, who is responsible for handling the files of all applicants and students, advises and counsels students on a wide range of issues, particularly with respect to McGill procedures and policies. It should be noted that while there has been some change in the School's administrative staff, Ms. Hubbard has been instrumental in ensuring stability for over 30 years. In the past few years, she has also dedicated a percentage of her time in documenting various procedures in order to contribute to succession planning. With the new MIST and PhD Graduate Program Directors (Profs. Moffatt and Guastavino, respectively), and the School Director, she has participated in regular meetings to help share knowledge of policies, procedures and all matters related to students. An additional component of succession planning is the inclusion of Prof. Bartlett in these meetings as she will be taking over when Prof. Moffatt goes on sabbatic leave (2017-2018). These measures help ensure that valuable knowledge is preserved and more widely disseminated in order to ensure stability and continued effective functioning of the School.

The Student Standing and Academic Affairs Committee, chaired by a full-time Faculty member and comprised of a Chair (Faculty member), the MIST and PhD graduate program directors, and the Student

Affairs Coordinator, meets five times a year (at the beginning, middle, and end of the fall and winter terms) and deals with academic issues concerning students. This Committee makes decisions, when required, about supplemental examinations or failures in courses. Students who fail two courses are required to withdraw from the program. To minimize this, the Committee reviews the performance of all students individually and notifies advisors of problems so that they can meet with students following the meeting to address issues or concerns. Decisions involving problem cases are based on graduate program policies and must be approved by the Graduate and Postdoctoral Studies Office.

The School follows the Student Appeal Procedure that is standardized across McGill as described in the Graduate and Postdoctoral Studies General Information, Regulations and Research Guidelines calendar, as well as in the Handbook of Student Rights and Responsibilities.

Construction of Individualized Plans of Study

One of the primary motivators for the recent program revisions was to increase the opportunities for students to construct an individualized plan of study. While the program has always emphasized an individualized approach, the structure of the MIST program provides students with greater flexibility in terms of courses that are selected and combined into a cohesive program of study.

The School has taken a number of steps to ensure this increased flexibility does not lead to less cohesive course selections or unclear program expectations. With the new program, the School heavily revised an existing required course, *Foundations of Information Studies*, which students take in their first term of study, and introduced a new required course, *Integrating Research & Practice* (described in Section IV.1, p. 157), which students take in their final term of study. These two courses serve as bookends in the new program. In the first course, students develop a professional and academic development plan to identify her or his professional and academic goals and objectives (see Appendix 27). The course outline for 601 can be found at: https://www.mcgill.ca/sis/files/sis/glis601_2015fall_beheshti_web.pdf. Students are assessed on a number of assignments including group and individual papers, a final exam and a Professional and Academic Development Plan. This plan outlines the student's self-assessment of their strengths and weaknesses, their academic and career goals, their strategies to achieve them together with a timeline and a preliminary plan for a portfolio. This plan is an individual assignment that is evaluated by the instructor of the course (Prof. Beheshti) and his TA. The evaluation is a grade but perhaps the most valuable component is the detailed feedback on each plan. This is intended to help the student refine their plan in order to make it more complete but also more feasible. This plan is then revisited by each student in their final semester when they take the 602 course. As part of this course, an electives course information session is held at the mid-point in the term. All faculty members attend this session and

present brief summaries of their elective courses, connecting them to possible career paths, to help students create a tentative course plan. This plan serves as a starting point and living document that evolves with the student over the course of his or her program, with guidance from the student's faculty advisor. In the second course, students reflect on their program of study and develop a portfolio demonstrating the professional skills and accomplishments acquired throughout the program.

The 602 helps then transition from learning to working. The course outline may be found at:

https://www.mcgill.ca/sis/files/sis/glis602_2016winter_shulhabouthillier_web.pdf. Part of the student

work is to design an individual (e)-portfolio, building on the plan they worked on in their 601 course.

The portfolio demonstrates how the student has met the MIST learning outcomes and includes curricular and extra-curricular activities. Portfolios are evaluated by the instructor in order to provide students with extensive feedback. Students are also encouraged to make use of the office hours to discuss their portfolios as well as their career plans.

Multifaceted Evaluation of Achievement

As described in Standards I and II, the School takes great care to ensure that a range of methods are used for assessing students in the program, including group and individual projects that provide students with the opportunity to develop and apply practical skills. As evidenced by our recent course mapping exercises (see Appendix 12), the School systematically analyzes the assessments used across the program to ensure coverage of our learning objectives and provide diverse opportunities for students to demonstrate their individual abilities and to test their strengths and weaknesses. While instructors are free to select the evaluation methods they judge to be most appropriate for their courses, the School regularly encourages best practices through the Curriculum Committee as well as dedicated Strategic Planning meetings.

In addition to the development of academic and technical skills, the program encourages the development of students' professional skills. Emphasis is placed throughout the program on teamwork, with many of the classes including a group work component (see Appendix 12). The School also offers *Skills for Information Professionals*, an elective course focused on communication, interpersonal, leadership, and professional skills, and offers an optional practicum for those wanting to gain professional experience before graduation.

Beyond the formal program, SIS students have access to a rich variety of complementary learning opportunities to supplement their classroom learning and professional development through associations. InfoNexus is an annual one-day conference organized by students of the School that aims to bring students and information professionals together to hear engaging talks, exchange ideas, and make

connections. The InfoNexus event, originally hosted under the title of Web 2.U, embraces the multidisciplinary nature of information studies: speakers from previous years have addressed such topics as search engine optimization and online reputation, learning to code, creating digital spaces, semantic search technology, bibliometrics and film theory, and information access in environmental law. InfoNexus attracts upwards of 70 participants each year, including members from the broader information profession community.

From the broader McGill community, SIS students can benefit from the interdisciplinary professional development offerings of the SKILLSETS program. This program, which is but one of many such McGill initiatives, offers over 200 workshops and sessions each year, free to McGill graduate students. SKILLSETS offerings address topics such as career development, communication and interpersonal skills, and research management and leadership. In addition, there is the CAPS (Career Planning Service) office, McGill's central career service. CaPS is distinctive among McGill services in that we support student success both throughout their time at McGill and during the critical graduation transition to work/further education. Students can drop in for career counselling, make an appointment for a more specific request such as having someone look over their CV or take part in one of the workshops or other events. In addition, the School has worked with Janice Tester the Career Advisor assigned to our School to develop specific workshops based on our students' needs such as a workshop on how to prepare your cv and prepare for your interview, timed in the fall so as to help the Practicum students who will be preparing their applications or in the winter semester to help our graduating students when they apply for jobs. CaPS is described further in Appendix 28. Finally, the Graduate and Postdoctoral Studies office also offers student services such as printing business card that can help them in the professional career development.

IV.5. Program provides an environment that fosters student participation

The program provides an environment that fosters student participation in the definition and determination of the total learning experience. Students are provided with opportunities to: (1): Participate in the formulation, modification, and implementation of policies affecting academic and student affairs; (2) Participate in research; (3) Receive academic and career advisement and consultation; (4) Receive support services as needed; (5) Form student organizations; (6) Participate in professional organizations.

Student Representation

Table 31 shows that students are considered an integral part of the SIS community, and great care has been taken to ensure adequate representation on the School's committees. While the sensitive and confidential nature of some committees (e.g., Student Standing and Academic Affairs, Graduate Admissions and Scholarships, and Reappointment, Promotion, and Tenure), prohibit the inclusion of student representatives, students having voting representatives on the core committees. These representatives are chosen by the students through MISSA's elections.

Positions are structured to ensure continuity. For example, representatives are elected to the Curriculum Committee for a two-year term in their first year of study; in their first year as MIST I Rep they hold a non-voting (shadow position) and in their second year as MIST II Rep they take over as the voting member. Similarly, the student representatives on the Departmental Committee consist of the MISSA President, and the MISSA V-P Internal as the latter becomes *ipso facto* President upon the end of the incumbent President's term.

Furthermore, all students are welcome to attend the Departmental, Curriculum, and Communications Committees as non-voting guests. As legal room capacity limits the number of guests that can attend any particular meeting, a protocol is in place for guests to request attendance, which is available on the website and noted in the student handbook.¹⁶ However, no student has been turned away due to lack of space to date. This protocol also defines the role of guest observers with respect to participation in debate during the meeting.

Table 31. MIST Student Representatives on School Committees.

Committee	MIST Student Representation
Departmental	2 Voting Members: MISSA President and V-P Internal. <i>All other MIST students are welcome to attend as non-voting guests.</i>
Curriculum*	2 Members (1 Voting): MIST II Rep (Voting) and MIST I Rep (Non-voting) <i>All other MIST students are welcome to attend as non-voting guests.</i>
Communications	1 Member: MISSA Communications Officer

* Previously, the Curriculum Committee consisted of all SIS faculty, two MIST student representatives (MIST I, MIST II), and a PhD representative. The Curriculum Committee was restructured in 2012 to improve faculty workload and now consists of four faculty members, one voting MIST student representatives (MIST II), one non-voting student representative (MIST I), and a voting PhD representative. As such, student representation on the committee has increased proportionally, despite the elimination of a

¹⁶ http://www.mcgill.ca/sis/files/sis/sis_meeting_representation__attendance_guidelines.pdf

voting representative.

Refer to Appendix 22 for a listing of student representatives over the past eight years on standing and ad-hoc committees.

Student Participation in Research

The School places a strong emphasis on student participation in research. All students in the program learn about the application of research results in the profession in the second year capstone course, *Integrating Research & Practice*. Students in the MIST non-thesis course-based option wanting more experience with research can optionally undertake the School's *Research Principles & Analysis* and/or 3-credit *Selected Topics* course. Those students wanting a more intense introduction to research are encouraged to pursue the research option in the new MIST program, which involves a 15-credit research project plus a 3-credit research methods course. This option replaces the 6 and 12 credit research courses (*Independent Study* and *Research Project*) in the MIST program, providing better structure and scaffolding for learning research skills. Table 32 provides a breakdown of student participation in research courses in the program.

Table 32. MLIS/MIST Student Participation in Research Courses from 2010/11–2014/15

Research Course	2010/11	2011/12	2012/13	2013/14	2014/15
GLIS 689 Selected Topics (3-Credits)	5	14	8	20	14
GLIS 647 Independent Study (6-Credits)	6	2	8	3	7
GLIS 646 Research Project (12-Credits)	0	0	1	0	0
MIST Research Option* (15-Credits)	–	–	–	–	7
Total	11	16	17	23	28

* Introduced in 2014/15.

To further encourage engagement with research, the School of Information Studies presents research colloquia throughout the year with Canadian and international guest speakers. These free talks highlight innovative research topics and developments in the field of information studies, and are open to students, university staff and faculty, alumni, and members of the public. Additionally, the ASIS&T Student Chapter has recently started a new series of informal talks (often led by a PhD student) to bring together students and researchers and facilitate a scholarly culture at SIS. They also organize annually the EBSI-SIS symposium (now in its 9th year), which provides an opportunity for faculty and students, including

post-doctoral, PhD, and master's level students at SIS and the Université de Montréal, to present their work to their peers in a nurturing environment.

Finally, many students are engaged as research assistants by faculty members in the School (see IV.1), providing an additional opportunity for students to develop research experience during their programs.

Academic and Career Advisement and Consultation

Students in the School receive Academic and Career Advisement and Consultation through a variety of resources. Faculty advisors often serve as the student's first contact, and provide feedback and guidance throughout the student's program on academic and career planning. The role of the faculty advisor is described more fully in IV.4. McGill's Career Planning Service (CaPS), described in IV.1, provides general guidance on career and professional development. SIS students have made extensive use of CAPS as shown in Appendix 28; they made individual appointments to discuss their career goals, job searching, CVs and cover letters, and preparation for interviews. There were approximately 90 positions targeted to (approx.) 100 MIST students at CAPS, which is much higher than the average of 28 job postings per 100 students.

The School also fosters a close relationship with alumni through alumni events and the School's presence on LinkedIn. Access to alumni provides students with an additional source of mentorship and broadens their professional network. The visibility of alumni is also enhanced through our newsletter, which publishes updates from alumni. A number of our alumni also serve as sessional instructors, thus providing additional opportunity for students to interact with professionals in the field. Finally, the student associations are very active in organizing career-related activities throughout the year, as evidenced by the listing of activities presented in Appendix 29. Notably, MISSA has organized an annual career fair since 2003. The Canadian Library Association McGill Student Chapter organizes a Professional Partnering Program, a flexible mentoring program that connects SIS students to information professionals with similar professional interests.

Student Support Services

The School strives to provide a supportive environment that enables students to realize their full potential. To ensure that any students experiencing difficulties receive timely support to get them back on track, the School has a number of mechanisms in place. First, faculty and instructors are encouraged to include a variety of evaluation mechanisms in their courses (see IV.6) spread across the term, providing students with a variety of means to demonstrate their learning and early opportunities to receive feedback on their performance. The Student Standing Committee (see IV.4) monitors student performance across courses

and connects with students and their faculty advisors as necessary to address problems and ensure students are receiving the support they need. McGill's Office for Students with Disabilities (see IV.1) works with students and instructors to ensure classes are accessible and inclusive.

Student Organizations and Participation in Professional Organizations

SIS students have a rich variety in the opportunities for involvement in professional associations and student groups. Students can learn about these options through several venues; many groups contribute content to a 'SIS wiki' containing resources for all students and student groups, maintain a unique page on the School's student group website (see <http://www.mcgill.ca/sis-students>), and provide information for members and the SIS community on Facebook. In addition, there is a shared calendar which students, faculty, and staff can advise about upcoming opportunities.

These organizations are formed by students and reflect their interests and professional needs. Since 2009, four new associations have been formed: the Corporation des Bibliothécaires Professionnels du Québec (CBPQ) McGill Student Chapter (2009), **the Association for Information Science & Technology (ASIS&T) McGill Student Chapter (2010)**, the Association of Moving Image Archivists (AMIA) McGill Student Chapter (2014), and **the Canadian Association of Professional Academic Librarians (CAPAL) Student Chapter (2014)**.

To give an indication of the activity of these organizations, Appendix 29 lists all activities organized by SIS student associations in 2014/15.

MISSA

The McGill Information Studies Student Association (MISSA) helps coordinate student activities and ensures that student concerns are made known to the School, the Faculty of Arts, the Post-Graduate Students' Society, and McGill University.

The organization was first recognized by the Post-Graduate Students' Society in 2007; as of April 2014, the name changed from MLISSA (McGill Library & Information Studies Student Association) to MISSA (McGill Information Studies Student Association), as it is currently known.

All graduate students registered in programs at SIS and all SIS postdoctoral researchers are members of MISSA. Membership fees, collected through the McGill Post-Graduate Students' Society, are disbursed through MISSA to other student groups. The MISSA Council, formed of students elected by their peers, coordinates the activities of the association.

MISSA organizes a number of events each year, including both social and professional activities for SIS students. MISSA publishes a blog known as *Beyond the Shelf*, with articles authored by students and invited guests about experiences related to SIS and the lives of Information Studies students at McGill. MISSA also coordinates a sale of used textbooks each fall, a career fair hosted in concert with Université de Montréal's École de bibliothéconomie et des sciences de l'information, and several networking and social events throughout the academic year.

ABQLA

The Association des bibliothécaires du Québec Library Association (ABQLA) Student Chapter, was established in 2008. It, with support from its parent organizations, helps SIS students connect to the Montréal and Québec library scene, whether for the short term (while in school) or with a long-term career in mind. The ABQLA, in conjunction with the CLA (discussed below) coordinate a Professional Partnering Program (PPP) each year. Through the PPP, students from SIS are paired with information professionals with similar interests for an informal and flexible mentoring opportunity.

ACA

The Association of Canadian Archivists (ACA) McGill University Student Chapter was established in 2006. The ACA is dedicated to representing the future professionals of the Canadian archival community and seeks to foster awareness, advocacy and professional development within a Canadian archival context. The McGill ACA, made up of SIS students interested in archival studies, organizes guest speaker events and museum and library visits with a focus on archival materials and preservation issues. The chapter hosts fundraising events, tours of local archives, and an annual colloquium.

AMIA

The Association of Moving Image Archivists (AMIA) McGill Student Chapter, established in 2014, creates opportunities for SIS students to engage in the study and preservation of audiovisual materials. This recent addition to the SIS community is a chapter of an international nonprofit association dedicated to the preservation and use of moving image media. The local chapter also hosts symposia, attracting students and professionals from within and outside SIS.

ASIS&T

The Association for Information Science & Technology (ASIS&T) McGill Student Chapter was established in 2010. ASIS&T brings together student members to find academic support, participate in information science programs for students and other members of the community, build professional networks, and make contributions to the profession. ASIS&T hosts a speaker series and regular scholarly

and professional workshops for the SIS community, and co-organizes an annual student symposium in collaboration with students from Université de Montréal's École de bibliothéconomie et des sciences de l'information. The Symposium was in its ninth year in 2016.

CAPAL

The Canadian Association of Professional Academic Librarians (CAPAL) Student Chapter at McGill provides a community for SIS students interested in academic librarianship, and helps students to become active in the field of academic librarianship before graduation. Established in 2014, CAPAL hosts events for SIS students to meet with local academic librarians to discuss professional life after graduation.

CBPQ

The Corporation des bibliothécaires professionnels du Québec (CBPQ) McGill Student Chapter was established in 2009. The CBPQ parent organization represents the library profession in the province of Québec. Members of the Student Chapter can access a mentoring program provided through CBPQ.

CLA

The Canadian Library Association (CLA) McGill Student Chapter aims to integrate students into the activities of the national association and encourages student to become active in the professional library community before graduation. The CLA Student Chapter was founded in 2002 and, as noted above, offers a Professional Partnering Program in conjunction with the ABQLA.

LWB

The Librarians Without Borders (LWB) McGill Student Chapter was established in 2006. The group primarily organizes fundraising with the goal of contributing to the establishment of libraries and information centers in developing countries. Members of the McGill LWB have volunteered abroad and collected book donations for libraries internationally.

MCL

The Multilingual Children's Library (MCL) is a small library located on the McGill campus, within the daycare center. The collection includes material in various languages. Students behind the MCL support a number of fundraising activities to support the collection, and volunteer their time to provide a story hour at a monthly study on-campus study session for student parents.

SLA

The Special Libraries Association (SLA) McGill Student Chapter brings together students with an interest in corporate information centers, government libraries, etc., or, as they have been called, "special"

libraries. The group's activities include fundraisers, special libraries tours, invited speakers, and meet-and-greet events for students and professionals.

IV.6. Results of student evaluations affect program development

The program applies the results of evaluation of student achievement to program development.

Procedures are established for systematic evaluation of the extent to which the program's academic and administrative policies and activities regarding students are accomplishing its objectives. Within applicable institutional policies, faculty, students, staff, and others are involved in the evaluation process.

Student achievements always serve as a frame of reference for discussing curriculum changes and needs. Since all full-time faculty members have many opportunities to assess students while teaching and advising, they gain a good appreciation of student performance that guides ongoing curriculum review. Student achievements are first evaluated in each course, and are monitored by the Student Standing and Academic Affairs Committee. The Curriculum Committee integrates such assessments in discussions regarding course changes, modifications, deletions, and additions. Continuing from our 2009 exercise (see Section 1.1.3), a course mapping exercise was undertaken in 2015 to examine the various learning outcomes and means for evaluating these outcomes at a broader level. This examination was used to inform further discussions in the Curriculum Committee, the Strategic Planning Committee, and the Departmental Meeting to address any need for changes regarding the curriculum, procedures, or policies.

Input from students is solicited through a number of mechanisms. Anonymous course evaluations are conducted at the end of each term, as per McGill regulations (for details see II.6). Informal Director's Forum sessions offer an additional venue for students to provide input and raise concerns, receive updates about the School and the MIST program, and ask general questions about the School's direction, activities, and programs. Student representatives are included as full voting members of both the Departmental and Curriculum Committees and all other students are welcome to attend these meetings and the Communications Committee meetings as non-voting guests.

In conjunction with the Placement Survey, all these mechanisms provide a solid framework for a systematic evaluation of the program and how students perform in it. However, the ultimate achievement of our students is their ability to gain employment related to their studies. The School conducts a Placement Survey every year, which is sent to graduates a year after their graduation. An overview of the results is presented in Table 33, with additional data for 2014 provided in Tables 34 to 36. Although the response rate varies between 29% and 43%, it reflects the healthy placement level of the School's graduates. The majority find employment in Canadian public and academic libraries. Entry level salaries

have remained stable across 2009–2014, despite a challenging economy, and represent a steady increase over the 2002-2008 average of \$44,314.

Table 33. SIS Placement Survey for Graduates of Years 2010 through 2014, conducted 1 year post graduation.

	2010	2011	2012	2013	2014
Response Rate	42%	42%	28%	23%	39%
Gender					
Female	24	25	18	18	28
Male	6	6	4	2	3
Prefer not to say					1
Employed	90%	94%	82%	100%	94%
Location					
Canada	85%	76%	94%	70%	82%
USA	11%	24%	6%	20%	11%
Other	4%			10%	7%
Status					
Part-Time	4%	17%	11%	10%	7%
Full-Time	96%	83%	89%	90%	89%
Self-Employed					4%
Status					
Permanent	96%	55%	39%	60%	50%
Contract	4%	45%	61%	35%	50%
Temporary				5%	
Mean Salary	\$50,000	\$50,767	\$46,958	\$53,913	*
Median Salary Range					\$40,000– 49,000

** Starting in 2014, salary data was collected by asking respondents to select from a series of ranges, and thus we report a median salary range instead of a mean salary.

Detailed data in Tables 34 and 35 indicate that while library-related positions remain the most common, graduates are finding diverse assignments in a variety of organizations.

Table 34. Type of organization (2014 graduates)

Type of Position	%
Library	43%
Academic (23%)	
Government / International (7%)	
Public / Non-Profit (10%)	
Other (3%)	

Knowledge Management	10%
Archives	10%
Records Management	3%
Information and Communication Technology	17%
Other	17%

Table 35. Primary job assignment (2014).

Type of Position	%
Librarian	34%
Administration/Management/Finance	3%
Archives/Preservation	7%
Communications (including Marketing/PR/Social Media)	7%
Competitive Intelligence	3%
Database Management	3%
Information Architecture	7%
IT/Systems/Network Management/Analysis	3%
Knowledge Management	7%
Records Management	3%
Reference/Information Services	7%
Research	7%
Web content management/web design	3%
Other	3%

Aspects of the program that have assisted students in obtaining jobs include a mixture of traditional and technological skills, as shown in Table 36.

Table 36. Skills and knowledge assisting students in obtaining jobs (2014).

Skills and knowledge	%
Subject specialization	57%
Research skills	31%
Organization of information skills	28%
Management, leadership, communication skills	28%
Technology/Information Communication & Technology skills	21%
Other	17%

IV.7. Documented evidence of its ongoing decision-making processes

The program has explicit, documented evidence of its ongoing decision-making processes and the data to substantiate the evaluation of student learning outcomes, using appropriate direct and indirect measures as well as individual student learning, using appropriate direct and indirect measures.

The SIS curriculum is continuously evaluated and revised as needed. The evaluation is carried out using a multiple stakeholder approach: student course evaluations, consultations with potential employers and course mapping. The primary scope is defined as the five core courses as these are mandatory for all students in the Master's program. Elective courses are also evaluated each semester.

Student evaluations for each course are reviewed not only by the course instructor but by the Director. Instructors use the student feedback as formative evaluation to make any needed improvements. The Director reviews the numerical assessments as well as all student comments for each course and instructor in order to then discuss with instructors any changes needed in individual courses. At the same time, the Director has an overall view of how well courses are meeting their learning outcomes for the curriculum as a whole. Course evaluations are taken into serious consideration and they form part of the inputs used in performance and merit evaluations of faculty. Sessional lecturers and doctoral students are also engaged in a discussion of any improvements that can be made.

The School carries out formal consultations with a wide and diverse range of stakeholders including alumni, present and potential employers representing librarianship, archival studies, information and knowledge management, human-computer interaction and ICT, and site supervisors for our practicum course. These are typically held following major curriculum revisions (as described in Section I.1.1 of Standard I). For the current accreditation period, there was one such consultation where we held a one-day workshop in 2010 to discuss how well our curriculum was meeting our stated learning outcomes and, perhaps more importantly, what type of curriculum we should have in place and what learning outcomes should be addressed. The outcomes of this workshop are presented in the summary report (refer to Appendix 8). The major issue that was raised was the need to address professional soft skills and more technical information and communication technology skills in our curriculum and our learning outcomes. The need for better soft skills had been raised in the previous consultation session. The need for more ICT skills was a new requirement that was raised. The next formal consultation is expected to take place in the 2016/2017 academic year as it will have been three years since we implemented the new and revised core courses, the research project option, as well as a set of new courses. We plan on examining the alignment between the MIST curriculum and the changing employment landscape in the field of IS. In parallel with these more formal consultations, we conduct a series of informal consultations in order to identify

emergent issues. This constitutes a type of formative evaluation where we have enough time to make any changes needed, at least for the next time the course is offered if not during course delivery.

We addressed the concerns identified in the 2010 consultation in a number of ways. We developed a new course focused exclusively on soft skills (GLIS 691 – Skills for Information Professionals). This course focuses on communication and problem-solving skills, collaboration skills, decision making and leadership skills, and professional ethics (refer to <https://www.mcgill.ca/sis/courses/outlines> for the course syllabus). The addition of this new course helps to better address the learning outcome:

- LO9: Demonstrate communication, problem solving, and decision-making skills in a collaborative environment.

We developed a fifth core course (GLIS 602 – Integrating Research and Practice) as a capstone course to allow students to explicitly document the learning outcomes they had mastered during their two-year study. The major learning outcomes for this course are: (1) to design their individual professional portfolio and (2) to understand key research and project management strategies and tools to (2a) provide a rationale for information service-related projects, and (2b) to be able to package and present information differently to different audiences (see <https://www.mcgill.ca/sis/courses/outlines> for the course syllabus). This capstone course helps students to reflect and better measure their individual student learning. At the same time, we are better able to assess the achievement of both individual and program wide learning objectives. This new course will help to better address the learning outcome:

- LO7: Apply management principles and techniques, including those related to project management.

In addition, as described in Section I.1, we hired five new faculty members over the last four years with a strategic focus was on attracting ICT expertise. Our new faculty has developed new ICT courses such as GLIS 627 -- User-Centered Design; GLIS 630 – Data Mining; GLIS 629 – Information Security; and GLIS 693 – Information Architecture. In addition, they revised our existing core and elective courses to better ensure our learning outcomes were met. In particular, two learning outcomes were much better addressed with these curriculum revisions:

- LO3: Articulate the issues concerning access to information such as copyright, privacy, censorship, and intellectual freedom;
- LO4: Apply information and communication technology (ICT) concepts to designing, managing and evaluating information systems.

While these specific learning outcomes were better met with these curriculum revisions, we also conducted a comprehensive course mapping. This exercise explicitly linked the learning outcomes of each course to the pedagogical activities and assessments used to ensure each outcome was met. Appendix 12 shows the course mapping for the core courses and the elective courses, including those taught by sessional lecturers. This followed up on the initial work done to map the learning outcomes and assessments used for each outcome for all required and elective courses. This is an ongoing exercise that is repeated each time a new course is introduced or an existing course is extensively revised.

Two sessions were held with all faculty to update the learning outcomes of the course mapping exercise to validate the course mapping (in fall 2015 and winter 2016). This global view enables us to ensure that there are not “orphaned” learning outcomes – that our course design, pedagogical approach, and assessment tools are adequate to ensure the learning outcomes are met and measured. In addition, the course map helps us to better spot what is missing, where there are reinforcement opportunities (e.g. a topic such as copyright is taught in multiple courses), and what needs to be revised. The course map also serves to guide consultations with our stakeholders. In the first meeting, we identified potential overlaps between three courses: Digital Libraries, Digital Curation and Multimedia. The instructors attended the Curriculum Committee meeting and we discussed each course in greater detail. It was agreed by all (including our student representatives) that we needed to clarify the course descriptions. There was no real overlap in content but the way we described the courses led to students thinking that there were significant overlaps. The instructors agreed and then revised their course descriptions and course syllabi.

In the second meeting, we identified the need to clarify potential overlaps in the Information Architecture, User-Centred Design and Knowledge Taxonomy courses (e.g. the card sorting technique). The instructors met and they also attended the Curriculum Committee. The results of the discussion were to keep the content in all three courses as the applications of card sorting were quite different and students who elected to take all three courses would benefit from learning reinforcement and widen their range of skills. Similarly there was discussion of potential overlaps with the database course and the two core courses (617 and 619). A similar path was followed with the instructors meeting first to discuss their course. They then attended the Curriculum Committee where this was discussed and a formal decision was made, with the participation of the student representatives.

We view the assessment of student and program learning outcomes as an ongoing task. There are micro-assessments and adjustments each semester and a more global exercise each year. In addition to faculty-led initiatives such as course mapping, students actively contribute to the assessment of our program. The MISSA President and Council meet with the Director regularly to bring up any issues. For example, one recent topic that was discussed was how to better support students who were interested in focusing on the

ICT courses and professions. A new student group was subsequently formed. In addition to having MISSA and the SIS student committee members represent them, students are always welcome and regularly take advantage of being able to talk all faculty including the Director. Two students requested a meeting with the Director in 2015 to discuss their request for more information and training on copyright issues. We contacted the newly hired Head of McGill Copyright Compliance (Assistant Librarian, Alexandra Kohn) as well as our Liaison Librarian (Davie Green) to see what was possible. We decided to begin with a seminar for interested students. This was held at SIS and about 20 attended. We brought it also to Curriculum Committee where we discussed how we could strengthen how we address copyright in the required courses and the possibility of following up the seminar with a longer workshop. The possibility of developing a new course in this area was also discussed.

In addition, students conduct their own surveys and hold discussions on a issues of importance to them. These issues are typically brought to Curriculum through the student representative as well as to the Departmental meeting, through that student representative or, as noted above, to the Director. The Career Fair was one such topic. A number of meetings were held with students organizing the fair. We agreed to try including more events such as talks, seminars and workshops. We also came up with a plan on how to prepare students who planned on attending the career fair. Finally we agreed that the fair provided an opportunity for networking and short informational interviews rather than applying to specific jobs.

Another topic that was brought up by the students, both to the Director and by the Curriculum Committee representative, was to revisit the Reference Librarian profession and courses. To this end, a Working Group was formed in the Curriculum Committee which included a number of professionals. The idea is to identify how this role has evolved and how the School can best offer reference-related content (both theory and practice) in our Master's program.

These formal and informal consultations are also an ongoing process. Ultimately, regardless of whether a student or an instructor initiates the request, discussions are held and the decision is brought to the Curriculum Committee for recommendation followed by the Departmental meeting for approval. This decision-making process is discussed in more detail in Standard II.

IV.8. Evaluation of student learning outcomes used to improve the program

The program demonstrates how the results of the evaluation of student learning outcomes and individual student learning are systematically used to improve the program and to plan for the future.

Student learning outcomes are regularly reviewed during our Student Standing and Academic Affairs Committee. Membership of this committee consists of the Director, the MIST Graduate Program Director, the PhD Graduate Program Director, a faculty member and the Student Affairs Coordinator. The committee meets after the submissions of a significant percentage of grades (e.g. a mid-term exam or assignment) as well as after final grade submission in each semester. All student grades are reviewed individually. Usually, if a student has an issue with a grade, they are asked to meet with the course instructor first to discuss their work. When an individual is deemed to be potentially vulnerable (e.g. more than one fail grade in an exam or assignment, especially if it is a required course, or an incomplete grade when it is their final semester,) then the Committee will request that the student's academic advisor offers to meet with them (it is at the student's discretion – they are not obligated to). Should there be an issue with the course (e.g. very low mean for an exam or an assignment), then the Committee will request additional information from the instructor and the Director will follow up. A student with two failures is automatically withdrawn from the program.

In addition to the committee, each semester, each instructor reviews their course evaluation and the Director reviews all the course evaluations for the program. As described in Standard III, faculty and sessional lecturers review their evaluations in order to decide what, if any, revisions are needed to the courses. If there are any serious issues, the Director will also discuss individual courses with individual instructor. For example, two courses had similar comments about having the bulk of the student grade coming too late in the semester. Another had comments about the quantity of feedback. In both cases, the Director discussed the feedback with the instructors and suggested how they could address them. The assessment issue was discussed and it was decided that the next time the course will be taught, there will be more assignments throughout the course but they would count for less. For the second issue, the decision was to provide students with more individual feedback both in class and during office hours and not having this component graded. In addition, it is possible to provide feedback through the Learning Management Software through such components as online tests with customized feedback for each correct (and incorrect) answer. The instructor was referred to a number of resources made available by McGill's Teaching and Learning Services (<https://www.mcgill.ca/tls/teaching-and-learning-services>) such as various approaches for formative and summative feedback both from students and to students.

As noted in the previous section, the Curriculum Committee features additional in-depth discussion of the results of the evaluations of student learning outcomes. Courses are assessed with respect to enrollment, student achievement, and student course evaluations. The committee typically meets once a month. This information is typically confidential: the Director reports on general assessment issues and the Chair of

the Student Standing Committee reports on general achievement issues, both making sure that identifying information of neither instructor nor student is presented. The Curriculum Committee consists of three faculty members, a Chair (faculty also), a PhD student representative and two MIST student representatives (again, one for each year). The Committee's mandate is to approve any changes in the academic program of the School. Their recommendations are then brought to the departmental meeting for approval. In 2015-2016, we looked at our low enrollment courses in more detail and cross-referenced this with a student survey that was conducted that year. The student representative brought a summary of the results to the Curriculum Committee. The Director had met with the MISSA President earlier and it was agreed that students would not only be asked about existing current courses but also courses that have not been offered recently as well as any courses that should be offered. Together, this data helps us better understand how well our students are attaining the program's learning outcomes. As a result, a Working Group on Reference courses was formed in order to provide the Curriculum Committee with recommendations on how to offer this content. In the past, the School offered a large number of highly specific reference courses (e.g. Law Information, Health Information, Government Information, and Business Information – for a total of seven courses). One of the avenues we are exploring is to develop a more modular course where students can all participate in the core section of the course and then branch out to one or more modules depending on their learning and career interests. Similarly,

Summary and Future Directions

Our recruitment strategies and rigorous admission policies continue to attract a diverse body of students, including a significant portion of international students. We plan to ensure the continuing successful recruitment of qualified students through strategic review and development of new and innovative recruitment strategies. For example, in 2015-2016, we participated in a number of Graduate Student Recruitment Fairs and repeated our virtual MIST Open House session. Students have access to a variety of sources of financial aid, both from McGill and from external sources. MIST students benefit from a very flexible Master's program that they can customize to meet their interests and their career plans. Monitoring and improving access to information about the MIST program is essential to ensure that students make appropriate decisions about their studies.

Upon acceptance into the program, students are assigned an academic advisor, whose role is to help them navigate the best course of study (for example, selecting courses or deciding to focus on the research project option or other research-based courses). In addition, students are introduced into professional networks through student chapters and associations, which often offer job shadowing and mentoring opportunities. Students also have access to the whole faculty, not just their assigned academic advisor, in

order to become better informed about the variety of professional options open to them. In 2015-2016, the student association began exploring the idea of a “buddy system” where incoming students could be paired with second year students for informal mentoring as well.

Through committee work and activities in professional associations our students are very active in the School. They make a significant contribution in influencing the development of the School’s policies, programs, and culture through their ongoing involvement in SIS committees. The MIST student experience is a very rich one as our students have access to many groups and activities during their Master’s program. These extracurricular opportunities are highly complementary to their academic program of study as they can apply what they learned through field experiences such as Librarians without Borders. These experiences can also help them to network with professionals and again contribute to their decision on the type of career to pursue.

Our graduates compete effectively in the professional job market and have access to a wide range of positions in diverse settings. Our annual placement survey, which is conducted one year after graduation, shows our students are finding jobs in a variety of related profit, non-profit, government, and academic settings. Our practicum site supervisors are very satisfied with the performance of our students as reflected in their assessments. We plan on consulting with our Practicum site supervisors more systematically to ensure our students are equipped with the necessary knowledge and skills to become successful information professionals. For example, this year, some site supervisors provided feedback on specific information technology skills needed and what should be taught in MIST vs. the training they will receive when they begin their practicum in the organization.

In 2015-2016, the School had an on-site recruitment event by the New York Public libraries network. All 27 students who applied were interviewed as the recruiters found they were all very impressive applicants. All students were then invited to a second interview with library managers in New York City, and since then a number have received and accepted employment offers. We plan on increasing such on-site recruiting events in the future, and at the present time are in discussion with a Government of Canada organization that deals with online information security compliance.

Standard V: Administration, Finances, and Resources

As described earlier in the document (e.g., in detail in I.1), between 2010 and August 2014, SIS was part of the Faculty of Education. In 2013, after the departure of the Dean of Education from McGill for personal reasons, the Provost raised the question whether it was an opportunity to rethink the structure of the Faculty and whether the various departments and the School should remain. The School and the Department of Kinesiology were offered the possibility of changing faculty. For SIS, the Faculty of Arts was an interesting prospect since we had already collaborated with the research group on Digital Humanities, and had plans to develop potential joint degrees with the Institute of the Public Life of Arts and Ideas (IPLAI). After consultation of SIS faculty members and students, there was unanimity that this new affiliation had potential for SIS. The new affiliation was then recommended by SIS to the Council of the Faculty of Education, and consequently approved. Similarly, the same motion was presented to the Council of the Faculty of Arts, and approved. A similar motion was then approved by Senate in May 2014. The new affiliation became effective in September 2014.

Prof. Bouthillier was the Director of SIS between 2010 and September 2015, until appointed Associate Dean of Graduate and Postdoctoral Studies in September 2015. Prof. Kimiz Dalkir was then appointed Interim Director of the School from September 1, 2015 through May 31, 2016. She was subsequently appointed as Director for a three-year term effective June 1, 2016.

The University is led by a Principal and Vice-Chancellor who works with the community and represents the institution to external bodies. The Board of Governors is the governing body of the institution and has final authority over the conduct of its affairs. The Senate exercises general control over academic affairs. The Provost and Vice-Principal is the chief executive officer of the institution and has responsibility over all academic policy and programs, and is in charge of budget planning and allocation. All the Deans report to the Provost, including the Deans of faculties and the Dean of Students, the Dean of Graduate and Postdoctoral Studies, and the Dean of Libraries. SIS, as an academic unit of the Faculty of Arts, falls under the same policies and regulations as any other academic units at McGill.

The Quebec Ministry of Education is responsible for all educational institutions in the province of Quebec. Tuition fees differ for students from Quebec, from Canada but not Quebec, and from outside Canada. Students coming to study from France are eligible for a special program that allows them to pay Quebec resident fees. However, the differential amount exceeding the Quebec tuition is not distributed to the university, but is instead kept as an equalization payment by the government of Quebec. Within McGill, tuition fees are distributed to academic units based on a formula that takes into account the

number of students and whether or not they are enrolled in an undergraduate or graduate program (units receive more for graduate students). There is therefore a general correlation between the number of students and the amount of tuition fees received by each academic unit in McGill. Recently, some universities have successfully lobbied for the deregulation of their programs and the ability to determine their tuition fees. At McGill, to date, only the Desautels School of Management's MBA program has taken this route.

V.1. Program is a distinctive academic unit within the institution

The program is an integral yet distinctive academic unit within the institution. As such, it has the administrative infrastructure, financial support, and resources to ensure that its goals and objectives can be accomplished. Its autonomy is sufficient to assure that the intellectual content of its program, the selection and promotion of its faculty, and the selection of its students are determined by the program within the general guidelines of the institution. The parent institution provides both administrative support and the resources needed for the attainment of program objectives.

SIS is a distinct academic unit within McGill University. The School receives financial support and resources from both the central administration and the Faculty (of Education until 2015, of Arts since Sept. 2015). SIS is entirely responsible and autonomous for developing and revising programs, in consultation with the rest of the McGill community, for recruiting and promoting faculty in line with University policies (Search Committee, Department Tenure Committee), and for defining standards and criteria for the selection of students as long as these standards and criteria are consistent with graduate studies policies and regulations at McGill University.

The composition of the School's committees is determined by the School and approved at the Departmental Meeting at the beginning of each academic year. The School develops strategic plans, which are submitted to the Dean and integrated into the plans of the Faculty before being submitted to the Provost. At the operational level, the Director decides, in consultation with faculty members, the course offerings and the teaching workload.

Before the end of the fiscal year, the Director must submit an operational budget for the next year. The budget is examined by the Dean and the financial officers of the Faculty. The main criteria for resource allocation are the needs of the School in terms of teaching and support, and these are taken into consideration in the budget and in hiring plans.

The School's Director meets regularly with the Dean and with other Departmental Chairs and Associate Deans at the Administrative Group Meeting, which takes place every two weeks. The Director is also invited, as are other School Directors and Departmental Chairs at McGill, to Provost's breakfast meetings and wider events with the higher administration to discuss and share ideas on the development of the University and other current issues. Support from the parent institution is strong as adequate and significant resources have been allocated to the School (budget and teaching staff) since the last accreditation review, despite budget cuts at the institutional level. The budget increased with the hiring of five new faculty members, additional research funding from faculty members, and funding for graduate students from Graduate and Postdoctoral Studies (see Appendix 20).

There was some fluctuation in resources and staffing levels in the School since the last accreditation review. Our operating budget was increased with the hiring of five new faculty. Then one faculty member left, two retired and our Administrative Assistant, Susann Allnutt, also retired. In terms of administrative staff, the budget is relatively stable since the last accreditation review. The Administrative Assistant retired in 2013, and it was not possible to renew the position due to the hiring freeze of administrative and support staff imposed by the government. A few months before the integration of the School in the Faculty of Arts, all Faculties reexamined their administrative organization to identify what could be centralized and what could be decentralized to become more effective. As a result, some tasks performed by the former Administrative Assistant were re-assigned to the School's support staff while others were taken over by the Faculty support staff. In addition, a stopgap position of Communications Associate was created in 2014 and a graduate of our program, Ms. Elysia Donald was hired for this position (she was previously working part-time on web editing tasks). This position was renewed for one year and then we received approval to hire a new full-time Administrative Assistant in the summer of 2016. Our Administrative Coordinator, Ancy Joseph, also left but we were able to hire Cathy Venetico, initially as a casual and eventually as a permanent resource.

As salaries are allocated to our operating budget from central administration, this amount is treated as fixed. In terms of our discretionary budget, there were cuts every year as explained further below. The total budget amount shown in Table 37 is therefore a very global number that reflect but the increase in our salary mass and our relatively smaller decrease in discretionary budget (for office administration expenses). Almost 90% of SIS budget is salary for full-time and part-time staff (lecturers, teaching assistants).

Table 37. Operating budget provided by parent institution.

2010-2011	1,289,488
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2011-2012	1,484,507
2012-2013	1,146,467
2013-2014	1,445,236
2014-2015	1,548,354
2015-2016	1,631,591

The fluctuations in the budgets are explained by departures, retirements, and the government hiring freeze (which is no longer in effect). As mentioned earlier, in 2012, the provincial government ordered universities to cut 5.2% from their operating budget for the current fiscal year and then again the following year. Combined with the new government's rollback of the previous government's promised tuition increase, as there were provincial elections in fall 2012, the cut represented almost 40 million from the University operating budget over two years. As a result, SIS had to comply with the budget cuts that were required from all academic units. Despite these cuts, SIS was able to move on with the hiring plans, which were not subject to government cuts, and the operating budget increased accordingly.

V.2. Opportunities for representation on the institution's bodies

The program's faculty, staff, and students have the same opportunities for representation on the institution's advisory or policy-making bodies as do those of comparable units throughout the institution. Administrative relationships with other academic units enhance the intellectual environment and support interdisciplinary interaction; further, these administrative relationships encourage participation in the life of the parent institution. Decisions regarding funding and resource allocation for the program are made on the same basis as for comparable academic units within the institution.

Regarding the representation of the School at the university level, one SIS faculty member was representing the Faculty of Education on Senate (Prof. Beheshti, 2011-2014) and another one is now representing the Faculty of Arts (Prof. Bartlett, 2015-2018). Both representatives were elected within the Faculty of Education and the Faculty of Arts. Professor Dalkir was appointed to the University Academic Policy Committee (2011-2013) and the University Committee on Recruitment with tenure (2011-2013). Since SIS is in the Faculty of Arts, new opportunities for representation are now available.

When the School was part of the Faculty of Education, SIS was represented on the Faculty Council (3 members), on the Administrative Group (the Director), on the Academic Planning Committee (1

member), on the Nominating Committee (1 member), on the Library Advisory Committee (1 member), on the Information Technology Committee (1 member), and on the Graduate Programs and Research Committee (1 member). Students were represented by EGSS (Education Graduate Student Society) and served as student representatives for the School on Faculty Council.

In Arts, the Faculty Council is organized differently. Any members of the Faculty, including students, can attend the meetings. The SIS director sits on the Chairs and Directors Committee. SIS has one elected representative on the Curriculum Committee (Prof. Frissen), one elected representative on the Nominating Committee (Prof. Evans), and one representative on the Library Advisory Committee (Prof. Julien). Students are represented by PGSS (Post-graduate Student Society) and have additional opportunity for representation at the Faculty of Arts.

As it is the case for each McGill graduate student association, there are currently two designated MISSA (formerly MLISSA) representatives on the Post-Graduate Students' Society (PGSS) Council: the MISSA PGSS Representative and the MISSA VP External. In addition to the PGSS representatives above, any SIS student may apply to become a PGSS Arts Faculty Council Committee representative. With these seats, MISSA has equal representation of any group on the PGSS Council. The PGSS representatives are elected at the School's level every year. Last year, one SIS master's student was a member of the Faculty of Arts Council, but was not part of MISSA and did not have reporting duties. This year, MISSA is considering embedding or formalizing this role into one of their position descriptions.

Regarding funding available for students, every year the Faculty of Arts offers a number of travel grants and mobility awards (\$120,000 on average over the past 2 years) and various grants for student initiatives (e.g. Dean of Arts fund) for which SIS students and students groups can apply. Funding and resource allocation for student funding are made on the same basis for all units by Graduate and Postdoctoral Studies using the model described in Appendix 30.

Forums with the director (normally once per semester) give opportunities to students to share concerns with the School's administration. Students also have opportunities to represent the School and to voice their concerns beyond the context of the School, including to the Faculty Council, Post-Graduate Students' Society (PGSS) Council, and the Graduate and Post-doctoral Studies office.

Faculty members and students are involved in interdisciplinary research and teaching endeavors at McGill and beyond. Prof. Bouthillier has been serving on the steering committee of the Digital Humanities Initiative at McGill, and Profs Beheshti and Park also contribute to this teaching and research initiative. Profs Dalkir and Guastavino are involved in the university-wide committee on Quartier de l'Innovation, where Prof. Dalkir leads the development "Montreal Creativity Hub." Profs Guastavino and Frissen are

members of an inter-institutional research center, the Centre for Interdisciplinary Research on Music Media and Technology, where they serve (Prof. Frissen) or have served (Prof. Guastavino) as research axis leaders. Their graduate students are also members of the center and benefit from training workshops, seminar and lecture series, and travel funding. Two SIS doctoral students served as student representatives on the CIRMMT executive committee (David Weigl, Daniel Steele). Since 2015, Prof. Julien has joined McGill's Center for Interdisciplinary Research on Montreal (CIRM) where he participates in the analysis of digitized historical data.

In terms of interdisciplinary teaching, Prof. Guastavino and Prof. Moffatt have been involved in designing, recruiting students for, and co-teaching an interdisciplinary course in collaboration with the Faculties of Management, Law, and Music (BUSA 692 - *The Treble Cliff*) since 2010. This flagship interdisciplinary course is intended to introduce students to collaborative learning about rapid technological innovations that have led to creative changes in the business and practice in the music industry. Every year, a few students from SIS take this course (the number of spots are very limited for this class).

V.3. Administrative head of the program

The administrative head of the program has title, salary, status, and authority comparable to heads of similar units in the parent institution. In addition to academic qualifications comparable to those required of the faculty, the administrative head has leadership skills, administrative ability, experience, and understanding of developments in the field and in the academic environment needed to fulfill the responsibilities of the position.

At McGill, heads of schools, institutes, and research centers are normally given the title of Director. A director's status is slightly higher than that of a departmental chair, in that the incumbent has more independence in administrative and policy matters. The Director reports to the Dean of the Faculty of Education/Arts. Details of responsibilities can be found in McGill's *Handbook of Regulations and Policies for Academic Staff*.

Since 2010, the Director of SIS was reappointed twice in 2011 for 3 years, and in 2014 for 2 years (the second appointment was shorter, as Prof. Bouthillier was entitled to a sabbatical leave). These appointments were respectively the fourth and fifth reappointment of Prof. Bouthillier. In September 2015, Prof. Dalkir was appointed Interim Director for the remainder of Prof. Bouthillier's term (until May 2016), when Prof. Bouthillier became an Associate Dean in Graduate and Post-Doctoral Studies. A

selection committee recommended the appointment of Prof. Dalkir as SIS Director for a new three-year term (2016-2019).

The SIS Director is responsible for managing the various resources of the School. Although individual salaries are not publicly available, the Director's salary as an Associate Professor is similar to academic administrators in other units. In addition, the Director receives an administrative stipend and typically has a reduced teaching load (two to three courses instead of four), as do other heads of academic units.

The Director's term is for three years, and may be renewed following the recommendation of an Appointment Committee. As their curricula vitae demonstrate, the past and current Directors' qualifications are comparable to those of other faculty. They are both involved in diverse research projects, publish regularly, teach every year, are involved in various associations and editorial boards, and participate in conferences. As the executive officer of the School, the Director has significant leadership experience and appropriate understanding of developments in the field.

V.4. Environment enhances the pursuit of the mission and goals

The program's administrative head nurtures an environment that enhances the pursuit of the mission and program goals and the accomplishment of its program objectives; that environment also encourages faculty and student interaction with other academic units and promotes the socialization of students into the field.

The Director has always encouraged faculty members to collaborate with faculty members of other units, especially in research activities. As mentioned under V.2., faculty members are also involved in interdisciplinary research and teaching, and give guest lectures in various departments outside of the School. Students may also interact with other units, as each are allowed to take up to 4 courses outside of the School (up to 2 courses from other Quebec universities) subject to the approval of their academic advisor and the Graduate Program Director.

Students can apply for part-time positions as teaching assistants, research assistants, and graduate assistants at the various branches and services of the McGill libraries, as well as in other units and in other institutions (e.g. many of our students work part-time at the Concordia University libraries).

Students are encouraged to participate in, among others, professional association conferences, student chapters, the SIS seminar series, and the EBSI-SIS symposium organized with Université de Montréal. A list of student associations and student initiatives is provided in Appendices 21 and 29, respectively. The

practicum provides opportunities to gain experience in the workplace during the program, and the CLA professional partnering program has provided socialization of students into the field.

To nurture relationships with alumni, McGill organizes every fall a Homecoming event. Since 2011, the school has held a number of alumni receptions and Homecomings. Alumni are invited to become involved in the Practicum program as supervisors, submit news items to the SIS newsletter, and attend research talks and other school events throughout the year.

V.5. Administrative and other staff support

The program's administrative and other staff support the administrative head and faculty in the performance of their responsibilities. The staff contributes to the fulfillment of the program's mission, goals, and objectives. Within its institutional framework decision-making processes are determined mutually by the administrative head and the faculty, who regularly evaluate these processes and use the results.

The departmental committees make decisions about the program and SIS academic policies using a collegial, consensus-based process. The strategic planning committee, consisting of the Director and all faculty members, agrees on strategic priorities and re-evaluates committee work and processes every year. The SIS directors work with the Dean of the Faculty to determine the budgets and program needs.

Two administrative staff presently support the director and the faculty members. These include the Administrative Coordinator Ancy Joseph until 2012, Cathy Venetico since) and the Administrative & Student Affairs Coordinator (Kathryn Hubbard). These positions are full-time, permanent, and unionized; the working conditions are defined by collective agreement. The new Administrative Assistant will be a first-level manager level and will be full-time and dedicated to the School. We expect the Administrative Assistant position to be filled in fall 2016. The Practicum Coordinator position was originally coordinated by three faculty members, dedicated for each stream (Prof. Park for Archives, Prof. Dalkir for Knowledge Management, and Profs. Bartlett and Menard for the Librarianship stream) from 2010 to 2011. The only change in 2011-2012 was that Prof. Menard was responsible for the librarianship stream on her own (Prof. Bartlett was on sabbatic leave). From June 2012 to April 2016, a sessional lecturer appointment was used to hire a Practicum Coordinator. From 2012-2105, the position of Practicum Coordinator was held by Nathalie Blanchard, a graduate of our program, and from 2015-2016 it was held by Elysia Donald, also a MIST graduate. The Director will assume this role in 2016-2017 which will allow her to consolidate relationship with current and potential employers. However, ideally, this position should become a permanent part-time or full-time position. One option under consideration is to establish

a Faculty Lecturer position which requires the person to teach five courses. One of the five could be the practicum course. Discussions will be undertaken in fall 2016 with the Faculty of Arts to see if the financial resources needed to establish this position would be possible. However, until the present, the priority was to get the approval to hire the Administrative Assistant.

The Director has regular meetings with the support staff to make operational decisions on an everyday basis. In 2014, an ad hoc Executive Committee (composed of the Director and two faculty members, Profs Dalkir and Bartlett) was created assist the Director in decision making and to facilitate knowledge transfer in preparation for the transition and appointment of a new Director planned for 2016. Following the appointment of Prof. Bouthillier as Associate Dean, GPS, in September 2015, and the appointment of Prof. Dalkir as Interim Director, the Executive Committee was dismantled.

V.6. Parent institution provides continuing financial support

The parent institution provides continuing financial support for development, maintenance, and enhancement of library and information studies education in accordance with the general principles set forth in these Standards. The level of support provides a reasonable expectation of financial viability and is related to the number of faculty, administrative and support staff, instructional resources, and facilities needed to carry out the program's teaching, research, and service.

Annual operating budgets are allocated by the Provost to Faculties after discussion with each Dean. Deans are expected to prepare a budget plan based on the needs of each academic unit in their Faculty. These plans are called *compacts*. Each unit in a Faculty then makes its budget requests, and the Dean is responsible for allocating funds based on these requests and strategic priorities. Deans meet the Provost regularly to discuss the compacts as they are continuously updated. The School's resources are determined within that framework. There is no particular formula that is used by the University for allocating budgets, but incremental increases take into account student enrolment and specific needs when possible.

The maintenance of academic and teaching facilities is centralized at McGill. The same situation exists regarding information technology resources; they are maintained centrally. Therefore, SIS does not have capital or maintenance budget. For example, if a support staff needs a computer, a request is made at the Faculty level, and the requests are treated on a rolling basis.

In the context of a research-intensive university, the financial reality of the School is obviously very much in line with the mission of the institution. Thus, the level of support provided by the University for the School is adequate to maintain financial viability (see Table 37).

V.7. Equitable compensation for the program's faculty and other staff

Compensation for the program's faculty and other staff is equitably established according to their education, experience, responsibilities, and accomplishments and is sufficient to attract, support, and retain personnel needed to attain program goals and objectives.

Compensation is established by the higher administration based on salary scales, a yearly merit exercise, and across-the-board increases. Faculty and staff salaries at SIS are comparable to those in similar academic units at McGill. McGill has a minimum salary for each academic rank and this has increased since 2009. However, there is a salary range that can be used to negotiate during hiring and this was \$70-\$75k for our last hires in 2013. Every year, salary scale increases for faculty are augmented with across-the-board and merit increases, based on individual accomplishment. The Director is responsible for recommending merit increases to the Dean of Education/Arts after being informed of who is eligible for an increase and what amount is available. Recommendations are based on annual reports submitted by each faculty member. The Dean discusses these recommendations with the financial officer of the Faculty, and informs the Director on whether the recommendations are appropriate. Once decisions are finalized, the Director sends a brief report to each faculty member outlining the justification for the increase. In case of dispute, a faculty member has the right to appeal the case directly to the Dean, who is ultimately responsible for the final decision. Merit allocation for the administrative staff with managerial responsibilities follows a similar pattern. For the unionized staff, the increase are negotiated and agreed upon in the collective agreement.

Canadian universities, like all universities, are facing a difficult challenge in attracting and recruiting excellent researchers and teachers for academic renewal. In many fields, including LIS, Canadian universities are competing with institutions in the United States for the best candidates. The Planning and Institutional Office conducts a survey to monitor salaries in relation to faculty ranks and years of experience at McGill. The Director can then identify salary anomalies based on the data. Recommendations for salary adjustments can be presented to the Dean and to the Provost. No anomalies were reported since the last accreditation review.

V.8. Institutional funds

Institutional funds for research projects, professional development, travel, and leaves with pay are available on the same basis as in comparable units of the institution. Student financial aid from the parent institution is available on the same basis as in comparable units of the institution.

SIS professors can apply for various small grants and funds to support research activities, professional development, and travel. New faculty currently receives between \$10,000 and \$15,000 in start-up funds. These funds can be used for any needs (IT, research assistants, and travel) in relation to the professor's research program. There is also a laptop program, to which faculty members can apply to have a laptop for teaching. In addition, faculty, especially junior professors, can apply for internal grants to the Social Sciences and Humanities Research Grants Subcommittee which allocates funds provided by the Social Sciences and Humanities Research Council (SSHRC) of Canada. The internal grants do not exceed \$7,000, but are useful in starting a project.

The University also offers a Travel Grant Program that allocates SSHRC funds to McGill faculty members for travel expenses incurred when they present research communications at academic conferences. Full-time and emeritus academic staff are eligible and can obtain \$1,500 every two fiscal years. Academic staff are also eligible to apply for a Professional Development Fund to cover membership in scholarly associations, subscriptions to scholarly journals, registration and travel expenses to attend scholarly meetings, and computer and hardware expenses. The yearly allowance of \$500 can be accumulated to a maximum of \$1,500 over a three-year period. The University also funds sabbatical leaves, and recently the University developed a mechanism to give sabbaticants the opportunity to take advantage of income tax regulations that allow, under certain conditions, the award of a research grant from funds that would normally be paid as salary to staff on leave. Master students are eligible for internal scholarships administered by the School, which are distributed on the basis of academic performance and financial need. Scholarships and Student Aid office also provides funding on a need basis. Students can apply for travel grants and other awards for conference presentations at both the Faculty and School levels.

V.9. Access to physical and technological resources

The program has access to physical and technological resources that allow it to accomplish its objectives in the areas of teaching, research and service. The program provides support services for teaching and learning regardless of instructional delivery modality.

SIS is located in a former mansion at 3661 Peel, built in 1910. In 1961, it was purchased by Marianopolis College and served as the college library until being sold in 1976 to McGill. Various McGill units have resided here over the past several decades. The building consists of four floors comprising 33 offices, a seminar room, and kitchen and storage facilities with a total space of approximately 639.7 m² (6,886 ft²). The administrative services of the School are located in this building, professors and doctoral students have their offices there, and students and student groups have access to a number of rooms for study and meetings. The seminar room is used for teaching small classes and for hosting events. SIS also has around 100 m² (1,075 ft²) of research facilities in the SIS mansion (Accessible Computing Technology Lab), the Education Building (Multimodal Interaction Lab), and in 688 Sherbrooke W. (Data Mining and Security lab).

To address security and accessibility issues, the Information Technology laboratory was located in the Faculty of Education building at 3700 McTavish, providing an additional 73.8m² (794 sq. ft.) of space. Because of SIS's change of affiliation, and as computers became obsolete, the IT lab in the Faculty of Education was closed in 2015. Students now have access to accessible computer labs in the Faculty of Arts as well as ICT resources and study spaces through the McGill libraries.

Classroom allocation is centralized at McGill. SIS is given classrooms in Education and Arts, including the intelligent classroom at Leacock 232, which contains 40 laptops and is used for all of our ICT courses. Many McGill classrooms and specific university rooms are equipped with audiovisual equipment, with the following support provided by IT Services such as

- Initial setup and maintenance of all permanently installed audiovisual equipment in the classrooms, such as video/data projectors, screens and sound systems.
- Inspection and routine maintenance of acetate overhead projectors.
- An online tool called Classroom Audiovisual Instructions is available on the IT Tools section of the myMcGill portal. It provides guidance on using the equipment in each classroom, as well as room photos and video demonstrations.
- Telephone support for instructors while in the classroom, including an AV Systems Help hotline button on the phone. For non-urgent issues, instructors can call the IT service desk.

There is no cost associated with using the classroom or equipment within the classroom and support for standard equipment in classrooms is also free.

There is an academic laptop program for faculty which provides laptops at no cost to faculty when they are hired to be used for teaching purposes

(<http://kb.mcgill.ca/kb/?ArticleId=1287&source=article&c=12&cid=2#tab:homeTab:crumb:8:artId:1287:src:article>). They can be renewed with 50% subsidy from the Faculty or unit after three years. This is rarely used as most faculty purchase equipment from their research funds. Should they not have research funds, they can also make use of the Professional Development Fund which makes \$500/year available which can be accumulated up to three years (<https://www.mcgill.ca/financialservices/researchers/pdf>). The Faculty provides a pool of laptops for use by sessional lecturers and SIS recently received three in 2014-2015.

Students also have access to interview rooms through the Career and Planning Services (CaPS) for one-on-one and group interviews with employers, and conference rooms for company information sessions and recruitment fairs.

V.11. Instructional and research facilities and services

Instructional and research facilities and services for meeting the needs of students and faculty include access to information resources and services, computer and other information technologies, accommodations for independent study, and media production facilities

All faculty, administrative staff, and doctoral students have office space in the SIS building. MIST students have access to a number of study rooms for independent and group work that they are able to reserve in the SIS mansion (rms. B17, 106, 310). These seminar rooms are used for meeting, teaching small classes, and hosting academic and social events. These rooms are available to students and student groups on demand for various events (e.g. EBSI-SIS Symposium, practicum poster sessions).

Students can also use the many study rooms in the Libraries. The McGill computer labs provide printing and scanning services, and access to software (Microsoft office, statistical software, and multimedia authoring). All computer labs have an on-site consultant to assist with equipment and software. Students, staff, and faculty also have access to audiovisual equipment by loans provided by McGill IT services, free of charge for course-related projects. Equipment includes digital camcorders, audio recorders, microphones, laptops, projectors, and clickers.

In addition to physical space and technological resources, students have access to online resources supported by the School, including the SIS wiki and shared calendars. The School also supports student groups through designated hosting of their Web content. There is secure Wi-Fi throughout the university campus.

V.12. Services provided by libraries and other units

The staff and the services provided for the program by libraries, media centers, and information technology units, as well as all other support facilities, are appropriate for the level of use required and specialized to the extent needed. These services are delivered by knowledgeable staff, convenient, accessible to people with disabilities, and are available when needed.

The McGill Library comprises 9 branches and 4 special collections, archives and art. The major part of the LIS collection is located in the McLennan building, which is the main repository for the Humanities and Social Sciences Library. Relevant material may also be found in other branch libraries, for example, the Education Library, the Marvin Duchow Music Library, and the Schulich Library of Science and Engineering. These diverse collections are quite adequate to meet the School's needs both for teaching and research. A more detailed description of library resources and facilities can be found in Appendix 31).

The MIST program also benefits from two other special collections: the McLennan Library's Rare Book Special Collection (RBSC), the University Archives, the Osler Library for the History of Medicine, and the Visual Arts Collection.. The courses GLIS 644 - Descriptive Bibliography and GLIS 612 - History of Books and Printing are taught in and reliant upon the RBSC collection, which contains more than 250,000 printed books, 11,000 prints, 6,000 maps, and 1,000 manuscripts. The Archives, which serves part of the administrative sector of the University through its records management program, holds 12,000 meters of primary documentation, 30,000 photographic images, 700 reels of film/video cassettes, 1,200 audio tapes, and 550 sets of architecture plans, which are available for use in the courses GLIS 642 - Archival Arrangement & Description and GLIS 645 - Archival Principles & Practice. These collections are also used for projects undertaken in individual studies courses. For Osler and VAC (Visual Arts), Osler has archival collections and rare books relating to the history of medicine, and VAC has paintings and art works (of which for some paintings/collections, the archival records of the artist are with Archives, while the paintings are with VAC, making this a collaborative acquisition).

David Green is the Liaison Librarian for our School and helps ensure that our needs are well met. He has participated in our departmental meetings and has proven to be an excellent resource. For example, he helped us connect with the newly hired copyright specialist and actively helped to put together a workshop on copyright issues for our students (stemming from student requests).The Trenholme Dean of Libraries, Prof. Colleen Cook, is a full professor who is cross-appointed at SIS.

While the heritage SIS building is not wheelchair accessible, accommodations are made to meet with students with reduced mobility in nearby classrooms or library spaces (Education Library and Curriculum Resource Centre) that offer greater accessibility.

V.13. Review of policies and resource requirements

The program's systematic planning and evaluation process includes review of its administrative policies, its fiscal and support policies, and its resource requirements. The program regularly reviews the adequacy of access to physical resources and facilities for the delivery of face-to-face instruction and access to the technologies and support services for the delivery of online education. Within applicable institutional policies, faculty, staff, students, and others are involved in the evaluation process.

Systematic planning falls primarily under the responsibility of the Director, informed by various committees. Evaluation processes are in place for faculty (in terms of teaching, research, service in the annual reports), staff (annual performance evaluations), and students (the Student Standing & Academic Affairs committee) as described in the previous chapter (IV).

At the end of each term, students are invited to complete course evaluations consisting of a combination of closed-ended and open-ended questions on various aspects of the course (e.g. content, instructor, objectives, and recommendations). The Director and instructor use the results to inform changes to specific courses or more generally to plan for the evolution of the curriculum. The Director is part of the Administrative group and meets with other chairs and directors in the Faculty of Arts to discuss university-wide policies.

SIS engages in continuous planning and self-evaluation processes within the broader context of systematic planning at McGill. All faculty members serve on the primary decision-making body, the Departmental Committee, which approves all decisions. The School's many committees are responsible for the systematic planning of different aspects of the program. The Student Standing committee reviews learning outcomes and students' performance 6 times a year. The curriculum committee reviews program objectives, approves new courses or course changes, and maps course objectives to program objectives as discussed in further detail in Standard II.

V.14. Documented evidence of its ongoing decision-making processes

The program has explicit, documented evidence of its ongoing decision-making processes and the data to substantiate the evaluation of administration, finances, and resources.

Evidence of ongoing decision-making processes and data can be found in the notes of Strategic Planning Meetings and related plans, Departmental Meetings minutes, Curriculum Committee minutes, Student and Standing Affairs Committee minutes, and Communication Committee minutes and plans.

The leadership and administrative role of the Director has been evaluated every three years and before any appointment and re-appointment.

V.15. Evaluation used to improve the program

The program demonstrates how the results of the evaluation of administration, finances and resources are systematically used to improve the program and to plan for the future.

The improvement of the program and its planning has been done in relation to an assessment of the learning outcomes but also with the strategic plans that highlighted the need for additional faculty members.

Course evaluations and Director's forums have been used to identify areas of improvement both in the program and the administration of the program. For example, in the previous MLIS program, the Student Administrative & Affairs Coordinator (Kathryn Hubbard) had to manually process¹⁷ all course selections made by students (representing more than 900 transactions). With the revised program, after examining the system data and the workload involved, it was decided that we did not need to check every single registration. All full-time students are required to take the four core required courses in their first semester so there is no need to approve these course selections. Part-time students would need to consult with their academic advisor to decide which courses to take. Students are however encouraged to meet with their advisors earlier rather than later, not only for their second semester courses but also if they are interested in the research project option, or independent studies if they are in the course-based option, as they will need to work on their research proposal and find the best supervisor given their topic. The role of the academic advisor was changed from having to approve course selections (requiring a signature on a form) which freed up their time to discuss academic and career options with individual students in more depth. Students could now register online directly for all their courses. This new procedure helped to reallocate the time spent by the Administrative & Student Affairs Coordinator to more substantive matters, and resulted in students developing a global and cohesive plan for their studies.

The Director holds at least one informal meeting with all faculty each semester to address "Advising Tips." Together with the MIST GPD, a number of guidelines are prepared, lessons learned

¹⁷ There was a requirement for approving all student registration (a form of departmental oversight)

from the previous semester are shared and there is a discussion on all matters related to academic advising. These sessions help ensure everyone is on the same page with respect to our academic and career advising goals and they also serve as a forum to bring everyone up to date with any procedural and policy changes. In 2014-2015, for example, advising topics including changes with the practicum option, the new research project option and a clarification of the number of courses which students can take outside the School. In addition, new information sessions were introduced. In addition to the information session on electives, there is an information session on the research project option and another on the practicum. These additional sessions complement the preliminary information provided in the September Introduction program and they are offered early in the fall semester to allow students to gain a good general understanding. Their subsequent follow up meetings with their academic advisors can therefore be more targeted to their individualized academic and career plans.

Summary and Future Directions

The university weathered some significant challenges with the budget cuts faced by all Quebec universities. However, 2015-2016 is the first year where the financial situation appears less dire. The School received a comparable operating budget to last year and there were no cuts to our sessional lecturer and teaching assistants budgets.

With respect to our governance and systematic planning, the change in our Faculty affiliation has been quite positive for the School. We are part of a large faculty that already has two professional schools (The School of Social Work and the School of Religious Studies) and will soon have a new one (Public Policy). The faculty was therefore familiar with the nature of professional schools and our specific needs, such as accreditation of our programs. In addition, we have access to a broader range of resources including IT resources for our sessional lecturers, financial and human resources support, and most importantly, more financial support for our graduate students.

In terms of faculty, we have one professor up for tenure this year (Prof. Moffatt) and another next year (Prof. Julien). In the mid-term, we will need to look at replacing senior professors who will become eligible to retire. In terms of administrative resources, there has been a lessening of constraints over replacing administrative staff who retire and so should have our Administrative Assistant position filled before the start of the 2016-2017 academic year. The School continues to enjoy stability in terms of its management, and also excellent continuity, as previous Directors remain active mentors when a new Director is appointed; currently, the two past directors are part of the School. We are also looking at the

possibility of creating a Faculty Lecturer position, which would include responsibility for teaching five courses, possibly the reference courses, based on the outcomes from the Curriculum Committee Working Group.

Concerning our curriculum, we will hold another Forum on Curriculum during 2016 to assess the research project option, the other clusters around librarianship, archives, knowledge management, human-computer interaction, and predictive analytics, among others. In parallel, we will revise our mapping of learning outcomes in order to identify any curricular gaps and opportunities.

We continue to attract many applicants and students of excellent quality. Moving forward, we hope to attract additional students through our MIST research project option, which will open additional sources of financial support to students, and our new certificate programs.

We have adequate space for faculty offices and also for doctoral students in our building. We also have adequate teaching spaces, including a new computer-equipped teaching classroom provided by our affiliation to the Faculty of Arts. The School continues to require additional research lab space. In the short term, we are looking for temporary facilities for the Multimodal Research Lab. In the longer term, there is space allotted to us in the Wilson building, but that building has to be renovated and this could take a few years.

Synthesis and overview

The final section of the Self-Study synthesizes the principal character, strengths, limitations, and challenges of the school and program. This summary concisely reiterates the evidence for compliance with the Standards. It may also describe unique features, and the culture and context of the program, school, or institution in order to improve understanding of the program.

The School of Information Studies at McGill University is one of the oldest, continuously accredited information schools in North America. SIS is a professional school situated in a research-intensive university. Part of our approach to dealing with this challenge has been to adopt a systematic, ongoing, and research-informed approach to designing and revising our Master's program. We used our strategic hiring plan to ensure we were able to recruit researchers with expertise that contribute to the MIST program and course offerings. SIS distinguishes itself by adopting a future-oriented and continuous improvement strategy combined with a highly consultative and participatory approach that permeates its operation. All decision-making is guided by consultation with stakeholders to help us look forward and anticipate how we can best equip our MIST graduates.

The program presentation provides evidence for compliance with the ALA 2015 standards. Our key outcomes over the past seven years are described in detail with respect to our governance, curriculum, faculty, students, and our administration, finances, and resources.

Mission, Goals, and Objectives

SIS continuously reviews its MIST program, including courses, course mapping, student demographics and profiles, and instructors to ensure that the program is effectively addressing MIST learning outcomes. SIS is very consultative, as we regularly consult with our alumni, current and potential employers of our graduates, and the wider information studies community to ensure that we remain relevant. We undertake a number of systematic planning procedures and continue to formalize our governance structure to ensure it is streamlined and addresses our strategic priorities well. Our placements surveys confirm that our students succeed in finding employment in the workplace. We were very successful with our strategic hiring plan, which in turn enabled us to introduce new Human Information Interaction course offerings into our curriculum. We plan on continuing this approach by holding another Forum on the Curriculum in 2016 and updating our mapping of MIST learning outcomes to our courses. Our decision-making processes have been strengthened through the establishment of both a MIST and a PhD Graduate Program

Director. Together with the director, they ensure effective academic management of our School. Globally, SIS is meeting its stated mission, goals, and objectives, and these are aligned with those of the university.

Curriculum

The revised MIST programs offers the great flexibility to choose a course-based or research project-based path, and specializations in areas such as librarianship, archives, knowledge management, and HCI to equip our graduates with a broad spectrum of skills and competencies. SIS expanded its course offerings to introduce new courses in the areas of Human Information Interaction. Our research-informed curriculum is continuously reviewed and revised to remain relevant and up to date. This is facilitated by a close matching between research the expertise and teaching assignments of faculty. We will continue our forward-looking approach to our Master's program and consult widely throughout our community to ensure that we are equipping our students with the knowledge and skills needed to succeed in a field that is constantly evolving. The results of our last consultations (2004 and 2010) on our curriculum showed similar concerns, such as the need for management skills, soft skills, and ICT competencies. We addressed these through our new and revised courses in these areas, in both our core and elective courses. We expect to continue to fine-tune when we hold the next consultation in 2016. These recommendations will be taken into consideration together with those from the Curriculum working groups to ensure that our Master's program remains relevant and flexible enough to accommodate the broad range of learning and career interests of our students. We plan to explore closer relationships with other units in the Faculty of Arts and participate in the development of new joint programs. In addition to our courses, we also plan to offer supplemental seminars and workshops to address important information science topics and issues in a timely manner.

Faculty

SIS underwent a significant renewal process with the hiring of five new professors since the last intensive accreditation review. This allowed a consolidation of research and teaching expertise in the area of Human Information Interaction. Faculty performance is assessed using a variety of methods such as the merit exercise, reappointment and promotion procedures and criteria, course evaluations among others such as peer recognition at the local and international levels and prestigious awards such as the Dawson and CRC chairs. Faculty performance is consistently superior in the areas of research, graduate supervision, teaching, and service contributions. SIS professors are involved in collaborative research both within and outside of McGill. Our sessional lecturers continue to contribute greatly to our School as they share their professional expertise with our students. SIS has successfully attracted very talented

faculty who are committed to our Master's program and contribute to the quality of our student's learning. The faculty members continue to progress through their careers, and are promoted, given tenure, reappointed, and awarded prestigious awards. Together they provide students with an excellent, balanced learning opportunity in our field.

Students

We have increased our recruitment efforts and revised our admission policies to ensure we continue to attract a diverse group of highly talented and diverse students to our program. Students are drawn to our academic program but they are equally drawn to the rich and very active student life made possible through many student associations and activities, which often provide great opportunities to complement their academic program through co- and extra-curricular activities. Our students are an integral part of all SIS committees and contribute to the governance of our School. Each student is assigned an academic advisor to help with their study plan, benefits from having access to the entire faculty for career planning, and has access to second year students and alumni for further advice. Students successfully find employment upon graduation, and feedback on our graduates continues to be highly positive. We plan to continue to target our recruitment efforts to cover the broad range of the field of Information Studies. The Graduate Admissions and Awards Committee is committed to continuously reviewing and refining our admissions and awards criteria and policies to ensure highly qualified students are accepted and that once here, they have access to the necessary levels of financial support to successfully complete their studies.

Administration, Finance, and Resources

The School has had stable leadership (12 years under Prof. Bouthillier). Prof. Bouthillier continues to be part of the School as does another previous director, Prof. Beheshti, thus ensuring continuity. Prof. Dalkir was appointed for a three-year term as Director in 2016. In 2014 the School changed its faculty affiliation from Education to Arts. SIS has an appropriate level of autonomy in terms of decision-making for its academic programs. Faculty members are represented at various levels of the university and faculty. The level of support provided by the University for the School is adequate to maintain financial viability. The School has adequate space and support such as libraries, media, and ICT resources. However, it should be noted that there is no wheelchair access to the heritage building at 3661 Peel, where SIS offices are located. The Administrative Assistant position has not been filled since Ms. Susann Allnutt retired; administrative tasks were reallocated amongst staff, and we expect to have a new Administrative Assistant for the 2016-2017 academic year.

Strengths

- **Our program.** SIS is one of the oldest continuously accredited Information Schools; yet despite its long history, the School is a very forward-looking one. We continuously assess what we are doing, why we are doing it, and above all, how well we are doing in terms of the diversity, scope, and flexibility of our Master's program. Our curriculum shows constant evolution and improvement over time as we gather and act upon feedback from a wide range of stakeholders. We strive to ensure that we teach the relevant and up-to-date knowledge and skills required of effective information professionals.
- **Our students.** We have very rigorous admission criteria, and continue to receive applications from very qualified students. They go on to attain top academic achievement and prestigious awards while remaining very engaged and active both within the School, the university, and in the wider information community. Our practicum site supervisors and employers of our students continue to provide us with very positive feedback and actively solicit our students.
- **Our faculty.** The School underwent a significant renewal since the last accreditation review. With the addition of new faculty, SIS strengthened the general areas of management and information communication technologies. There is strong synergy and collaboration between our faculty members, who apply for grants and work on courses together. Our retention rate is quite good and our newer professors are expected to obtain tenure in a timely manner.
- **Our track record.** SIS has an international recognition, both as part of McGill and independently due to our long history. The School has maintained a strong reputation over the years, due in part to the stability and continuity of both our leadership and our faculty. While there has been some turnover, this has been minimal and mostly due to retirement. The fact that retired professors and former directors remain part of the School reflects well and means that we can continue to benefit from their experience.

Moving forward, SIS fully expects to leverage these strengths. We will benefit from our track record while maintaining a future-oriented outlook towards a strong foundation in Information Studies and integration of new developments in our discipline and profession. We will, for example, investigate the feasibility of developing new interdisciplinary programs. Currently, for example, Prof. Beheshti is representing the School and collaborating with the Institute for Public Life of Arts and Ideas (IPLAI), and the Faculty of Arts Digital Humanities program on a proposal for a new graduate program in *Digital Humanities*. This new interdisciplinary program will cross-list several courses from SIS, and benefit graduate students in the Faculty of Arts, including the MIST students.

Challenges

- **Funding.** Financial allocations to universities and research grant funding will both continue to be problematic. Like other Quebec universities, we will continue to try to do more with less. One of the avenues we are exploring and have been successful with recently is applying to a wider range of available funding sources in addition to those from the federal and provincial governments.
- **Recruitment of students.** As shown in our program presentation, the enrolment trends over the past five years show a decline in applications across North America. We have noticed a slight decrease at SIS. While not alarming, should the trend continue, we will have to be more proactive and far-reaching in our recruitment efforts. We plan on focusing on the type of student profile rather than just number of applications. Recently, we were present at both the Arts and the Science Graduate student fairs at McGill.
- **Faculty promotion and recruitment.** We will need to hire new faculty members as senior SIS professors become eligible for retirement in the next few years. At present, Canadian Information Schools are finding it quite difficult to attract good candidates due to the weak Canadian dollar and increasingly competitive landscape. For instance, in 2015, 5 of the 8 Canadian Information Schools were still trying to recruit a Director and had Interim Directors. In Quebec, there are additional challenges such as linguistic ones (e.g. if international faculty have school-age children, then they would be obliged to attend French public schools).
- **Balance between theory and practice.** Like all professional schools, we face a continuous challenge in balancing our course offerings and our pedagogical methods to ensure that students have the opportunity to learn about the theoretical foundations of our discipline while at the same time being able to easily make links to how these principles are applied in professional settings. We plan on continuing to have a significant number of sessional lecturers as part of our team as long as we have the financial support necessary to do so.
- **Differentiation.** SIS needs to continue to consider what makes us distinct. What would make a student or a professor decide to come to our School and not another? There is increasing competition in our landscape with the introduction of a new (and accredited) Information School in Ottawa in 2009. There is also a second Information School in Quebec (EBSI, at Université de Montréal) – we are the only province with two schools. While EBSI offers a French-language-only program, SIS offers the MIS program in English alongside the McGill mandate that all students may submit their course work in French.

To address some of these challenges, we will actively seek out new sources of funding for our students, new sources of research grants for our professors, and emphasize the distinctive features of our program.

We will need to continue and expand our monitoring of changes in the discipline and profession of Information Studies in order to be able to continue to anticipate what changes we may need to make in our curriculum (short-term), our faculty (mid-term), and our overall strategy (longer term.).