Program Presentation

2013





Faculté des arts

École des sciences de l'information

Faculty of Arts

School of Information Studies

Submitted to the Office for Accreditation

American Library Association

August 19, 2013

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Acronyms

AAC Accreditation Advisory Committee

ADDC Accreditation Document Development Committee

AÉSISSA Association des étudiants en sciences de l'information | Information

Studies Student Association

ALA American Library Association

ALISE Association for Library and Information Science Education

AP3 Accreditation Process, Policies and Procedures (3rd ed.)

APUO Association of Professors of the University of Ottawa

APTPUO Association of Part-Time Professors of the University of Ottawa

ARMA Association of Records Managers and Administrators

AWC Accreditation Working Committee
CAC Curriculum Advisory Committee

CAFCE Canadian Association for Co-operative Education

CAUT Canadian Association of University Teachers
CCIS Canadian Council for Information Studies

CCS Computing and Communications Services

CGCE Centre for Global and Community Engagement
CGSA Communication Graduate Students' Association

CIHR Canadian Institutes of Health Research

CISRI Cogniva Information Science Research Institute

CISTI Canada Institute for Scientific and Technical Information

CMTL Centre for Mediated Teaching and Learning

COA Committee on Accreditation
CUT Centre for University Teaching

DTPC Departmental Teaching Personnel Committee

ENSSIB École nationale supérieure des sciences de l'information et des

bibliothèques

ERP External Review Panel

ÉSIS École des sciences de l'information | School of Information Studies

FGPS Faculty of Graduate and Postdoctoral Studies
FSWEP Federal Student Work Experience Program

FTPC Faculty Teaching Personnel Committee

GSAÉD Graduate Students' Association | Association des étudiant(e)s

diplomé(e)s

IDRC International Development Research Centre

IFLA International Federation of Library Associations and Institutions

IM/RM Information Management/Records Management

JCDL Joint Conference on Digital Libraries

LAC Library and Archives Canada

LANCR Library Association of the National Capital Region

LIS Library and Information Studies

LWB Librarians without Borders

MDS Multimedia Distribution Service
MIS Master of Information Studies
MOOC Massive Open On-line Course

NCR National Capital Region

NSERC Natural Sciences and Engineering Research Council

OA Office for Accreditation

OCGS Ontario Council on Graduate Studies

OLBI Official Languages and Bilingualism Institute

OUCQA Ontario Universities Council on Quality Assurance

OVHLA Ottawa Valley Health Librarians Association

PTR Progress Through the Ranks

RMS Research Management Services

SASS Student Academic Success Services

SSHRC Social Sciences and Humanities Research Council

SSUO Bargaining Unit of the Support Staff of the University of Ottawa

TLSS Teaching and Learning Support Service

TOEFL Test of English as a Foreign Language

Required Information

Unit	École des sciences de l'information / School of Information Studies (ÉSIS)
Chief Administrator of the Unit	Dr. Lynne Bowker, Director and Full Professor, Telephone: (613) 562-5989; Email: lbowker@uottawa.ca
Parent Institution	University of Ottawa, Ottawa, Ontario, Canada
Chief Executive Officer	The Hon. Allan Rock, President and Vice Chancellor
Chief Academic Officer	Dr. Christian Detellier, Vice-President (Academic) and Provost
ÉSIS Reports to	Dr. Antoni Lekowicz, Dean, Faculty of Arts
COA Standards for Accreditation Addressed in Program Presentation	Standards for Accreditation of Master's Programs in Library and Information Studies, 2008
COA Accreditation Process, Policies and Procedures (AP3) Used in Program Presentation	Third Edition, May 2012
Program Seeking Initial Accreditation	Master of Information Studies (MIS) / Maîtrise en sciences de l'information (M.S.I.)
Regional Accrediting Agency and Current Status	Universities in Ontario are not "accredited" as such. However, the Ontario Universities Council on Quality Assurance (OUCQA) is an arm's length body designed to ensure rigorous quality assurance of university undergraduate and graduate programs (http://www.cou.on.ca/home).
	OUCQA is responsible for the approval of new undergraduate and graduate programs, as well as auditing each university's quality assurance processes on an eight-year cycle.
	The MIS was approved in 2008 and will be audited in 2016.

Brief Description of MIS Program

The bilingual MIS program is offered on-site at the University of Ottawa and requires 48 credits for completion. The MIS curriculum is delivered through three options: the course-based option (16 three-credit courses), the CO-OP option (12 three-credit courses and an 8-month full-time work placement), or the thesis option (12 three-credit courses and a thesis).

All candidates must complete three core courses, as well as four required courses from one of the following two specializations: management of information services or information policy. All candidates must satisfy the second-language requirements of this bilingual (English-French) program by following a minimum of one quarter (25%) of their courses in their second language.

Full-time students are normally able to complete the program requirements in two years. Students on the CO-OP option must study full-time. Students following the course-based or thesis options may complete the program on either a full-time or a part-time basis. Candidates must complete all program requirements within five years.

Contact Information

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Introduction

The first steps to launch a school of information studies at the University of Ottawa were taken in 2007, following several years of enthusiastic discussions, background research, and planning within the community of library and information professionals in Canada's bilingual and bicultural National Capital Region. The community had articulated a clear and growing need for educated information professionals who could not only tackle the complex tasks of collecting, organizing, and providing access to information resources, and deliver services in both of Canada's official languages (English and French), but also develop into future managers and leaders in the information profession.

The School of Information Studies (ÉSIS) was established in 2009, following approval by the Ontario Council on Graduate Studies and the University of Ottawa Senate for the creation of a Master of Information Studies (MIS) program. That same year, ÉSIS completed the hiring of its first professors and welcomed its initial cohort of students. Since that time, we have continued to work closely with our community, remaining responsive to their needs as we carry out our mandate to serve Canada's bilingual and bicultural information market, with a particular focus on the requirements of the National Capital Region. Although we are a small school, with a single master's program, we are uniquely positioned to serve the important bilingual and bicultural needs of the information professions in Canada, both within the National Capital Region and beyond. In this way, we serve as a valuable complement to the ALA-accredited programs offered by other institutions.

The school and its MIS program were conceived—and continue to develop—in line with the vision, mission, and values of the University of Ottawa and its Faculty of Arts, as expressed in their respective strategic plans. Working within this context, ÉSIS is inspired to continue striving to deliver an MIS program that offers a rich student experience, stimulates research excellence, fosters a learning environment that promotes both of Canada's founding cultures, and prepares effective leaders to serve our community.

Looking beyond the walls of our host institution, we recognize that our multiple and varied partnerships are vital for helping us to fulfill our mission, that they secure a special place for ÉSIS and its MIS program in the nation's capital, and that they help to raise our local, national, and international profile. These partnerships with government departments and agencies, private-sector enterprises, professional associations, and community organizations enhance our contribution to society and pave the way to stimulating careers for our graduates in a wide range of knowledge centres.

In the years since ÉSIS was established, we have engaged in an ongoing process of planning and self-evaluation. This has allowed us to establish a clear identity, to advance our teaching and research agenda in a purposeful manner, to remain responsive to the needs of our community, and to further the overarching mission of our host institution.

In all our endeavours, we are mindful of the benefits of aligning our objectives with the principles that underpin the accreditation process. We fully believe that we have developed a strong and vibrant MIS program that speaks to the values espoused by the American Library Association and promoted through its *Standards for Accreditation of Master's Programs in Library and Information Studies* (2008). With this *Program Presentation*, we aim to demonstrate to the External Review Panel (ERP) and the Committee on Accreditation (COA) our program's compliance with the standards. This *Program Presentation* will also be distributed widely among our stakeholders as a means of allowing them to achieve a fuller understanding of who we are, what we have accomplished thus far, and where we are heading.

We appreciate this opportunity to demonstrate to the ERP, the COA, our host institution, and the wider community of library and information professionals that we are fully engaged in and committed to the ongoing planning and evaluation processes that ensure our MIS program will continue to meet the needs of our students, faculty, staff, graduates, and the constituents of the communities that we seek to serve.

In this spirit we respectfully submit this *Program Presentation* on behalf of ÉSIS as the next step in our bid for initial accreditation of our Master of Information Studies program.

Organization of the Program Presentation

The main body of the *Program Presentation* comprises six chapters, corresponding to each of the six accreditation standards. Within each chapter we provide an analysis of how our MIS program addresses each element within the standard. Each of the six chapters concludes with a summary assessment, followed by a list of sources of evidence related to that standard. The text of the *Program Presentation* concludes with a chapter that takes the form of a synthesis and overview, including an analysis of the program's strengths, limitations, and challenges, as well as an outline of future plans. An appendix provides a master listing of all sources of evidence referenced in the *Program Presentation*.

The text of the *Program Presentation* has been provided to the ERP and the Office for Accreditation (OA) in both print and electronic form. Sources of evidence that are available electronically can be accessed through the University of Ottawa's secure <u>DocuShare site</u>. Accounts have been provided for all ERP members. The sources of evidence have also been provided to all ERP members and to the OA on USB keys. Sources of evidence not provided electronically are marked with an asterisk in the master listing and will be made available for consultation onsite.

Preparation of the Program Presentation

ÉSIS engages in a continuous process of planning and evaluation, and the comprehensive review for ALA accreditation is embedded in this ongoing activity.

The formal preparation of the *Program Presentation* involved all full-time ÉSIS faculty, as well as an adjunct and a cross-appointed professor. Staff members, including the administrative assistant, the academic assistant, and the accreditation coordinator, also assisted in the process by locating sources of evidence, editing, and proofreading. In addition, since ÉSIS has approached the overall process of preparation for initial accreditation as a collaborative and

consultative one, input and feedback were received at various stages of the process from students, alumni, university administrators, employers, and others in the community.

In September 2012, the ÉSIS director established an Accreditation Advisory Committee (AAC), whose members were charged with guiding the development of the *Program Presentation*, advising the members of the Accreditation Working Committee (AWC) as needed, and reviewing draft versions of the *Program Presentation*.

Members of the AAC include:

All full-time faculty:	Dr. Lynne Bowker, Director and Full Professor (AAC Chair); Dr. Inge Alberts, Assistant Professor; Dr. Mary Cavanagh, Assistant Professor; Dr. Claire Dormann, Assistant Professor; Dr. André Vellino, Associate Professor; Dr. Heather Morrison, Assistant Professor (joined July 2013)
Representatives for adjunct, cross-appointed, and part-time faculty:	Dr. Tom Delsey, Adjunct Professor; Tony Horava, Crossappointed Professor and Associate University Librarian
Administrative staff:	Ginette Malette, Administrative Assistant; Dr. Jenny Mitchell, Accreditation Coordinator
University Librarian of the University of Ottawa:	Leslie Weir, University Librarian and Cross-appointed Professor
Representatives from various library and information services constituencies in the National Capital Region:	Monique Désormeaux, Division Manager, Service Excellence, Ottawa Public Library Daniel Godon, Directeur du Service de la Bibliothèque, Université du Québec en Outaouais Hélène Larouche, Director, Knowledge Organization and Discovery, Library of Parliament
MIS student and Student Association Executive Committee representatives:	Véronique Labonté, Christine Newman
MIS alumni representatives:	Charles Mercure, Wendy Robbins

At the same time, an Accreditation Working Committee (AWC) was established, with responsibility for gathering evidence, addressing the program's compliance with the six standards, and drafting the corresponding chapters for the *Program Presentation*. The primary responsibility for each of the six standards was assigned to one ÉSIS faculty member, with an additional faculty or staff member as a supporting member. Nevertheless, given the small size of ÉSIS, the entire faculty and staff collaborated throughout. The development of the early draft was an iterative process, with each chapter being circulated to all faculty members and staff for feedback. The Accreditation Coordinator (Dr. Jenny Mitchell) liaised with all working groups to provide overall coherence throughout the process.

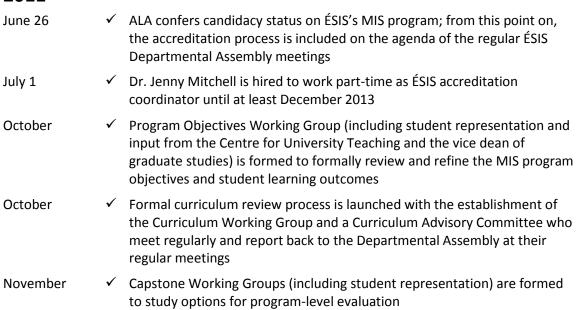
The assignments for the AWC were as follows:

Standard I. Mission, Goals and Objectives:	Dr. Lynne Bowker, Dr. Tom Delsey, Dr. Jenny Mitchell
Standard II. Curriculum:	Dr. Mary Cavanagh, Dr. Tom Delsey, Dr. Jenny Mitchell
Standard III. Faculty:	Dr. Inge Alberts, Dr. Claire Dormann, Dr. Jenny Mitchell
Standard IV. Students:	Dr. Mary Cavanagh, Dr. Lynne Bowker, Dr. Jenny Mitchell
Standard V. Administration and Financial Support:	Dr. Lynne Bowker, Ginette Malette, Dr. Jenny Mitchell
Standard VI. Physical Resources and Facilities:	Dr. André Vellino, Tony Horava, Dr. Jenny Mitchell

The Accreditation Document Development Committee (ADDC), comprising the ÉSIS director (Dr. Lynne Bowker) and an adjunct professor (Dr. Tom Delsey), with support from the administrative assistant and the accreditation coordinator, performed the final editing and proofreading of the *Program Presentation*.

A series of meetings, retreats, consultations, information sessions, and other special activities were undertaken to guide the *Program Presentation* preparation, to gather input and feedback, and to publicize the accreditation process to ÉSIS's constituencies, stakeholders, and other interested parties. The following timeline highlights some of the milestone events that were part of the process of developing the *Program Presentation*, beginning at the point at which the COA conferred candidacy status on the school's MIS program.

2011



2012		
February 3		ÉSIS Departmental Assembly formally approves the revised program objectives and student learning outcomes
March 21		A public information session for ÉSIS students and alumni is held to share revised program objectives and seek input on capstones
August 24		First ÉSIS Research Retreat for faculty and other constituents from the community is held to identify broad areas of research interest and explore potential for collaboration
August 30		ÉSIS faculty formally approve new curriculum structure and core courses proposed by the Curriculum Working Group and Curriculum Advisory Committee
September		ÉSIS director appoints members of the Accreditation Advisory Committee (AAC)
		ÉSIS faculty meet to discuss progress on the <i>Plan for the Program Presentation</i> and standards are assigned to Accreditation Working Committee (AWC) members (faculty and administrators at ÉSIS)
	:	Draft Plan for the Program Presentation is sent to the ÉSIS director, deans of the Faculty of Arts and the Faculty of Graduate and Postdoctoral Studies, members of the AAC and ÉSIS Departmental Assembly, students, alumni and members of ÉSIS's regional community of library and information professionals for their review and feedback
		Accreditation Document Development Committee (ADDC) finalizes the draft <i>Plan for the Program Presentation</i> before submission
September 26		A public lunchtime information session on the ÉSIS accreditation process is held for students to report on the status of the <i>Plan for the Program Presentation</i> and invite input, and to initiate student participation in the accreditation process
Sept 2012- May 2013		Meetings and briefings on the accreditation process are held with members of the university's administration
Sept 2012- May 2013		Ongoing discussion and regular updates on the accreditation process are given at ÉSIS Departmental Assembly meetings, with brief presentations from faculty members (and constituent groups as appropriate) working on relevant standards for the <i>Program Presentation</i>
October 1		Plan for the Program Presentation is submitted to the ERP chair and the OA director
October- December	✓	Focus groups are held with CO-OP students and employers
October- December		AWC subcommittees identify and gather information, data, and other relevant evidence relating to designated accreditation standards
November 27		Meeting of the Accreditation Advisory Committee is held to discuss progress on the <i>Program Presentation</i> and to review draft sections

November 27	\checkmark	A public information session is held for all constituent groups to provide an
		update on the ÉSIS accreditation process, to report on the status of the
		Program Presentation, to invite additional input, and to further galvanize
		participation by constituents in the accreditation process

December ✓ An accreditation section is developed and added to the ÉSIS website to keep interested stakeholders and constituents informed about the

accreditation process and to provide an additional means of gathering input

2013

March
 ✓ ÉSIS Departmental Assembly reviews the draft *Program Presentation* March-April
 ✓ ÉSIS students and alumni are invited to review and provide feedback on the draft *Program Presentation* April 15
 ✓ The AAC meets to review the revised draft of the *Program Presentation* May 2
 Revised version of the *Program Presentation* is reviewed before and

revised following the May ÉSIS Departmental Assembly

June 2 ✓ Draft *Program Presentation* is submitted to the OA director and the ERP

chair

June 25
✓ ERP chair and the OA director hold a teleconference with the ÉSIS director to provide feedback on draft *Program Presentation*

June-July ✓ AWC makes final revisions to the *Program Presentation*, taking into account the recommendations provided by the ERP and OA

July 3 ✓ ÉSIS Departmental Assembly reviews revised *Program Presentation*

July-August ✓ Accreditation Document Development Committee prepares onsite materials for the ERP site visit

August ✓ Accreditation Document Development Committee finalizes the *Program Presentation* for submission

August 19 ✓ Final *Program Presentation* submitted to ERP members and to the OA

August Final *Program Presentation* to be made available to constituents (via ÉSIS website).

September Confirm itinerary and logistics for ERP visit

Sept 30-Oct 1 ERP site visit at ÉSIS

Standard I

Mission, Goals, and Objectives

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Our mission, program objectives, and the goals we have set ourselves for the next few years are fundamental to all aspects of our program. They define our school and our expectations of our graduates. They serve as the focus for our relationships with our community. They guide our program planning and evaluation initiatives. They provide a frame of reference for communicating and consulting with our constituents.

In this chapter we begin by setting the context for reviewing the mission, goals, and objectives of our program, and then provide an overview of our program planning process, our program objectives, and the mechanisms we use to evaluate program outcomes. The chapter concludes with a summary of the progress we have made to date in achieving our program goals and objectives, and our priorities for continuing program development.

The purpose of the chapter as a whole—along with sources of evidence that are cited in the text and listed at the end of the chapter—is to document our program's compliance with the accreditation standard on mission, goals, and objectives. Our aim is to provide the Committee on Accreditation a basis on which to assess:

- the scope and structure our program planning process
- our expectations of our graduates as reflected in our program objectives
- the instruments we use to measure progress in the achievement of our goals and objectives
- the role our constituents play in setting program goals and objectives and in evaluating program outcomes
- the progress we are making in achieving our goals and objectives and our plans for ongoing development and improvement

Context

The community of libraries, archives, and other cultural and research institutions in the National Capital Region is central to our mission, goals, and objectives. The school was set up in direct response to needs identified by that community for a new cohort of bilingual information professionals equipped to assume positions in the management of information services and the administration of information policy.

Together with our parent institution, the University of Ottawa, and the Faculty of Arts, our constituency within the region plays a critical role in helping us shape our program, set priorities, and evaluate how well we are doing in fulfilling our mission and achieving our goals. The institutions within the region also provide our school with a wealth of resources on which to draw—through the collections they hold, the services they offer, and the library and information professionals who work in them.

The National Capital Region

Canada's National Capital Region (NCR) straddles the Ontario-Québec border, encompassing the cities of Ottawa and Gatineau, with a combined population of more than one million. While English is the predominant language in Ottawa, and French in Gatineau, more than forty percent of residents in the NCR are bilingual.

As the seat of Canada's federal government, the NCR is home to Parliament and the Supreme Court, and headquarters for all federal departments, as well as for a number of federal agencies and Crown corporations. Among the key federal institutions located in the NCR responsible for information-related programs are Library and Archives Canada (LAC), the Canada Institute for Scientific and Technical Information (CISTI), and the International Development Research Centre (IDRC). Major cultural institutions include the National Gallery of Canada, the Canadian Museum

of Civilization, the Canadian Museum of Nature, the Canada Science and Technology Museum, and the National Arts Centre.

The NCR is also home to nine post-secondary educational institutions—the University of Ottawa, Saint Paul University, Carleton University, the Université du Québec en Outaouais, Dominican University College, Algonquin College, Heritage College, the CÉGEP de l'Outaouais, and Cité collégiale.

Both Ottawa and Gatineau provide public library services through extensive systems of main and branch libraries throughout the NCR. The public libraries as well as those of the universities and colleges participate in regional and national resource-sharing networks. The Canadian Library Association is headquartered in Ottawa; they and several other national and provincial associations representing librarians, archivists, and records managers have local chapters in the NCR; and there are locally and regionally based associations here as well.

In the private sector, the information technology industry and consulting services in information management have a substantial presence in the NCR. Locally-based firms include Cogniva Information Solutions, Emerion, and Veritaaq. National and multi-national firms with regional offices here include CGI, Deloitte, Ernst & Young, IBM, Modis, and Zylog.

Together, the institutions of the federal government, the universities and colleges, the libraries and archives, the professional associations, and the private sector in the NCR serve as an unparalleled resource for our Master of Information Studies program. We draw on the expertise of librarians, archivists, and information professionals for advice on strategic directions, program priorities, and the curriculum. We enlist members of the profession to serve as adjunct professors, part-time instructors, and guest lecturers. We collaborate with them in research projects. We work with them to provide CO-OP placements and experiential learning opportunities for our students. And many of our graduates launch their careers with them.

The University of Ottawa

Our parent institution, the University of Ottawa, is the only bilingual (English-French) university in North America. Founded in 1848 as the College of Bytown, the university has undergone enormous change and growth over the 165 years of its history. Since 1965 it has operated as a publicly-funded institution under the <u>University of Ottawa Act</u>. Currently the university employs an academic staff of approximately three thousand, and has a student enrolment of more than forty thousand.

Programs are offered at the undergraduate and graduate level by nine faculties—Arts, Education, Engineering, Health Sciences, Law, Management, Medicine, Science, and Social Sciences. All programs within the university at the graduate and postdoctoral level are coordinated through the Faculty of Graduate and Postdoctoral Studies.

The University of Ottawa ranks among Canada's top ten universities for research funding and research intensity. In addition to research conducted within the academic and professional programs by faculty and graduate students, there are forty research centres and institutes based in the university, and another nine affiliated research institutes. One area of research currently identified by the university as a strategic area for development, and of particular relevance to our program, is e-society, with a focus on enabling technologies, digital media and communications, and technology and society.

In addition to the breadth and depth of its academic and research programs, the University of Ottawa values as one of its strategic strengths its involvement in the community—locally, nationally, and internationally. The university promotes community involvement and social responsibility among students, faculty, staff, and alumni through its Centre for Global and Community Engagement (CGCE).

A number of the academic programs and research activities centred in other faculties of the university provide our own students and faculty with opportunities to broaden their horizons and benefit from expertise in those faculties that is directly relevant to our program. Four professors in the Faculty of Law, three of whom hold Canada Research Chairs in the area of esociety, are cross-appointed to our school. Our school also has formal links with the Telfer School of Management.

The university's emphasis on community engagement, and the support it provides for initiatives focused on student and faculty involvement in the community—within the NCR and beyond—are instrumental in the success of our CO-OP program and our ability to provide experiential learning opportunities for our students.

The Faculty of Arts

The Faculty of Arts offers undergraduate programs in over forty disciplines and more than thirty programs at the graduate level. With a student enrolment of more than seven thousand, the Faculty of Arts is the second largest in the university.

The focus of the current <u>strategic plan of the Faculty of Arts</u> is on enhancing the student experience (at both the undergraduate and graduate level), support and promotion of faculty research, communication, marketing, and alumni relations, and support for student participation in community engagement.

A significant milestone in efforts by the Faculty of Arts to address physical space issues was reached in 2012, with the relocation of a number of departments within the faculty to the Desmarais Building. As part of that initiative, our school was moved from its temporary home on a satellite campus to Desmarais, the new anchor for the Faculty of Arts, where we share a floor with the Department of Communication. That move has not only resulted in bringing our school physically into the newly consolidated Faculty of Arts sector on campus and in a much-needed improvement in office space for faculty and staff, but has also given us improved access to central facilities—including the library and the Student Academic Success Service—and increased opportunities for our students to participate in campus-wide activities.

Co-location with the Department of Communication has facilitated the sharing of administrative support staff, and also affords us more opportunity to get to know our colleagues in that department, to share ideas, to collaborate on research projects, and to cross-promote relevant courses among the two student bodies.

ÉSIS

The establishment of a graduate program in information studies at the University of Ottawa was first <u>proposed</u> to the university's administration by the dean of graduate and postdoctoral studies and the university's chief librarian in 2004. The program proposal was linked to the university's <u>strategic goals</u> of playing a leadership role in promoting Canada's official languages,

building productive partnerships with various communities of interest within the National Capital Region, and creating new graduate programs in interdisciplinary areas of excellence such as e-society.

Within the community of information professionals in the NCR, interest and support for establishing the program were strong. Key among the needs identified by the managers of libraries, archives, and other information services were the need for a new cohort of professionals with language proficiency in both English and French, those with a knowledge base in information policy, those with the skills required to manage information services, and those with a good understanding of emerging information and communication technologies.

Based on the results of consultations within the community and the recommendations made in a <u>business plan</u> that had been commissioned by the university, a <u>brief</u> proposing the creation of a Master of Information Studies program was prepared, approved by the Faculty of Graduate and Postdoctoral Studies Commission on Graduate Studies in the Humanities, and submitted to the Ontario Council on Graduate Studies (OCGS) in April 2008. Following OCGS standard procedure, consultants were appointed to review the brief, to meet with its sponsors, and to prepare an external appraisal report. The external consultants' <u>report</u>, along with the university's <u>response</u> to the issues raised in the report, was reviewed by the OCGS, and its approval of the program was given in December 2008. Following approval by the OCGS, the creation of the program was given formal <u>approval</u> by the University of Ottawa Senate in April 2009.

Immediately following senate approval of the program, another <u>request</u> was submitted to the senate for approval to establish the École des sciences de l'information / School of Information Studies (ÉSIS) as an academic unit within the Faculty of Arts. That request received senate approval in June 2009.

Program Planning

Standard I.1

A school's mission and program goals are pursued, and its program objectives achieved, through implementation of an ongoing, broad-based, systematic planning process that involves the constituency that a program seeks to serve. Consistent with the values of the parent institution and the culture and mission of the school, program goals and objectives foster quality education.

Over the past three years, we have put in place the key elements needed for effective program planning and evaluation—defining the school's mission, framing program objectives, and setting mid-term goals. We have now brought those elements together, expanded on them, and formalized them in a program planning framework, linking them to a broad array of mechanisms for measuring progress in achieving our goals and objectives.

Program Planning Framework

Our program planning process was formalized in 2012 with the development of a <u>program</u> <u>planning framework</u>. The framework sets out the scope of the planning process, identifies the

activities and actors involved and the instruments required to carry it out, and establishes timelines and responsibilities for the process.

The program planning process outlined in the framework encompasses planning for all aspects of the school's mission—teaching and learning, research, and community engagement—and addresses in detail all phases of the planning cycle: establishing goals and objectives, setting priorities and developing action plans, assessing progress in achieving program goals and objectives, refocusing priorities and refining plans. The framework identifies key stakeholder groups, constituency consultation and liaison mechanisms, sources of information on the current environment within which the program operates and on emerging trends, the instruments needed to track progress against goals and assess the achievement of program objectives, key performance indicators for measuring the success of the program, and communications tools that can be employed to inform and engage stakeholders.

Responsibility for coordinating the program planning process, as outlined in the framework, is distributed across a hierarchical committee structure, with the program committee being assigned responsibility for overall coordination, three program subcommittees (each responsible for coordination of planning relating to one of the school's major program components—teaching and learning, research, and community engagement), and a number of working groups, coordinators, and advisors responsible for developing plans for specific initiatives and activities.

The program planning process operates on a revolving four-year cycle, with each of the four years focusing in turn on:

- mission, goals, and objectives
- teaching and learning
- research
- community engagement

The first four-year planning cycle actually began prior to the formalization of the program planning framework. It was initiated in 2010-2011 (Year 1), with a <u>strategic planning day</u> held in March, 2011, focusing on mission, goals, and objectives. In Year 2 (2011-2012), the central focus for planning was on teaching and learning, with the initiation of the comprehensive <u>curriculum review</u>. In Year 3 (2012-2013), the focus shifted to research, with a series of <u>research retreats</u>. This year (2013-2014), the planning focus is on community engagement.

Mission

The program that was <u>proposed</u> to the university's administration in 2004 was envisioned as "a learning collaboratory in partnership with the key information management, archives and library employers and service providers" in the National Capital Region. It was designed in part to respond to the projected demand for qualified graduates resulting from an unprecedented rate of retirement from the information professions, and in part to meet the distinctive needs of federal government departments and agencies, as well as other public sector institutions in the NCR, for graduates capable of developing, managing, and delivering information programs serving users in both English and French.

The program was to be the first bilingual information studies program in Canada; it was to promote strong ties with the community through project-based co-operative education and

experiential learning; it was to be interdisciplinary in nature, through partnership with other programs in the university; and information technology was to figure prominently in both the teaching and the research dimensions of the program.

Also central to the purpose and design of the program are the core values of the University of Ottawa:

- We put students at the centre of our educational mission ...
- We exist in order to create and share knowledge ...
- We have the responsibility of promoting bilingualism and Francophone communities ...
- We value and teach an ethic of service and civic responsibility ...

(Destination 2020: The University of Ottawa's Strategic Plan)

The key features of the original vision for the program and the core values of the university continue to inform the development of the program and provide direction for the future.

In March 2011, towards the end of the second year of the program's implementation, the school held a <u>strategic planning day</u>. The <u>participants</u> in the planning session included the Dean of the Faculty of Arts, the Vice-Dean of the Faculty of Graduate and Postdoctoral Studies, the director and faculty of the school, a number of students, and nineteen members of the school's constituency, representing government, academic, and public libraries and archives in the NCR, the Canadian Library Association, the Canadian Association of Research Libraries, and others. Out of that session came the makings of a draft mission statement that was subsequently circulated to the participants for comment, revised, and then made public on our <u>website</u>:

ÉSIS Mission

ÉSIS is a centre of research and teaching excellence that offers a competitive professional education based on a comprehensive understanding of the theory and practice of the production, collection, organization, retrieval, transformation and management of data, information and knowledge. ÉSIS fosters a learning environment that prepares information professionals in the 21st century to assume leadership and research roles for the benefit of citizens in Canada's bilingual and multi-cultural knowledge-based economy and information society.

Program Goals

The <u>strategic planning day</u> held in March 2011 had brought together a cross-section of stakeholders in the program—students, faculty, officials of the university, libraries and other organizations participating in the CO-OP program, professional associations, and prospective employers of the school's graduates—to identify critical success factors and develop goals for the school.

In the follow-up to that planning session, the school's <u>mission and vision statements</u> were refined, and six broad priority goals were established as a focus for planning over the ensuing three to five years. Those six priorities were set out in an <u>integrated</u> working plan in May 2011:

ÉSIS Priorities

- 1) To consolidate a relevant and challenging program of study in information science that enables students to meet their educational and professional goals.
- 2) To embed self-assessment and ongoing quality assurance processes in all aspects of ÉSIS and the MIS program.
- 3) To enhance a culture of scholarship and research.
- 4) To improve the visibility of ÉSIS and the MIS program in the National Capital Region, the country, and beyond.
- 5) To expand and strengthen ties with our community.
- 6) To increase and appropriately deploy human, financial and physical resources to enhance the quality of the student and faculty experience.

A listing of <u>initiatives</u> undertaken by the school in pursuit of its six priority goals, mapped to the strategic goals of both the university and the Faculty of Arts, is available in the sources of evidence.

As highlighted below, the progress we have made in meeting the mid-term goals that were set out in our integrated working plan in 2011 has been substantial. We continue to focus our efforts on those fronts, and with advice and support from our constituents we continue to reevaluate, realign, redesign, and refine key elements of our program.

Refining the Program of Study

Two years of faculty experience in teaching courses from the curriculum that was set up when the school was first established, feedback on the curriculum from students and alumni—gathered through course evaluations, surveys, participation in planning sessions and focus groups—and consultation with colleagues in the field both informally and through our advisory committees have all provided meaningful input to the comprehensive <u>curriculum review</u> that was initiated in 2011. That review has resulted in a major restructuring of the core curriculum, with a view to providing all students in the program a solid base of knowledge in the concepts, theories, principles, and methods that underpin practice in the information professions, as well as a carefully thought out range of elective courses from which they can construct programs of study that focus on their own areas of interest within the field and the particular competencies that fit best with their career plans.

The chapter on Standard II provides additional detail on the curriculum review (see page 49).

Assessing Program Outcomes

The development of our program objectives in the form of <u>student learning outcomes</u> has given us a critical benchmark against which to assess how well the program is doing.

Since the beginning of the fall semester 2012, the course objectives and learning outcomes that are set out in course outlines have been framed to reflect the program-level student learning outcomes as they pertain to the particular subject matter and skills that are covered by the course.

The design and trial offerings of the new <u>i-Portfolio</u> course have also given us a promising new means of assessing student learning outcomes at the program level. The evaluation criteria for the capstone portfolio are linked directly to the six broad areas of competence around which the student learning outcomes are framed.

Development of the proposed <u>case problem capstone</u> course will aim at producing another—somewhat different—tool for assessing student learning outcomes at the program level.

The chapter on Standard II provides additional detail on the incorporation of student learning outcomes into the curriculum (see page34), and the development of the i-Portfolio and case problem capstone courses (see page 53).

Enhancing a Culture of Scholarship and Research

Our <u>Research Conversations</u> series brings together faculty, students, and library and information professionals from the regional community to hear about the current research being undertaken by the presenters and engage in conversation on the issues under investigation. Since its inception in the fall of 2010, the series has hosted sixteen seminars, several of which have included presentations on the research being conducted by our own faculty and students.

In 2012-2013, the school held two half-day <u>research retreats</u> to review the research projects in which our faculty and research partners in the community are currently engaged, and to explore the potential for synergy and research partnerships.

Over the past four years, our full-time faculty members have produced a significant body of research publications, served on <u>editorial boards</u> and <u>conference organizing committees</u>, and attracted more than \$275,000 in research funding.

The chapter on Standard III provides additional detail on the research accomplishments of our faculty (see page 86).

Increasing the Visibility of the School

Our efforts to increase the visibility of the school—within the university, in the National Capital Region, and more broadly across Canada—are beginning to show results.

Within the university, our program is gaining attention among administrators, other departments and faculties, and students in other departments, largely through direct contact with our faculty members, but also through our participation in university-wide initiatives related to strategic planning, recruitment, and alumni development. Recognition given by the university to the accomplishments of our students and faculty has also served to raise the school's profile. One of our students was given the Faculty of Graduate and Postdoctoral Studies CO-OP Student of the Year award for 2011, and in 2013 another student was selected by the university's Institute for Science, Society and Policy to participate in the Bromley Lectures in Washington, DC. One of our adjunct professors was honoured by the Faculty of Arts in 2013 with a Distinguished Teaching Award.

Within the National Capital Region, the relationships we have formed through our <u>CO-OP</u> <u>placements</u> and <u>experiential learning projects</u>, the <u>events</u> we have hosted and sponsored, the participation of our faculty, students, and alumni in <u>conferences and professional associations</u>, and our engagement with a broader range of information professionals—such as those in the

information management and records management fields—have all contributed to a growing awareness within the community of our school and our program.

As our graduates begin entering the profession, and taking up positions in other regions of the country, we are beginning to be noticed, particularly in regions where bilingual library and information services are offered. Our graduates are great examples of what our program has to offer.

Increasing our visibility—online, through social media, and in person—is a critical element for success in <u>recruiting new students</u>, and we continue to focus our efforts in that area.

Nurturing Relationships

Our involvement with our community—through our <u>advisory committees</u>, through our <u>CO-OP placements</u> and <u>experiential learning projects</u>, through our <u>Research Conversations</u> series, and through participation in <u>professional associations</u> and <u>conferences</u>—has helped us establish a broad range of relationships that have benefits for all involved.

As those relationships continue to expand and strengthen, we are focused on gaining from them a better understanding of the ways in which the profession and the services that the profession provides are evolving, of the potential that innovation and development in the field offer for enhancing professional education and improving information programs and services, and of the opportunities that exist for contributing in a meaningful way to the communities we serve.

The chapter on Standard III provides additional detail on faculty involvement in the community, both locally and nationally (see page 90).

Optimizing Human, Financial, and Physical Resources

The <u>faculty appointments</u> that have been made since the school's inception just four years ago have provided us with a solid core of teaching capability and a broad range of subject expertise.

The school has been successful in attracting funding for scholarships and for research projects.

In 2012 the school was moved from its temporary location on a satellite campus to the <u>Desmarais Building</u>, resulting in improved facilities and easier access to amenities on the main campus for both faculty and students. Co-location with the Department of Communication has had the added benefit of facilitating the sharing of administrative support staff.

The chapter on Standard III provides additional detail on research funding (see page 79). The chapter on Standard IV provides additional detail on scholarships and financial aid for students (see page 105). The chapter on Standard VI provides additional detail on the school's move to the Desmarais Building (see page 152).

Program Objectives

Standard I.2

Program objectives are stated in terms of student learning outcomes to be achieved and reflect

- I.2.1 the essential character of the field of library and information studies; that is, recordable information and knowledge, and the services and technologies to facilitate their management and use, encompassing information and knowledge creation, communication, identification, selection, acquisition, organization and description, storage and retrieval, preservation, analysis, interpretation, evaluation, synthesis, dissemination, and management
- I.2.2 the philosophy, principles, and ethics of the field
- I.2.3 appropriate principles of specialization identified in applicable policy statements and documents of relevant professional organizations
- 1.2.4 the value of teaching and service to the advancement of the field
- 1.2.5 the importance of research to the advancement of the field's knowledge base
- I.2.6 the importance of contributions of library and information studies to other fields of knowledge
- I.2.7 the importance of contributions of other fields of knowledge to library and information studies
- 1.2.8 the role of library and information services in a diverse global society, including the role of serving the needs of underserved groups
- I.2.9 the role of library and information services in a rapidly changing technological society
- 1.2.10 the needs of the constituencies that a program seeks to serve.

Our program objectives, framed as student learning outcomes, are designed to reflect the knowledge, skills, and values that are essential to the profession, and to provide our students with the grounding they will need to pursue productive and meaningful careers.

Defining Student Learning Outcomes

As a follow-up to the March 2011 strategic planning session and the subsequent refinement of our mission statement, attention was then focused on the development of formally articulated objectives for our Master of Information Studies (MIS) program, stated in terms of student learning outcomes. During the fall of 2011, those objectives were developed in parallel with the development of a capstone portfolio for the program and the initiation of a comprehensive curriculum review.

A first draft of student learning outcomes, prepared by the working group that was developing a proposal for the capstone portfolio, was presented at a <u>meeting</u> on curriculum review held early in November, 2011. Attending that meeting, in addition to the program director and members

of the school's faculty, were the vice-dean responsible for graduate studies in the Faculty of Arts, a specialist in graduate curriculum design from the Faculty of Graduate and Postdoctoral Studies, and a curriculum design specialist from the Centre for University Teaching. As follow-up to the meeting, the group working on the capstone portfolio proposal was tasked with doing the legwork to prepare for a subsequent meeting aimed at establishing consensus on the framing and wording of student learning outcomes.

In preparation for that second meeting, the working group developed a discussion guide and compiled a set of <u>background documents</u> that included the American Library Association's (ALA) accreditation standard on mission, goals, and objectives; a summary of best practices; examples of student learning outcomes developed by other schools with MIS programs; expectations for the master's degree promulgated by the Ontario Universities Council on Quality Assurance; drafts of the proposed student learning outcomes; mappings of course outlines and assignments to the draft student learning outcomes; and a set of possible measures of outcomes both at the course and field work level and at the program level.

At that second meeting—held later that same month and attended by the program director, the school's full-time professors, cross-appointed professors from the University of Ottawa Library, the chair of the working group developing the capstone portfolio proposal, and the school's ALA accreditation coordinator—consensus was reached on the framing of the student learning outcomes, with some minor changes in wording to the draft that had been tabled for discussion.

Our Expectations of Our Students

The statement of <u>student learning outcomes</u> that emerged from those meetings is centred on six broad areas of competence:

- knowledge base
- research and evaluation skills
- planning and problem solving
- communication skills
- professional values and ethics
- initiative, teamwork, and self-assessment

The final version, incorporating additional minor changes in wording, was subsequently made publicly available on the ÉSIS website:

ÉSIS Program Objectives

On successful completion of the Master of Information Studies (MIS) program, students will have demonstrated, in both English and French, that they:

Knowledge Base

- Understand the interrelationships between information policies and services and the social, political, economic, cultural, and technological context within which they operate.
- Understand the concepts, theories, principles, and practices that underpin information policies, programs, and services, and their management.

Research and Evaluation Skills

- Assess the appropriateness of research methodologies to questions under investigation, and evaluate research findings and applications for their relevance to the field.
- Assess and evaluate information sources, technologies, policies, practices, and services for their effectiveness in meeting a diversity of program and user needs.

Planning and Problem Solving

- Develop effective program and service plans, and devise solutions to problems encountered in the administration of information policies and in the management and delivery of information services.
- Adapt existing and emerging information practices and technologies to meet evolving program and user needs.

Communication Skills

 Communicate clearly and effectively in a professional environment using media, modes, and models appropriate to the content, audience, and objectives of the communications message.

Professional Values and Ethics

- Understand the role that personal and professional values and ethics play in the formulation of information policies, the design and delivery of information services, and the advancement of the profession.
- Recognize the value of the contributions that are made to the field through education, research, leadership, service, and continuous professional development.

Initiative, Teamwork, and Self-Assessment

- Exercise initiative, and work effectively as an individual, in teams, and in partnerships.
- Assess their personal strengths relative to the requirements of the profession.

The knowledge, skills, values, and personal qualities that students are expected to demonstrate on successful completion of the program reflect the expectations of both the communities of practice in the field of library and information studies and the academic institutions granting the master's degree.

With respect specifically to the ALA accreditation standard I.2.1, the essential character of the field of library and information studies is reflected in multiple dimensions of our program objectives—in a knowledge base that encompasses the concepts, theories, principles, and practices that underpin information policies, programs, and services; in a set of research and evaluation skills that focus on the effectiveness of information sources, technologies, policies, and services in meeting program and user needs; in planning and problem solving skills aimed at improving the management and delivery of information services; and in a recognition of the role that the values and ethics of the profession play in the development of information policies and services, and in the advancement of the field.

With respect to standard I.2.2, the philosophy, principles, and ethics of the field are reflected in our expectation that our students will understand the interrelationships between information policies and services and the social, political, economic, cultural, and technological context within which they operate; that the planning and problem solving exercises they undertake will be responsive to user needs; that they have an understanding of the ethical dimensions involved in the formulation of information policies and the development and delivery of information services; and that they recognize teamwork and collaboration as key attributes of the information professions.

Standard I.2.3 is not directly applicable to our program, as we do not offer specializations *per se* that would fall under the purview of other professional organizations.

With respect to standard I.2.4, we expect our students to gain an appreciation of the contributions that are made to the advancement of the profession through education, research, leadership, and service.

With respect to standards I.2.5, I.2.6, and I.2.7, the importance of research to the field, the contributions that library and information studies make to other fields, and vice versa are reflected in the broad scope of the knowledge base we expect our students to acquire (with its interconnections to the social, political, and economic sciences, cultural studies, and technology), and in our expectation that our students will be able to critically assess research findings and applications for their relevance to the field.

With respect to standards I.2.8 and I.2.9, the role of library and information services in a diverse global society and rapidly changing technological environment is reflected in our emphasis on understanding the interrelationships between information policies and services and the social, political, economic, cultural, and technological context within which they operate; in our focus on evaluating the effectiveness of information technologies, policies, and services in meeting a diversity of program and user needs, and on adapting existing and emerging information practices and technologies to meet evolving program and user needs; and in reinforcing the importance of professional values and ethics to the development of information policies and the design and delivery of information services to meet those needs.

With respect to standard I.2.10, the needs of the constituencies our program seeks to serve are reflected in every dimension of our program objectives—in the knowledge base we expect our students to acquire; in the research, evaluation, planning, and problem solving skills we expect them to apply in assessing, adapting, developing, and delivering information programs and services that meet the needs of the institutions and agencies they are employed by and benefit the users of those services; in the communication skills we expect they will need in their professional careers to effectively convey the results of their research and evaluation undertakings, and to engage in meaningful dialogue with colleagues, stakeholders, and clients; in the professional values and ethics we expect them to apply in formulating information policies, developing information programs and services, and interacting with their employers and employees, clients, and colleagues in the field; and in the opportunities we provide them to reflect on the personal strengths they bring to the profession.

In sum, the learning outcomes we have defined for students in our program are designed to give them a solid footing—with respect to knowledge, skills, and values—to embark on productive and meaningful careers in the profession. For prospective employers, those same learning

outcomes are designed to provide them with a pool of professionally educated graduates capable of taking on responsibilities in the development and administration of information policies and the management of information services. Over and above that, the bilingual requirements of our program not only expand the opportunities open to our graduates, but serve to meet the needs of organizations in both the public sector and the private sector for professionals who can develop, manage, and deliver information services in both of Canada's official languages.

A complete <u>mapping</u> in tabular form of our student learning outcomes to the ten characteristics of program objectives identified under standard I.2 is included in the sources of evidence.

Program Evaluation

Standard I.3

Within the context of these Standards each program is judged on the degree to which it attains its objectives. In accord with the mission of the school, 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 program goals and objectives involves those served: students, faculty, employers, alumni, and other constituents.

Our mission, goals, and program objectives inform the design of the instruments we use to track progress against goals and assess the achievement of program objectives. We have put in place as well a range of communication and consultation mechanisms to ensure that our mission, goals, and objectives are broadly publicized and that our constituents are fully engaged in the evaluation of our program. With their involvement, we continue to monitor and assess our program outcomes, and to re-evaluate, realign, redesign, and refine key elements of our program on an ongoing basis.

Measuring Achievement

A key component of the overall program planning process is the assessment of progress in achieving program goals and objectives. In order to assess how well the program is doing, it is necessary to define goals and objectives in terms of observable, measurable results. And the instruments for measuring results must be designed to yield valid, reliable, and meaningful information on which to base those assessments.

Capstone Courses

To gauge how well we are doing in achieving our program objectives—that is, the degree to which our expectations of student learning outcomes are being met—we have designed and implemented a capstone portfolio course, and are working on the development of a second capstone experience centred on a case problem.

The <u>i-Portfolio</u> is designed to provide students with an opportunity to integrate the knowledge, skills, and values they have developed over the course of the program through coursework, field experience, and community engagement; to reflect on what they have learned and the skills

they have acquired in relation to future career paths and what they might bring to the profession; and to showcase their talents and abilities. As an instrument for gauging how well we are doing in achieving our program objectives, the i-Portfolio provides us with direct evidence of student learning outcomes at the program level, enabling us to see how effectively our students have integrated classroom learning with field experience, how well attuned they are to the values of the profession, and the potential they see for translating the knowledge and skills they have gained in the program into productive and meaningful careers in the profession.

The capstone portfolio course was run as a "pilot" in the spring/summer semester in 2012, and again as a "beta" test in the winter semester in 2013. The <u>rubric</u> that was developed for the "pilot" course and the <u>revised version</u> used in the "beta" test were both designed to evaluate the student's ability:

- to draw relationships between discrete learning experiences
- to apply their knowledge and skills in research, evaluation, planning, problem solving, and teamwork
- to frame issues from the perspective of professional values and ethics
- to communicate clearly and effectively
- to assess their own strengths with respect to their career choices

A second capstone course, currently under development, is being designed to provide students with an opportunity to apply a broad range of the knowledge and skills they have gained over the course of the program, working in teams to develop plans for the solution of a <u>case problem</u>. The parameters of the case problem would be set by faculty, specifying the objectives, the users of the services that are being analyzed, the nature of the information resources involved, the organizational resources available (budget, human resources, facilities, etc.), the technical infrastructure, and the environment (culture, politics, economics, etc.). Students would be expected to produce deliverables such as reports on environmental scans, SWOT analyses, plans, budget projections, grant applications, recommendations on best practices, etc., as well as to give a team presentation.

The draft <u>rubric</u> that has been developed for the case problem capstone is similar to the one being used for the capstone portfolio. It is designed to evaluate the students' ability to apply the knowledge and skills they have gained in the program to a problem set in a context that simulates a "real world" situation. From the perspective of program evaluation, the case problem capstone is designed to indicate how well the program prepares students to assume the responsibilities that they are likely to have to take on in their professional careers.

Master's Thesis

The thesis option provides us with another means of assessing student learning outcomes at the program level. Evaluation criteria for the thesis measure student achievement in the application of research and evaluation methods, communication skills, critical thinking, and knowledge in the subject area.

Annual Report on Student Achievement

As a complement to the capstone courses, we compile <u>annual reports on student achievement</u> that serve as an indirect means of gauging how well students in our program are doing. The information provided in the reports includes:

grade averages for core courses (reported on a ten-point scale)

- the number of students successfully completing experiential learning projects
- the number of CO-OP students receiving ratings of very good, excellent, and exceptional from their employers
- the number of students successfully defending a thesis
- the number of students successfully completing a capstone portfolio
- the number of job placements reported by graduates

In addition to the statistical information, the annual reports provide lists of:

- community partners and employers participating in experiential learning projects and CO-OP placements
- successfully defended theses
- scholarships, bursaries, and grants awarded to our students
- community projects, volunteer activities, and professional associations in which our students are involved
- students' conference presentations and publications
- the employers who have hired our graduates and the positions they have been hired into

Student Course Evaluations

Student course evaluations, conducted every semester as part of a <u>university-wide process</u>, serve as another measure of how well we are doing in meeting our objectives with respect to teaching and learning. All courses are evaluated by means of a confidential questionnaire administered at the end of the semester by student monitors, and tabulated centrally by the Computing and Communications Service. In addition to filling in the questionnaire, students have the option of completing an anonymous comments sheet. Those sheets are collected separately, sealed, held by the faculty unopened, and then forwarded to the professor after final grades have been submitted. The tabulated results of the questionnaires for each professor and each course are posted on the university's InfoWeb site, where they can be viewed by all registered students and faculty members.

The <u>questionnaire</u> includes thirteen questions, each with a five- or four-point rating scale. The questions relate both to course content and to the professor's teaching. There are also questions asking the student to give an overall rating of the course and of the professor's teaching, and to indicate how much was learned in the course.

In addition to giving students an opportunity to provide feedback on the content of courses and the quality of the teaching, and giving the university administration a source of information it can use in evaluating the teaching staff, the student course evaluations provide professors with information—both in the tabulated results of the questionnaire and in the comment sheets—that can help them improve their courses and their teaching.

The chapter on Standard II provides additional detail on student course evaluations as they relate to the curriculum (see page 51). The chapter on Standard III provides additional detail on student course evaluations as they relate to the quality of teaching in our program (see page 85).

Surveys

As a way of assessing more broadly the learning experience of the students in our program, we conduct regular <u>surveys</u> of students as they enter the program, mid-way through, and as they complete their studies. We also survey students taking the CO-OP option after they have completed their CO-OP placement, and we survey our alumni on an annual basis.

The survey of students entering the program is used to compile information on

- their reasons for choosing the program
- how important they think various areas of skill and knowledge are for their future careers
- how they would rate their current level of competence in those areas
- what professional goals they see themselves accomplishing in the future.

The survey that is conducted mid-way through the program is used to compile information on

- how well the course offerings and schedule respond to students' needs
- their overall level of satisfaction with the program
- how they would rate the quality of the learning and support facilities
- their level of satisfaction with the communication of information that is important to them
- their sense of community within the school

The survey of students taking the CO-OP option is used to compile information on:

- how frequently students used the knowledge gained in their core courses and the courses required for their specialization during their CO-OP placement
- which of the skills introduced in their courses they had an opportunity to apply during their work term
- which of the courses they had taken they found most valuable to them during their CO-OP placement
- which courses they wish they had taken prior to their work term
- their overall rating of the CO-OP experience

The survey also asks students to indicate how helpful they found the guidelines they were given on preparing for the CO-OP work term, and whether writing their CO-OP work term reports helped them to consolidate the links between theory and practice.

The exit survey is used to compile information on:

- students' overall rating of the program with respect to meeting their expectations, preparing them for entering the workforce, and helping them to obtain a job in the profession
- the quality of teaching and the advice they received from their academic advisors
- their level of satisfaction with communications and the learning and support facilities that were provided

The survey also asks students to indicate:

- how useful they found the core courses and the courses required for their specialization in providing them with foundational knowledge
- what skills they felt the program had enabled them to develop
- which of the courses they had taken they found most valuable
- which courses they wish they had taken but had not

The survey of alumni is used to compile information on:

- whether our graduates view the MIS degree as instrumental in helping them to obtain their current jobs
- how frequently in their jobs they use the knowledge gained in their core courses and the courses required for their specialization
- whether they felt their courses had helped them develop the skills they require in their jobs
- the areas in which they feel confident and well prepared
- the courses that advanced their preparation
- the areas in which they feel unprepared

Collectively, the regular surveys of students that are conducted while they are in the program, and the surveys of alumni, provide us with a rich source of information on how well the program is meeting expectations—both our own and those of the students—and serve to highlight areas in which improvements can be made. The comments received through the surveys are particularly helpful in that respect. For example, based on survey responses, we were prompted to increase the leadership component in our revised curriculum, to augment the expectations for the CO-OP work term reports by requiring students to provide more explicit examples of connections between work done on the placement and material learned in courses, and to improve the rotation of courses offered in the evening timeslots.

The University of Ottawa's CO-OP Office, which oversees the administration of all CO-OP programs at the university, also administers <u>surveys</u> to the employers of CO-OP students, and shares the survey results with the student's academic unit. These survey results provide an indication of the employer's assessment of how well students perform with respect to communication skills, problem solving, teamwork, and professionalism, among other aspects of the work assignment.

The chapter on Standard II provides information on survey results as they relate to the curriculum (see page 52).

The chapter on Standard IV provides information on job placements reported by graduates responding to the alumni survey (see page 108) and on internal communications as reported in responses to the mid-stream and exit surveys (see page 122).

Communication and Consultation

Communication and consultation on our program priorities and plans—keeping stakeholders up to date on the status of program initiatives, on issues under discussion, and on the areas of focus that are being given priority attention—are essential to engaging our constituents in support of our program objectives and the attainment of our goals.

ÉSIS Website

The school's <u>website</u> is our primary vehicle for informing students—both current and prospective—alumni, employers, and the community at large about our programs, our faculty, our plans, priorities, and achievements, and our current activities.

We use the website to publish our <u>annual reports</u> and our monthly <u>newsletter</u>, and to post notices of upcoming events. We link from our website to the website of our <u>student association</u>

and to our <u>YouTube channel</u>, where our students talk about their learning experiences and our alumni talk about the kind of work they are doing.

Our <u>mission</u>, <u>vision</u>, <u>and program objectives</u> are posted on the website, along with key documents relating to <u>program assessment</u>—our program planning framework, summaries of student achievement, the plan for our program presentation and the latest candidacy status report submitted to the American Library Association's Committee on Accreditation (ALA/COA).

Advisory Committees

Consultations with our constituencies are carried out periodically as part of the program planning process—for example, on the strategic planning day that was held in March 2011. In addition to those periodic consultations, we have established a number of advisory committees to serve as channels for consultation both on the program's overall direction and priorities, and on more specific initiatives such as our comprehensive curriculum review and our candidacy for accreditation by ALA.

The school's External Advisory Committee was established in 2009, at the time the school was created, to provide counsel to the school "on its general direction, on the services and initiatives best suited to address the challenges faced by Canadian society in the area of information management, and on regional, national and international outreach strategies" (Creation of the School of Information Studies, p. 13). Members are selected on the basis of the responsibilities and influence they have in their respective fields and in the institutions, organizations, and services that employ information professionals. Currently, the members of the External Advisory Committee include:

- the Parliamentary Librarian
- the Librarian and Archivist of Canada
- the Director General, Knowledge Management, at the National Research Council
- the University Librarian, University of Ottawa
- the University Librarian, Carleton University
- Directeur du Service de la bibliothèque, Université du Québec en Outaouais
- the Chief Executive Officer, Ottawa Public Library
- Chef de division, Bibliothèque municipale de Gatineau

Discussions at meetings of the External Advisory Committee have focused on issues relating to student recruitment, potential sources of funding for scholarships and bursaries, the CO-OP program, strategies for raising the school's profile within the broader community, curriculum review, employment trends, and, of course, the accreditation process.

The <u>Curriculum Advisory Committee</u> was established in 2011 to monitor and review the development, implementation, and delivery of our program of study; and to propose program changes and recommend approval of new courses. Its members include library and information professionals drawn from three sectors within the National Capital Region: post-secondary education, public libraries, and the government library and information management sector.

The committee has been actively engaged in the comprehensive review of our curriculum that was initiated in the fall of 2011, reviewing and advising on the proposed restructuring of the core curriculum and the revised suite of elective courses. Input from the committee was given at various stages in the review process right through to the finalization of proposed revisions to

the curriculum submitted for review by the faculty councils of the Faculty of Arts and the Faculty of Graduate and Postdoctoral Studies, and for approval by the university senate.

The chapter on Standard II provides additional detail on the involvement of the Curriculum Advisory Committee in the comprehensive curriculum review (see page 49).

The <u>Accreditation Advisory Committee</u> (AAC) was established in 2012 to guide the development of the *Program Presentation* and to advise the Accreditation Working Committee (AWC) on matters relating to the completion of the *Program Presentation*. The committee, chaired by the director of the school, includes:

- all full-time professors
- representatives of professors with adjunct and cross appointments
- representatives of the school's administrative staff
- the University Librarian of the University of Ottawa
- two representatives of the student association executive committee
- two alumni representatives
- three representatives of constituencies in the National Capital Region

At its first meeting, in November 2012, the Accreditation Advisory Committee reviewed a summary <u>report</u> on key activities relating to the development of the *Program Presentation* that had been undertaken in the previous two months and follow-up that was to be taken in the next few months.

At a second meeting, in April 2013, the committee members provided feedback and advice on the first drafts of the chapters that had been prepared by the Accreditation Working Committee on each of the six accreditation standards.

Focus Groups and Interviews

We use <u>focus groups and interviews</u> as a means of gathering opinion and ideas from our constituencies on various aspects of our program and on specific issues that we are attempting to address. Over the past several years we have periodically conducted focus groups and interviews with students and employers participating in our CO-OP option and in experiential learning projects. We have also convened focus groups on student recruitment and student engagement.

Each year, students taking the CO-OP option are invited to participate in a <u>focus group</u>, where they have the opportunity to expand on the questions asked as part of the CO-OP survey, and to provide additional feedback about how well their courses prepared them for entering the work place.

As a complement to the student focus groups, we interview a sample of employers supervising CO-OP placements to obtain their perspective on how well prepared our students are for tackling the challenges encountered in the field. The interviews also prove useful in identifying additional channels through which our students might find CO-OP or experiential learning opportunities.

In addition to the focus groups and interviews conducted by the school, the program coordinators in the University of Ottawa's CO-OP office regularly conduct site visits and

interviews with employers, and administer surveys of both students and employers. The results are then shared with the academic units that house the CO-OP programs.

The chapter on Standard II provides additional information on CO-OP focus groups and interviews as they relate to the curriculum (see page 52).

Site visits and interviews with the supervisors of experiential learning projects are conducted on a regular basis. In addition to providing information on the level of preparation and abilities of the individual students undertaking experiential learning projects, the interviews with supervisors provide useful insight into the scope and structuring of experiential learning projects.

In October 2012 we convened a <u>focus group to discuss student recruitment</u>. The group of ten included faculty members, current students and graduates from both the course-based and the CO-OP options, librarians, and communications, marketing, and recruitment personnel from both the Faculty of Arts and the Faculty of Graduate and Postdoctoral Studies.

The group provided useful feedback on recruitment activities that had been carried out in 2011-2012, as well as on recruitment plans for 2012-2013. Among the many ideas generated from the discussion were suggestions for:

- enhancing our Web and online presence
- promoting our program through the university's Career Counselling and Coaching Service
- expanding our network of contacts into the information management and records management (IM/RM) communities
- establishing contacts with federal government departments and agencies to promote our program to employees affected by recent layoffs who have the option of taking an education/retraining benefit

We have already begun to act on some of these suggestions. For example, we sponsored the <u>ARMA-NCR Fall IM Days</u> conference in 2012 and have committed to sponsoring it again in 2013, and we are actively working with the university's Centre for Continuing Education to cross-promote education opportunities in knowledge management.

In February 2013 we used a class session—with a mix of first- and second-year, full- and part-time, Anglophone and Francophone students—to serve as a <u>focus group on student</u> <u>engagement and community building</u> within the school. The specific objectives of the discussion were to identify the nature of extra-curricular activities in which MIS students would like to participate, and to identify obstacles to student participation. Suggestions generated from the discussion included:

- exploring possibilities for establishing a dedicated space on campus for use by students in our program
- making better use of technology to increase participation in activities such as Research Conversations and Peer-2-Peer presentations
- holding an annual event or setting up a display area to showcase student projects
- consolidating the various channels that are used to communicate with students

Again, we are already making progress in implementing some of these suggestions. For example, student work is now displayed on four large bulletin boards in the corridor at ÉSIS, and MIS

students now have exclusive use of a lounge/study space on the sixth floor in the Morisset Library.

Summary Assessment

Our program is rooted in our community. From the outset, the program was designed to serve the needs of libraries, archives, and other information-based organizations in the National Capital Region: to provide them with a pool of professionally educated graduates, proficient in both English and French, capable of taking on responsibilities in the development and administration of information policies and the management of information services. As the program has evolved, we have drawn on the expertise of librarians, archivists, and information professionals in the region for advice on strategic directions, program priorities, and the curriculum. We have also engaged them in our teaching program, both in the classroom and through CO-OP placements and experiential learning opportunities.

Our mission and program objectives define our school and our expectations of our graduates. Reflecting the core values of our parent institution, our mission focuses on the student's learning experience, highlighting the promotion of bilingualism and the fostering of an ethic of service. Our program objectives, framed as student learning outcomes, are designed to reflect the knowledge, skills, and values that are essential to the profession, and to provide our students with the grounding they will need to pursue productive and meaningful careers.

Our mission and program objectives also guide our program planning and serve as a frame of reference for evaluating program achievements. They are an integral part of the program planning process we have put in place, serving to define the outcomes we aim to achieve when setting priorities and developing program plans. They also inform the design of the instruments we use to track progress against goals and assess the achievement of program objectives.

We have put in place as well a range of communication and consultation mechanisms to ensure that our mission, goals, and objectives are broadly publicized and that our constituents are fully engaged in the evaluation of our program. Our advisory committees and the ad hoc planning sessions and focus groups that we set up periodically serve as a means of drawing in a wide range of perspectives on program priorities, the issues we are endeavouring to address, and the degree to which we are succeeding in meeting our goals.

With the involvement of our constituents, we continue to monitor and assess our program outcomes, and to re-evaluate, realign, redesign, and refine key elements of our program on an ongoing basis. Our recent reviews of our curriculum, of the mechanisms we use to assess program outcomes, and of strategies for increasing our visibility within the community and expanding and strengthening our relationships with our constituents have provided us with valuable insights into various aspects of our program and directions we might take to improve it. We see those reviews and the insights gained from them as vital to the increased strength and relevance of our program.

Work remains to be done on developing and refining certain elements of our program planning process, particularly with respect to the assessment of progress in achieving goals and objectives. The pilot and "beta" test of our i-Portfollio capstone course have proven useful in enabling us to assess student learning outcomes at the program level, but the criteria used for

evaluating the portfolios still require further refinement, and there is still development to be done on the case problem capstone course before we can pilot it as an alternative to the i-Portfolio. We still need to address the logistics of making the capstone experience a required course under the revised curriculum for all students other than those taking the master's thesis option. And we still need to develop a methodology for quantifying the results of the capstone evaluations as a measure of the program's success in achieving its objectives in global terms, as distinct from measuring the learning outcomes attained by individual students. Work also needs to be done on developing and implementing other key measures of program performance, particularly with respect to the research component of the program.

Sources of Evidence

* Sources marked with an asterisk will be available for consultation onsite

Governance

ÉSIS Departmental Assembly – Terms of reference and membership; minutes of meetings

<u>Faculty of Graduate and Postdoctoral Studies - Commission on Graduate Studies in the Humanities</u> – Documents relating to the OCGS appraisal of the University of Ottawa Master of Information Studies program

<u>University of Ottawa - Administration Committee</u> – Proposal and business case for a library, information management and archives graduate program

<u>University of Ottawa Senate</u> – Terms of reference; documents relating to the approval of the Master of Information Studies program and the establishment of the School of Information Studies

Advisory Committees

ÉSIS External Advisory Committee – Terms of reference and membership; minutes of meetings

<u>ÉSIS Curriculum Advisory Committee</u> – Terms of reference and membership; minutes of meetings

<u>ÉSIS Accreditation Advisory Committee</u> – Terms of reference and membership; meeting documents

Policies and Procedures

University of Ottawa Institutional Quality Assurance Process

Program Planning

<u>ÉSIS Program Planning Framework</u> – Publicly available on the ÉSIS website

ÉSIS Vision, Mission, Goals, and Objectives – Publicly available on the ÉSIS website

<u>ÉSIS Strategic Plan</u> – Strategic planning session (March 2011) agenda and participants; integrated working plan (2011); mapping of ÉSIS initiatives to *Destination 2020* goals and *Arts 2015* action plans

<u>ÉSIS MIS Program Objectives</u> – Documents relating to the development of student learning outcomes; mapping of student learning outcomes to accreditation standard I.2

<u>ÉSIS Curriculum Review</u> – Minutes and documents from the ÉSIS Professors Curriculum Review Meetings

ÉSIS Research Retreats – Minutes and documents

<u>University of Ottawa Mission, Goals, and Objectives</u> – *Destination 2020: The University of Ottawa's Strategic Plan* – Publicly available on the University of Ottawa website

<u>Faculty of Arts Mission, Goals, and Objectives</u> – *Arts 2015: Strategic and Action Plan* – Publicly available on the Faculty of Arts website

Program Evaluation

ÉSIS Annual Reports – Publicly available on the ÉSIS website

Annual Report on Student Achievement – Publicly available on the ÉSIS website

Accreditation Status Reports - Pre-candidacy and candidacy status progress reports

<u>ÉSIS Statistical Reports</u> – Annual statistical reports submitted to ALISE

<u>ÉSIS Survey Reports</u> – Results of periodic surveys of students and alumni

<u>ÉSIS Focus Group and Interview Reports</u> – Feedback on CO-OP placements, experiential learning, student engagement, etc.

Evaluation of Student Learning Outcomes – Measures at the course, field, and program levels

<u>Evaluation of CO-OP Placements and Experiential Learning Projects</u> – Employer evaluation forms; work term report and experiential learning guidelines; employer evaluations of students on CO-OP work placements*

<u>ÉSIS i-Portfolio</u> – Course outline and evaluation criteria; sample portfolios and evaluation reports*

<u>ÉSIS Case Problem Capstone</u> – Proposal

<u>Student Course Evaluations</u> – Forms and procedures; course evaluation reports*

Communications and Marketing

ÉSIS Website – Mission, program objectives and assessment, annual reports, newsletters, etc.

<u>Student Recruitment</u> – Recruitment plans and activities; recruitment focus group and brainstorming sessions; website statistics

Standard II

Curriculum

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The MIS curriculum is critical to the achievement of our program objectives—both in terms of what we expect of our students and what they expect of us, and in terms of meeting the needs of our community for a pool of professionally educated graduates capable of taking on responsibilities in the development and administration of information policies and the management of information services.

In this chapter we begin by setting the context for reviewing the development of the curriculum, and then provide an overview of our program objectives with respect to student learning outcomes and competencies, the scope of the curriculum, its orientation, the options and pathways available to students to tailor individual programs of study, and the mechanisms we use to review and evaluate the curriculum. The chapter concludes with a summary of the progress we have made to date in achieving our curriculum goals, and our priorities for continuing refinement and development of the curriculum.

The purpose of the chapter as a whole—along with sources of evidence that are cited in the text and listed at the end of the chapter—is to document our program's compliance with the accreditation standard on curriculum. Our aim is to provide the Committee on Accreditation a basis on which to assess:

- our objectives with respect to student learning outcomes and competencies
- the scope of the curriculum vis-à-vis the information lifecycle
- the orientation of the curriculum with respect to both the current and future demands of the profession
- the options and pathways available to our students to construct programs of study that focus on their own areas of interest within the field and the particular competencies that fit best with their career plans
- the processes and instruments we use to review and evaluate the curriculum
- the progress we are making in our efforts to respond to the evolving needs of the profession and to continuously improve the curriculum

Context

The program requirements and course descriptions for the <u>current curriculum</u> were developed as part of the process leading up to the <u>approval</u> of the MIS program by the University of Ottawa Senate in April 2009.

Two years of faculty experience in teaching courses in the program, feedback on the curriculum from students and alumni—gathered through student course evaluations, surveys, participation in planning sessions and focus groups—and consultation with colleagues in the field both informally and through our advisory committees have all provided meaningful input to the comprehensive curriculum review that was initiated in 2011 and carried out over a twelvemonth period.

That review has resulted in a major restructuring of the core curriculum, with a view to providing all students in the program a solid base of knowledge in the concepts, theories, principles, and methods that underpin practice in the information professions, as well as a carefully thought out range of elective courses from which they can construct programs of study

that focus on their own areas of interest within the field and the particular competencies that fit best with their career plans.

The <u>revised curriculum</u> was <u>approved</u> by the ÉSIS Departmental Assembly in October 2012. This revised curriculum is the basis of a formal request being prepared for review and approval during the 2013-2014 academic year by the Faculty of Arts, the Faculty of Graduate and Postdoctoral Studies, the university's senior administration, and finally the university senate. Implementation of the revised curriculum is planned for 2014-2015.

Objectives

Standard II.1

The curriculum is based on goals and objectives, and evolves in response to an ongoing systematic planning process. Within this general framework, the curriculum provides, through a variety of educational experiences, for the study of theory, principles, practice, and values necessary for the provision of service in libraries and information agencies and in other contexts.

The development of the curriculum is guided by a set of objectives for our Master of Information Studies program that have been articulated in terms of student learning outcomes and reflect the competencies that our students need to develop in order to pursue productive careers in the profession. The curriculum also reflects the requirement for our students to be competent in both English and French.

Student Learning Outcomes

The <u>program objectives</u> for our Master of Information Studies (MIS) program are framed as student learning outcomes centred on six broad areas of competence:

- knowledge base
- research and evaluation skills
- planning and problem solving
- communication skills
- professional values and ethics
- initiative, teamwork, and self-assessment

ÉSIS Program Objectives

On successful completion of the Master of Information Studies (MIS) program, students will have demonstrated, in both English and French, that they:

Knowledge Base

 Understand the interrelationships between information policies and services and the social, political, economic, cultural, and technological context within which they operate. Understand the concepts, theories, principles, and practices that underpin information policies, programs, and services, and their management.

Research and Evaluation Skills

- Assess the appropriateness of research methodologies to questions under investigation, and evaluate research findings and applications for their relevance to the field.
- Assess and evaluate information sources, technologies, policies, practices, and services for their effectiveness in meeting a diversity of program and user needs.

Planning and Problem Solving

- Develop effective program and service plans, and devise solutions to problems encountered in the administration of information policies and in the management and delivery of information services.
- Adapt existing and emerging information practices and technologies to meet evolving program and user needs.

Communication Skills

 Communicate clearly and effectively in a professional environment using media, modes, and models appropriate to the content, audience, and objectives of the communications message.

Professional Values and Ethics

- Understand the role that personal and professional values and ethics play in the formulation of information policies, the design and delivery of information services, and the advancement of the profession.
- Recognize the value of the contributions that are made to the field through education, research, leadership, service, and continuous professional development.

Initiative, Teamwork, and Self-Assessment

- Exercise initiative, and work effectively as an individual, in teams, and in partnerships.
- Assess their personal strengths relative to the requirements of the profession.

The knowledge, skills, values, and personal qualities that students are expected to demonstrate on successful completion of the program reflect the expectations of both the communities of practice in the field of library and information studies and the academic institutions granting the master's degree.

The knowledge base acquired by students in the program encompasses not only the theories, principles, and practices that form the basis of information policies and services, but an understanding as well of the interrelationships between those policies and services and the social, political, economic, cultural, and technological context within which they operate.

That knowledge base is coupled with skills in research and evaluation that will enable students to critically assess research findings and applications for their relevance to the field, and to

evaluate policies, practices, and services for their effectiveness in meeting a diverse range of user needs.

The skills in planning, problem solving, and communication that students are expected to develop will equip them to effectively manage and deliver information services, and to adapt existing and emerging practices and technologies to meet the evolving needs of the users of those services.

Students are also expected to develop an understanding of the role that professional values and ethics play in the formulation of information policies and the design and delivery of information services, and to recognize the value of contributions made to the field through education, research, service, and leadership.

Teamwork and collaboration are emphasised as key attributes of information professionals, and students are expected to demonstrate those attributes and to reflect on the personal strengths they bring to the profession.

In sum, the learning outcomes we have defined for students in our program are designed to give them a solid footing—with respect to knowledge, skills, and values—to embark on productive and meaningful careers in the profession. For prospective employers, those same learning outcomes are designed to provide them with a pool of professionally educated graduates capable of taking on responsibilities for the development and administration of information policies and the management of information services. Over and above that, the bilingual requirements of our program not only expand the opportunities open to our graduates, but serve to meet the needs of organizations in both the public sector and the private sector for professionals who can develop, manage, and deliver information services in both of Canada's official languages.

The chapter on Standard I provides additional background detail on the development of student learning outcomes for our MIS program (see page 17) and our expectations of our students visà-vis the accreditation standard on program objectives (see page 18).

Complete mappings of both the <u>current curriculum</u> and the <u>revised curriculum</u> to the six broad areas of competence identified in the student learning outcomes for our MIS program are included in the sources of evidence.

Core Competencies

Prior to the articulation of our MIS program objectives in the form of student learning outcomes, the objectives for individual courses in the program were linked to the <u>American Library Association's Core Competences of Librarianship</u>.

Those core competencies continue to be reflected in our student learning outcomes, and still provide a key dimension of focus for our curriculum. Together with our student learning outcomes and the accreditation standard for curriculum, the ALA core competencies provided the overall frame of reference for the recent comprehensive review of our curriculum.

The core courses for our revised curriculum provide the underpinnings for the development of those core competencies. They give our students the grounding they need in the foundational principles, values, and ethics of the profession and the role that librarians and information

professionals play within a broader social, economic, and cultural context. They introduce them to the concepts and principles that underlie professional practice in the areas of information resource management, knowledge organization, and resource discovery. They provide students with an opportunity to learn and practice the basic methods of research and to assess the value of research findings in the field of information studies. They introduce them to the core principles and methods needed to plan, manage, and evaluate information programs and services. And they provide students with an opportunity to explore the various dimensions of leadership, both within an organization and in the context of partnerships, collaborations, and engagement with stakeholders.

The suite of electives offered under our revised curriculum provides students with a range of options they can choose from to construct programs of study that focus on their own areas of interest within the field and the particular competencies that fit best with their career plans. There are several elective courses clustered around each of the broad areas of competence defined by ALA:

- a cluster of courses on ethics, information policy, and information law that expands on the core courses focussing on the role that information professionals play within a broader social, economic, and cultural context
- a cluster centered on various dimensions of information resource management—library collections management, records and archives management, and digital preservation
- a cluster centred on the organization of information resources—resource description, content analysis and representation, metadata and taxonomies
- a cluster providing additional depth in the technologies used to support information resource management, knowledge organization, and resource discovery representation and retrieval technologies, web architecture, and digital asset management technologies
- a cluster on specific aspects of reference and user services and lifelong learning services for diverse populations, advocacy and marketing, information literacy, and learning and instruction
- a cluster expanding on the core courses on management and leadership skills knowledge in organizations and human resource management

Complete mappings in tabular form of both the <u>current curriculum</u> and the <u>revised curriculum</u> to the eight broad areas of core competence defined by ALA are included in the sources of evidence.

The capstone courses we offer our students are designed to provide them with an integrated perspective on the learning experiences gained in the program through courses, field work, and community engagement, and with an opportunity to assess how the knowledge and skills they have acquired in the program can be used as a springboard to a professional career.

Bilingual Requirement

To ensure that our graduates are able to work in both of Canada's official languages, we have built a bilingual requirement into our MIS program. At the time of application to the program, students indicate whether English or French is their more dominant working language. By the time they complete the MIS program all students must have taken at least one quarter of their courses in their less dominant language. In order to offer the maximum flexibility to students, the program does not prescribe any specific courses to be taken in the less dominant language.

Instead, we strive to offer a range of courses in both languages and to vary the language of instruction for a given course from year to year.

Scope

Standard II.2

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

Our core curriculum provides students in the program with a solid base of knowledge in the concepts, theories, principles, and methods that underpin practice in the information professions. The elective courses offered in the program are designed to add depth to the student's base knowledge and skills, spanning the full lifecycle of information.

Core Curriculum

Under the current curriculum, all students in the MIS program are required to take three core courses:

- Management Foundations for the Information Professional
- Social Context of Information
- Philosophy and Practice in the Information Professions

In addition, students choosing the Management of Information Services specialization are required to take the following four compulsory courses:

- Organization of Information
- Human Aspects of Information Systems
- Catalogues, Cataloguing and Classification
- Subject Analysis of Information

Students choosing the Information Policy specialization are required to take the following four compulsory courses:

- Ethics, Values and Information Dilemmas
- Information and the Law
- Global Information and Communications Policy
- Political Economy of Information

Since 2010-2011, all of the <u>core courses and the compulsory courses</u> for the two specializations have been delivered once each academic year, in either English or French. Annual schedules of <u>course offerings</u> and course outlines for all courses given from 2009-2010 through 2012-2013 are included in the sources of evidence.

The revised curriculum takes a different approach from the existing curriculum in several ways. In addition to reflecting the core competencies and the newly articulated student learning

outcomes, this revised curriculum eliminates the two formal program specializations and is structured instead on a foundation of seven core courses plus a capstone experience required of all students. For students who are not taking the thesis option, the required capstone experience is to be fulfilled by either the i-Portfolio or the case problem (as described later in this section).

Beginning in 2014-2015, the revised set of <u>core courses</u> will be offered in a particular sequence, to reduce scheduling conflicts and to eliminate the need for pre-requisites. Core courses offered during the fall semester of each academic year will include:

- Information and Society
- Knowledge Organization
- Information Resource Management
- Information Resource Discovery

Winter semester core courses will include:

- Management Foundations for Information Professionals
- Information Professionals as Leaders
- Introduction to Research and Evaluation Methods

Part-time students will also be required to complete the core courses as far as possible following the same fall/winter scheduling.

As noted above, in addition to the seven core courses in the revised curriculum, all students except for those taking the thesis option will be required to take a capstone course—either the i-Portfolio course, or the case problem course.

The <u>i-Portfolio</u> is designed to provide students with an opportunity to integrate the knowledge, skills, and values they have developed over the course of the program through coursework, field experience, and community engagement; to reflect on what they have learned and the skills they have acquired in relation to future career paths and what they might bring to the profession; and to showcase their talents and abilities.

A second capstone course, currently under development, is being designed to provide students with an opportunity to apply a broad range of the knowledge and skills they have gained over the course of the program, working in teams to develop plans for the solution of a <u>case problem</u>. The parameters of the case problem would be set by faculty, specifying the objectives, the users of the services that are being analyzed, the nature of the information resources involved, the organizational resources available (budget, human resources, facilities, etc.), the technical infrastructure, and the environment (culture, politics, economics, etc.). Students would be expected to produce deliverables such as reports on environmental scans, SWOT analyses, plans, budget projections, grant applications, recommendations on best practices, etc., as well as to give a team presentation.

Students taking the thesis option produce a scholarly thesis of approximately one hundred pages in length, which provides them with an opportunity to bring their research, evaluation, planning, and communication skills to bear on an area of knowledge important in the field of LIS. Theses are produced in accordance with the <u>guidelines</u> for master's theses established by the Faculty of Graduate and Postdoctoral Studies.

A comparison of the core and compulsory courses in the current curriculum with the core courses in the revised curriculum vis-à-vis the scope of library and information studies as defined in accreditation standard II.2 will serve to highlight a number of significant differences between the two core curricula.

Under the current curriculum, the three core courses that all students are required to take provide an introduction to those areas of library and information studies that focus primarily on the creation, communication, and dissemination of information, and to a lesser extent the areas centred on the analysis, interpretation, evaluation, and synthesis of information. For students choosing the Management of Information Services specialization, the four compulsory courses in that stream broaden the scope of the core courses by introducing them to the theories, principles, and practices underpinning the organization, description, discovery, and retrieval of information. For students choosing the Information Policy specialization, the four compulsory courses in that stream provide them deeper insight into the policies, values, and issues related to the creation, communication, dissemination, and use—i.e., analysis, interpretation, evaluation, and synthesis—of information. There are several areas, however, that are not covered to any significant extent by the current suite of core and compulsory courses, most notably the identification, selection, acquisition, storage, and preservation of information. For students choosing the Information Policy specialization, the suite of core and compulsory courses is further limited by the fact that they are not required to take any of the courses that are centred on the organization, description, discovery, and retrieval of information.

Under the revised curriculum, the seven core courses that all students are required to take provide an introduction to the theories, principles, and practices relating to the full range of the information lifecycle encompassed by library and information studies—creation, communication, dissemination, identification, selection, acquisition, organization, description, storage, preservation, discovery, retrieval, analysis, interpretation, evaluation, and synthesis.

Mappings of the core courses in both the <u>current curriculum</u> and the <u>revised curriculum</u> to the information lifecycle are included in the sources of evidence.

Elective Courses

The elective courses offered in the program are designed to add depth to the student's base knowledge and skills, and to provide students with an opportunity to broaden the span of their knowledge and skills as well.

With respect to the scope of library and information studies as defined in accreditation standard II.2, the electives offered under both the current curriculum and the revised curriculum cover the full range of the information lifecycle—creation, communication, dissemination, identification, selection, acquisition, organization, description, storage, preservation, discovery, retrieval, analysis, interpretation, evaluation, and synthesis.

Complete mappings of the electives offered in both the <u>current curriculum</u> and the <u>revised</u> <u>curriculum</u> to the information lifecycle are included in the sources of evidence.

There are a number of elective courses listed in the <u>current curriculum</u> that are not included in the course listings for the <u>revised curriculum</u>. Among those that will no longer be listed are:

- History of Information
- Preservation and Conservation of Materials

- Archives and Records Appraisal
- Archives: Access, Advocacy and Outreach
- Descriptive Bibliography
- Advanced Cataloguing and Classification
- Managing Information Networks
- Managing Digital Collections
- Critical Approaches to Information Sources
- Entrepreneurial Aspects of Information Management
- Information Partnerships and Consortia

On paper, that may look like a substantial reduction in the number of elective offerings. A review of the <u>electives offered</u> over the four years that the program has been operating, however, indicates that none of those courses have actually been given, nor have any of them been scheduled for the upcoming year. That has been due in part to the school's limited capacity for including elective courses in a schedule that has had to include eleven core and compulsory courses every academic year. The fact that none of those courses have been given also reflects the realities of the availability of faculty (either full-time or part-time) with sufficient time and subject expertise to design and deliver those courses. Nor has there been any expressed demand for the courses by students in the program.

There are just six electives that have been given at least once in the past that will not be included in their current form in the revised curriculum:

- Information Systems Procurement
- Information Behaviours and Retrieval
- Database Management and Design
- Evaluation of Information Programs and Services
- Budgeting and Financial Management
- Facility Management

Significant portions of the content of several of those electives, however, will be incorporated into both core and elective courses in the revised curriculum. The new core course Information Resource Discovery will include topics previously covered in Information Behaviours and Retrieval. The core course Management Foundations for Information Professionals will incorporate topics previously covered in Evaluation of Information Programs and Services and Budgeting and Financial Management. The new elective course Information Representation and Retrieval Technologies will pick up much of the content previously covered in Database Management and Design.

The core and elective courses in the revised curriculum will also incorporate some of the content that was intended to be included in electives that are listed under the current curriculum but have never been offered. The new core course Information Resource Discovery will incorporate some of the content that was intended to be covered in Critical Approaches to Information Sources. The new core course Information Professionals as Leaders will cover topics that were intended to be included in the electives Entrepreneurial Aspects of Information Management and Information Partnerships and Consortia. The new elective course Archives and Records Management will incorporate aspects of archival management that were intended to be covered in the elective Archives and Records Appraisal. The new elective on Cultural Heritage Resources will incorporate topics that were intended to be covered in the elective Archives: Access, Advocacy, and Outreach. Topics that were intended to be covered under Managing

Digital Collections will be picked up in the new electives Digital Preservation and Digital Asset Management Technologies.

Perhaps the most important thing to note about the suite of electives that will be offered under the revised curriculum is that it will be feasible to offer all the electives listed at least once every second year, and in fact to offer certain electives every year. A tentative <u>plan</u> for elective course offerings under the revised curriculum from 2014-2015 through 2018-2019, included in the sources of evidence, shows how that might play out, scheduling twelve to thirteen electives each year in addition to the seven core courses, one or two capstone courses, plus one or two special topics courses.

The choices available to our students are not strictly limited to the electives listed individually in the program description. Courses under the general title Special Topics in Archives, Library or Information Studies (renamed Special Topics in Information Studies in the revised curriculum) are offered on a fairly regular basis, expanding the scope of the curriculum to reflect emerging trends and other topics of special interest. Special topics courses given over the past four years are listed in the summary of elective course offerings included in the sources of evidence.

Students are also given the opportunity to take the Directed Readings course, proposing a topic of particular interest to be supervised by a member of the faculty. A list of directed readings courses taken by students in our program over the past several years is included in the sources of evidence.

It should also be noted that—with permission, and for a maximum of twelve credits—students have the option of taking courses in cognate disciplines offered by other programs in the University of Ottawa or by other institutions. A <u>list</u> of such courses taken by students in our program over the past four years is included in the sources of evidence.

Orientation

Standard II.3

The curriculum

- II.3.1 fosters development of library and information professionals who will assume an assertive role in providing services
- II.3.2 emphasizes an evolving body of knowledge that reflects the findings of basic and applied research from relevant fields
- II.3.3 integrates the theory, application, and use of technology
- II.3.4 responds to the needs of a diverse society including the needs of underserved groups
- II.3.5 responds to the needs of a rapidly changing technological and global society
- II.3.6 provides direction for future development of the field
- II.3.7 promotes commitment to continuous professional growth.

Our curriculum is designed to produce graduates who will assume responsible and active roles in the information professions, responding to the needs of a diverse society and a rapidly changing technological environment. The curriculum encompasses an evolving body of knowledge, incorporating research findings from a broad range of relevant fields. The theory and application of current and emerging technologies are fully integrated into a program that has a strong orientation toward the future development of the field and promotes continuous professional growth.

With respect specifically to the ALA accreditation standard II.3.1, our core courses Management Foundations for the Information Professional (ISI 5103 in the current curriculum, and ISI 5305 in the revised curriculum), Philosophy and Practice in the Information Professions (ISI 5106 in the current curriculum), and Information Professionals as Leaders (ISI 5306 in the revised curriculum) are aimed at providing students with a solid understanding of the profession, equipping them with the skills they will need to assume positions of responsibility in the management of information programs and services, and introducing them to the issues and challenges they will encounter as they take on leadership roles in their future careers. Those core courses are supplemented by a number of elective offerings that build on the management and leadership skills introduced in the core (e.g., ISI 6140 Organizational Ecology of Information Agencies and ISI 6143 Human Resource Management in the current curriculum, and ISI 6381 Knowledge in Organizations and ISI 6382 Human Resource Management in the revised curriculum). For students in the Information Policy stream under the current curriculum there is a suite of four compulsory courses (ISI 5160 Ethics, Values and Information Dilemmas, ISI 5161 Information and the Law, ISI 5162 Global Information and Communications Policy, and ISI 5164 Political Economy of Information), all of which again are aimed at giving students both the knowledge base and the skills they will need to pursue active careers in the information policy arena. The first three of those courses will also be offered as electives under the revised curriculum.

With respect to standard II.3.2, the four compulsory courses for students in the Management of Information Services stream under the current curriculum (ISI 5102 Organization of Information, ISI 5104 Human Aspects of Information Systems, ISI 5120 Catalogues, Cataloguing and Classification, and ISI 5121 Subject Analysis of Information) draw significantly on research findings and applications from a range of related fields. In the revised curriculum, those courses find their parallels in the core courses ISI 5302 Knowledge Organization and ISI 5304 Information Resource Discovery, and the elective courses ISI 6330 Resource Description and ISI 6331 Concept Analysis and Representation, which will draw on a similarly broad base of research findings and applications from related fields. Examples of elective courses in the current curriculum that incorporate theory and practice derived from a range of relevant fields include ISI 5112 Archives and Records Appraisal, ISI 6121 Records Management, ISI 6123 Metadata and Taxonomies, and ISI 6131 Managing Digital Collections. Those courses are paralleled in the revised curriculum by electives ISI 6321 Records and Archives Management, ISI 6332 Metadata and Taxonomies, and ISI 6322 Digital Preservation.

With respect to standard II.3.3, elements of the theory and application of information technologies are dealt with in the majority of courses in our curriculum. The four compulsory courses for students in the Management of Information Services stream under the current curriculum (ISI 5102 Organization of Information, ISI 5104 Human Aspects of Information Systems, ISI 5120 Catalogues, Cataloguing and Classification, and ISI 5121 Subject Analysis of Information) and their parallels in the revised curriculum (ISI 5302 Knowledge Organization, ISI

5304 Information Resource Discovery, ISI 6330 Resource Description, and ISI 6331 Concept Analysis and Representation) all incorporate relevant aspects of technology into the course content. The same applies to elective courses relating to information management, such as ISI 6121 Records Management, ISI 6123 Metadata and Taxonomies, and ISI 6131 Managing Digital Collections in the current curriculum, and ISI 6321 Records and Archives Management, ISI 6332 Metadata and Taxonomies, and ISI 6322 Digital Preservation in the revised curriculum. Information technologies are the primary focus for elective courses such as ISI 6126 Information Retrieval Systems and Architecture, ISI 6127 Advanced Web Management and Design, ISI 6128 Database Management and Design, and ISI 6129 Social Media and Games in an Information Context in the current curriculum, and their parallels ISI 6341 Information Representation and Retrieval Technologies, ISI 6342 Web Architecture and Technologies, ISI 6343 Digital Asset Management Technologies, and ISI 6351 Introduction to Social Media in the revised curriculum.

With respect to standard II.3.4, the needs of a diverse society are the primary focus of ISI 5113 Archives: Access, Advocacy and Outreach and ISI 6142 Marketing and Advocacy for Information Organizations, and ISI 6145 Learning and Knowledge Transfer in the current curriculum, and ISI 6352 Marketing and Advocacy for Information Organizations, ISI 6353 Access and Services to Diverse Populations, ISI 6354 Cultural Heritage Resources, ISI 6371 Learning and Instruction, and ISI 6372 Information Literacy in the revised curriculum. The diverse needs of users also come into play in ISI 5104 Human Aspects of Information Systems and ISI 5160 Ethics, Values and Information Dilemmas in the current curriculum, and their parallels ISI 5304 Information Resource Discovery and ISI 6310 Ethics, Values and Information Dilemmas in the revised curriculum.

With respect to standard II.3.5, the evolving technological environment is addressed in the technology-focused courses listed above with reference to standard II.3.3. Aspects of the evolving global society are the primary focus of ISI 5105 Social Context of Information in the current curriculum and its parallel ISI 5301 Information and Society in the revised curriculum. Social and global aspects of information are also addressed in courses such as ISI 5161 Information and the Law, ISI 5162 Global Information and Communications Policy, and ISI 5164 Information Policy and Government Publications, and their parallels in the revised curriculum.

With respect to standard II.3.6, virtually all courses take into account future directions in which the field is moving. Those that provide more extensive focus on the future development of the field include ISI 5105 Social Context of Information, ISI 5106 Philosophy and Practice in the Information Professions, and ISI 6140 Organizational Ecology of Information Agencies in the current curriculum, and their parallels in the revised curriculum (ISI 5301 Information and Society, ISI 5306 Information Professionals as Leaders, ISI 6381 Knowledge in Organizations). And, of course, for students taking the master's thesis option, the research they do and the conclusions they reach give them a first-hand opportunity to explore future directions.

Finally, with respect to standard II.3.7, courses such as ISI 5106 Philosophy and Practice in the Information Professions, ISI 5101 Research Applications in Information Studies, ISI 6141 Entrepreneurial Aspects of Information Management, and ISI 6142 Marketing and Advocacy for Information Organizations in the current curriculum, and ISI 5306 Information Professionals as Leaders, ISI 5307 Introduction to Research and Evaluation in Information Studies, ISI 6361 Advanced Research Methods in Information Studies, ISI 6352 Marketing and Advocacy for Information Organizations in the revised curriculum all promote commitment to continuous professional growth. The i-Portfolio capstone experience gives students an opportunity to think

about their future professional development in greater depth, as they prepare a career plan for inclusion in the portfolio.

Complete mappings in tabular form of both the <u>current curriculum</u> and the <u>revised curriculum</u> to the seven characteristics identified under standard II.3 are included in the sources of evidence.

Tailoring Individual Programs of Study

Standard II.4

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 development of the competencies necessary for productive careers. 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.

Students enrolled in the program have three options from which to choose: a course-based option, a CO-OP option, and a thesis option.

Irrespective of the option chosen, students are offered a range of elective courses from which they can construct programs of study that focus on their own areas of interest within the field and the particular competencies that fit best with their career plans.

Program Options

There are three program options available to students within the context of the <u>current</u> <u>curriculum</u>: a) a course-based option; b) a CO-OP option; and c) a thesis option. In all cases, a minimum of twenty-five percent of the courses must be completed in the second language.

The CO-OP option is available to full time students only, and there are a limited number of work placement spots available to ÉSIS students each year. Admission to the CO-OP option is competitive, as the students must present a B+ average to gain admission to the program and maintain this throughout their studies. Students complete two full-time four-month work placements, which represents the equivalent of four courses or twelve credits.

The thesis option represents the equivalent of four courses or twelve credits, and is subject to the requirements of <u>section G</u> of the general regulations established by the Faculty of Graduate and Postdoctoral Studies.

The same three program options are retained in the <u>revised curriculum</u>: a) a course-based option; b) a CO-OP option; and c) a thesis option. The three options and the number of courses and allocation of credits in each are indicated in table 2.1.

Table 2.1. Program Options

Course-based option	CO-OP option	Thesis option
7 core courses (21 credits)	7 core courses (21 credits)	7 core courses (21 credits)
1 capstone course (3 credits)	1 capstone course (3 credits)	Thesis (12 credits)
8 electives (24 credits)	2 CO-OP work terms (12 credits)	ISI 6361 Advanced Research Methods (3 credits)
	4 electives (12 credits)	4 electives (12 credits)

In addition to the replacement of the current core and compulsory courses by the revised suite of core courses, the primary changes in program options between the current and revised curriculum are the introduction of the requirement for a capstone experience for students taking the course-based or CO-OP options, and the introduction of a mandatory advanced research methods course for students taking the thesis option.

Program Pathways

As noted earlier, the current curriculum offers two major <u>areas of specialization</u>: management of information services and information policy. Experience indicates that the rationale for these specializations is not readily apparent to students. Moreover, based on evidence from focus groups, student surveys and student records, it is clear that many students have opted to complete courses for both specializations. For these reasons, the revised curriculum offers student flexibility to follow or adapt their choice of electives by considering various program pathways and themes rather than requiring them to choose one or more formal areas of specialization.

A number of program themes are designed into the revised curriculum. The three primary themes are:

- librarianship
- information management / records management
- information policy

These themes reflect the LIS marketplace of the National Capital Region, the teaching expertise of the full- and part-time faculty, and the particular niche that ÉSIS has identified for itself. While there may be some overlap in electives, these themes are more readily differentiated than the specializations in the current curriculum.

A mapping of the revised curriculum to program themes is included in the sources of evidence.

Several clusters focusing on various areas of competence have also been identified within the suite of electives (see page 36). A student taking the course-based option might combine electives in two or more of those clusters to create a program of study focussed on certain aspects of information services. Likewise, a student taking the CO-OP option might choose to complement and/or broaden the experience and skills gained through the CO-OP placement with electives from one or two relevant clusters.

Recognizing, however, that we cannot practically offer the same breadth and depth of specializations or pathways as larger ALA-accredited programs, these themes and clusters also inevitably highlight, by their absence, certain specializations that the revised curriculum will not offer. For example, we do not offer a specialization in children's and youth services.

A deliberate decision was made to reduce the number of electives, given the size of the teaching faculty and the practicalities of <u>scheduling</u> electives on a reasonable multi-year rotation.

The special topics course is designed to be used to introduce courses on emerging areas of scholarship and practice in the field, courses on topics that may be tangentially related to regular course offerings, or courses given on a one-time basis by experts from the field. Special topics courses given over the past four years are listed in the <u>summary of elective course</u> offerings included in the sources of evidence.

To address students' individual needs, a directed readings course is also available, allowing the student to pursue a topic of particular interest, under the supervision of a faculty member. A list of <u>directed readings courses</u> taken by students in our program over the past several years is included in the sources of evidence.

In addition, courses in cognate disciplines offered by other programs in the university or by other institutions may be taken with the permission of the school. A <u>list</u> of such courses taken by students in our program over the past four years is included in the sources of evidence.

Specialized Fields of Study

Standard II.5

When a program includes study of services and activities in specialized fields, these specialized learning experiences are built upon a general foundation of library and information studies. The design of specialized learning experiences takes into account the statements of knowledge and competencies developed by relevant professional organizations.

Standard II.5 is not directly applicable to our program, as we do not offer specializations *per se* that would fall under the purview of other professional organizations.

Program Delivery

Standard II.6

The curriculum, regardless of forms or locations of delivery selected by the school, conforms to the requirements of these Standards.

Our MIS program is delivered onsite at the University of Ottawa. While our faculty make full use of the teaching technologies available to them through the university (see page 84), and incorporate a variety of online activities into their courses, the school does not currently offer

distance education *per se*, and we have no plans to do so in the immediate future. The description of the program in this chapter applies to the curriculum in all aspects of its delivery.

Review and Evaluation

Standard II.7

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 their subsequent accomplishments. Evaluation involves those served by the program: students, faculty, employers, alumni, and other constituents.

Review and evaluation of the curriculum are conducted on an ongoing basis within the broader context of our program planning process. A comprehensive curriculum review, initiated in 2011, has resulted in proposals for a significant restructuring and refinement of the curriculum. Student course evaluations, surveys of students and alumni, and annual reports on student achievement enable us to monitor and evaluate the curriculum on an ongoing basis, and capstone evaluations provide a means of assessing learning outcomes as students complete the program.

Program Planning Framework

Ongoing review of the curriculum for the Master of Information Studies program falls within the school's <u>program planning framework</u> that was formalized in the fall of 2012. The framework sets out the scope of the planning process, identifies the activities and actors involved and the instruments required to carry it out, and establishes timelines and responsibilities for the process.

The program planning process operates on a revolving four-year cycle, with each of the four years focusing in turn on:

- mission, goals, and objectives
- teaching and learning
- research
- community engagement

A year prior to formalizing the program planning framework, review of the teaching and learning component of the program was already well underway. The <u>proposal</u> for introducing a capstone portfolio into the curriculum had been developed, to serve in part as an assessment tool for evaluating student learning outcomes at a program level. And the comprehensive review of the MIS curriculum had been initiated with the establishment of a <u>curriculum advisory committee</u> and a meeting of the school's faculty to review the first draft of a <u>proposed program structure</u>.

Among the sources identified in the program planning framework for tracking progress against goals and assessing the achievement of program objectives that are particularly relevant to the review and development of the curriculum are:

- student course evaluations
- surveys of students, graduates of the program, and employers

- summary evaluations of student learning outcomes at the program level as reflected in capstone portfolios and projects
- exit interviews and interviews with employers
- feedback from advisory committees and focus groups

A comprehensive curriculum review—described in detail in the following section—was a major focus of attention through 2012, and the final steps in obtaining approval of the revisions to the curriculum by the university senate have continued into 2013. The review of individual courses and options within the curriculum is ongoing.

The curriculum as a whole will be reviewed again in 2015, when the focus within the second four-year cycle established by the program planning framework returns to the teaching and learning component of our program.

Comprehensive Curriculum Review

As previously noted, the program requirements and course descriptions for the current curriculum were developed as part of the process leading up to the approval of the MIS program by the University of Ottawa Senate in April 2009.

By the fall of 2011, the experience gained by faculty members during two full years of teaching courses in the program, feedback on the curriculum from students and alumni—gathered through student course evaluations, surveys, participation in planning sessions and focus groups—and consultation with colleagues in the field both informally and through our advisory committees all suggested that it would be an appropriate juncture for a comprehensive review of the curriculum.

Among the key issues to be addressed in the review were:

- the practical implications of having to schedule three core courses and eight compulsory courses (four for each of the two program specializations) frequently enough to allow full-time students to complete all the requirements for their chosen specialization within a two-year span
- the complexities of the system of pre-requisites that had been built into the curriculum at its inception
- the need for the core curriculum to provide all students in the program a solid foundational base across the areas of core competence for the profession, regardless of their chosen specialization
- the practical implications of offering such an extensive and wide-ranging number of electives as those listed in the program description
- the evolving nature of the skills required in the employment market for information professionals, particularly in the National Capital Region

The curriculum review and evaluation process has been organized as an ongoing interaction between the local professional community and the departmental faculty.

Our Curriculum Advisory Committee (CAC) was established under <u>terms of reference</u> approved by the program director in the fall of 2011. With <u>membership</u> from a range of information organizations, including government, academic and public libraries, and from the ÉSIS alumni, this committee reviewed and approved of the approach to go to an expanded core curriculum, the elimination of most additional pre-requisites and recommended pathways instead of formal

specializations. The CAC reviewed the core courses in detail and proposed their own draft course descriptions which were then presented to a <u>departmental curriculum review meeting</u> in August 2012. Of particular interest to the CAC were the inclusion of the introduction to research and evaluation methods course, and the leadership course.

Over a series of <u>departmental curriculum review meetings</u> held in August and September 2012, this suite of core courses as proposed by the CAC and a revised slate of electives was rigorously debated, discussed, and revised. In the end, the focus and scope of each of the seven core courses was clarified, and the number of regularly offered electives was reduced from thirty-three to twenty-six.

A more or less final <u>draft</u> of the revised curriculum was then presented to the CAC for review and discussion at a <u>meeting</u> in October 2012. A <u>mapping</u> of the revised curriculum to the ALA curriculum accreditation standard was also distributed to the committee for that meeting.

Following the positive assessment by the CAC, the entire revised curriculum was presented for <u>approval</u> to the ÉSIS Departmental Assembly in October 2012.

While much of the initial development work for the revised curriculum was carried out in English, all the associated course descriptions then needed to be adapted into French to meet the needs of our bilingual MIS program.

Draft course outlines including reading lists for these core courses are also being developed as a quality assurance measure to ensure that together these courses will indeed form the necessary theoretical foundation in LIS for all students. Opportunities for students to either specialize or to follow a more generalist program will be provided through a series of thematic clustering of electives.

Following this first complete cycle of curriculum evaluation a portion of the CAC membership will change in the 2013-2014 academic year. Once the revised curriculum has been approved it is anticipated that minor modifications maybe required during the following four-year period.

Mechanisms for Ongoing Curriculum Review

Regular input into an ongoing curriculum review process will come from the many regular assessment and strategic planning information sources—student and alumni surveys and focus groups, student course evaluations; employer surveys, bi-annual meetings of the CAC, ongoing faculty discussion, and comparison of the curriculum with student learning outcomes and ALA's accreditation standard for curriculum.

To that end, one meeting of the ÉSIS Departmental Assembly dedicated to curriculum review and evaluation and one CAC meeting will be held in the fall of each academic year. Results from these meetings will inform decisions regarding preparation of upcoming course timetables for the subsequent year.

Key questions structuring this assessment include:

1. What emerging professional and organizational issues from the field may affect the content of the core courses or the need for other electives?

- 2. To what extent is the revised curriculum meeting the ALA curriculum standard, the program goals and objectives, and student learning outcomes?
- 3. Have all ÉSIS stakeholders (i.e., students, alumni, teaching faculty, employers and professionals from the community) been given an opportunity to provide feedback?

Student Course Evaluations

As noted in the chapter on Standard I (see page 23), student course evaluations are conducted every semester as part of a <u>university-wide process</u>. All courses are evaluated by means of a confidential questionnaire administered at the end of the semester by student monitors, and tabulated centrally by the Computing and Communications Service.

Included in the questionnaire are three questions asking the student to rate the course on with respect to:

- how well it is organized
- how well the assignments and exams reflect what is covered in the course
- the workload relative to other courses

There are also questions asking students to give an overall rating of the course and to indicate how much was learned in the course and whether they would recommend the course to others.

Table 2.2 indicates the average scores (on a scale of 1 to 5) on the course-related questions for courses in our program that were evaluated between 2009-2010 and 2012-2013.

Table 2.2. Average Course Evaluation Scores (2009-2013)

Question	2009-2010	2010-2011	2011-2012	2012-2013
3. The course is well organized	4.35	4.19	4.33	4.25
7. Assignments and/or exams closely reflect what was covered in the course	4.53	4.33	4.38	4.37
10. I have learned a lot in this course	4.44	4.16	4.27	4.25
11. In comparison with my other courses, the workload in this course is [very heavy, heavier than average, average, lighter than average, very light]	3.46	3.26	3.40	3.39
12. Overall, I find this course [excellent, good, average, poor, very poor]	4.29	3.98	4.17	4.12
13. I would recommend this course to another student	4.42	4.16	4.26	4.22

In addition to giving students an opportunity to provide feedback on the content of courses, the student course evaluations provide professors with information—both in the tabulated results of the questionnaire and in the comment sheets—that can help them improve their courses.

Work Placement Reports

Students who complete a work placement—either as part of the CO-OP option or as part of the three-credit elective for experiential learning—must submit a <u>report</u> at the end of their placement. As part of the report, students are asked to make explicit connections between concepts learned in their courses and practices in the workplace. These reports help us to identify both areas of strength and gaps in the curriculum in relation to our students' ability to transfer their course-based learning into the work place.

Surveys

As noted in the chapter on Standard I (see page 24), we conduct regular surveys of students as they enter the program, mid-way through, and as they complete their studies. We also survey students taking the CO-OP option after they have completed their CO-OP placement, and we survey our alumni on an annual basis.

Although the surveys were only initiated two years ago, and the total number of respondents to each of the survey series so far is in the range of 25 and 45, the <u>survey results</u> to provide a useful indication of student perceptions of our curriculum and its relevance to the careers they are planning to follow.

On completion of the program, ninety percent or more of the respondents to the exit survey have indicated that they felt the program had enabled them to develop the knowledge and skills that are the focus of our student learning outcomes:

- knowledge of the theory of information studies
- knowledge of practice in the field
- knowledge of professional values
- problem solving skills
- communication skills
- teamwork and interpersonal skills

A similar percentage of students responding to the exit survey have indicated that overall the program had met their expectations and that it had prepared them well for entering the professional workforce.

The surveys of alumni conducted approximately six months after graduation have produced similar results with respect to the knowledge and skills they had developed in the program.

Focus Groups and Interviews

Focus group <u>sessions</u> are held annually with students who have completed CO-OP work placements. As background to the focus group sessions, the CO-OP coordinator reviews the evaluation reports of CO-OP placements that are submitted by both students and employers at the end of each work term, as well as the annual CO-OP survey results. Issues emerging from the evaluations and surveys that have been discussed with the students participating in the focus group sessions include:

- the university's administration of the CO-OP placement service
- the nature of the CO-OP work assignments

- the value of the students' CO-OP placement experiences to their skills development and acclimatization to the work environment
- potential changes to the structuring of the CO-OP option within the MIS program

<u>Interviews</u> are also held regularly with the employers who supervise CO-OP work placements and experiential learning projects for our students. Feedback from supervisors on the knowledge and skill sets that our students bring with them to their placements and their ability to quickly acquire any new skills required for the job is generally very positive. Employer feedback is invaluable for helping us to ensure that the content of our courses prepares our students for success in the work place.

Annual Report on Student Achievement

As noted in the chapter on Standard I, we compile <u>annual reports on student achievement</u> that serve as an indirect means of gauging how well students in our program are doing. The key measures that are of relevance to the assessment of the student learning outcomes:

- grade averages for core courses (reported on a ten-point scale)
- the number of CO-OP students receiving ratings of very good, excellent, and exceptional from their employers
- the number of students successfully completing a capstone portfolio
- the number of job placements reported by graduates

The cumulative statistics for the 2009-2010 through 2012-2013 indicate a grade average of 8.5 for core courses over that period.

Two-thirds of our CO-OP students' work placements were rated by their employers as excellent, and one-third were rated as exceptional. (Copies of employer evaluations of students on CO-OP work placements will be available for consultation onsite.)

All ten students who participated in the pilots of the capstone portfolio course completed the course successfully.

Over eighty percent of our graduates have obtained full-time professional employment within six months of graduation.

Capstone Evaluations

Our capstone courses and the master's thesis provide us with an effective means to gauge how well we're doing in achieving our program objectives—that is, the degree to which our expectations of student learning outcomes are being met. We have designed and implemented a capstone portfolio course, and are working on the development of a second capstone experience centred on a case problem. The master's thesis has been an option in the program from the outset.

i-Portfolio

The capstone portfolio course was run as a "pilot" in the spring/summer semester in 2012, and again as a "beta" test in the winter semester in 2013. The <u>rubric</u> that was developed for the "pilot" course and the <u>revised version</u> used in the "beta" test were both designed to evaluate the student's ability to draw relationships between discrete learning experiences; to apply their knowledge and skills in research, evaluation, planning, problem solving, and teamwork; to frame

issues from the perspective of professional values and ethics; to communicate clearly and effectively; and to assess their own strengths with respect to their career choices.

As an instrument for gauging how well we're doing in achieving our program objectives, the i-Portfolio provides us with direct evidence of student learning outcomes at the program level, enabling us to see how effectively our students have integrated classroom learning with field experience, how well attuned they are to the values of the profession, and the potential they see for translating the knowledge and skills they have gained in the program into productive and meaningful careers in the profession.

Case Problem

The draft <u>rubric</u> that has been developed for the case problem capstone is similar to the one being used for the capstone portfolio. It is designed to evaluate the students' ability to apply the knowledge and skills they have gained in the program to a problem set in a context that simulates a "real world" situation.

From the perspective of program evaluation, the case problem capstone is designed to indicate how well the program prepares students to assume the responsibilities that they are likely to have to take on in their professional careers.

Master's Thesis

The thesis option provides us with another means of assessing student learning outcomes at the program level. Evaluation criteria for the thesis measure student achievement in the application of research and evaluation methods, communication skills, critical thinking, and knowledge in the subject area.

Continuous Improvement

We have made steady progress in consolidating our program of study and integrating curriculum evaluation processes into the program. We continue to focus our efforts on those fronts, and with valuable feedback from our students and alumni, our advisory committees, and the employers who participate in our CO-OP placements and experiential learning projects and hire our graduates, we continue to realign and refine our courses and our evaluation criteria on an ongoing basis.

Student Learning Outcomes

Since the beginning of the fall semester 2012, the course objectives and learning outcomes that are set out in course outlines have been framed to reflect the program-level student learning outcomes as they pertain to the particular subject matter and skills that are covered by the course. In that respect, the student learning outcomes defined at the program level have been fully integrated into the design of individual courses, and the assessment of student learning within each course has effectively become a seamless element in the assessment of overall program outcomes.

The design and trial offerings of the new i-Portfolio course have also given us a promising new means of assessing student learning outcomes at the program level. The evaluation criteria for the capstone portfolio are linked directly to the six broad areas of competence around which the student learning outcomes are framed. As a result, the student portfolios provide us not only with clear evidence of the student's mastery of knowledge and skills in each of those broad

areas, but also with an indication of the extent to which the student has integrated the knowledge, skills, and values gained through various learning experiences the program has provided, and of the student's own assessment of how that knowledge and those skills can be leveraged as the basis for a productive and meaningful career. (Examples of our student i-Portfolios and evaluations of the portfolios will be available for consultation onsite.)

Development of the proposed case problem capstone course will aim at producing another, but somewhat different tool for assessing student learning outcomes at the program level. The course will provide students with an opportunity to apply a broad range of the knowledge and skills they have gained over the course of the program, and to work in teams to address a problem set in a context that simulates a "real world" situation. From the perspective of assessing student learning outcomes, the case problem capstone will indicate how well the program prepares students to assume the responsibilities that they are likely to have to assume in their professional careers.

Curriculum Review

Two years of faculty experience in teaching courses from the curriculum that was set up when the school was first established, feedback on the curriculum from students and alumni—gathered through course evaluations, surveys, participation in planning sessions and focus groups—and consultation with colleagues in the field both informally and through our advisory committees have all provided meaningful input to the comprehensive curriculum review that was initiated in 2011. That review has resulted in a major restructuring of the core curriculum, with a view to providing all students in the program a solid base of knowledge in the concepts, theories, principles, and methods that underpin practice in the information professions, as well as a carefully thought out range of elective courses from which they can construct programs of study that focus on their own areas of interest within the field and the particular competencies that fit best with their career plans.

Now that the broad outlines of the revised curriculum have been put in place, work is continuing on refining the scope and content of the seven new courses that will form the core curriculum, and designing or redesigning the elective courses so that they can be combined by students individually to form coherent clusters or areas of concentration.

As noted above, work is also continuing on refining the capstone portfolio course and developing further the proposed case problem capstone, to provide students taking the course-based or CO-OP options with a meaningful culmination to their program of study.

The refinement of individual courses in response to feedback from students (through course evaluations, surveys, and focus groups), and from employers (through CO-OP evaluation reports, surveys, and interviews) is ongoing. And faculty members periodically develop new courses offered as special topics in response to emerging trends and issues in the field, such as data curation.

Summary Assessment

Our program objectives, framed as student learning outcomes, are designed to reflect the knowledge, skills, and values that are essential to the profession, and to provide our students with the grounding they will need to pursue productive and meaningful careers.

The revised core curriculum is designed to provide students in the program with a solid base of knowledge in the concepts, theories, principles, and methods that underpin practice in the information professions. Complementing that core is a carefully thought out range of elective courses from which students can construct programs of study that focus on their own areas of interest within the field and the particular competencies that fit best with their career plans. The theory and application of relevant technologies are integrated into both the core courses and the electives, and courses are continuously updated to reflect changes in technology as well as in other aspects of the information environment and in the diverse communities of information users. Overall, the program offers students a wide range of learning experiences—in the classroom, in CO-OP placements, in experiential learning projects, and in capstone experiences.

Review and evaluation of the curriculum are carried out within the context of a broad-based program planning process. The teaching and learning component of our program is the focus of a major review every fourth year in a comprehensive planning cycle. The comprehensive curriculum review that was initiated as part of that planning process in 2011 has resulted in proposals for a significant restructuring and refinement of the curriculum. In addition, student course evaluations, work placement reports, surveys of students, alumni, and CO-OP employers, focus groups with CO-OP students, and interviews with CO-OP employers and experiential learning supervisors, as well as annual reports on student achievement are used to monitor and evaluate the curriculum on an ongoing basis, and capstone evaluations provide a means of assessing learning outcomes as students complete the program. Periodic program reviews conducted according to guidelines set by the Ontario Universities Council on Quality Assurance also ensure ongoing evaluation of the curriculum.

Our curriculum advisory committee, our faculty, students, and alumni, and the employers who participate in our CO-OP placements and experiential learning projects all provide valuable feedback on curriculum development, through both formal and informal consultations. With their involvement, we continue to assess the relevance and effectiveness of our curriculum, and to realign and refine the program of study on an ongoing basis.

Over the next few years, we will continue to consolidate and refine the program of study, bringing on stream the revised curriculum in 2014-2015, monitoring its implementation and evaluating its success. We will also continue experimenting with blended learning—combining face-to-face instruction with online interaction—and delivery of courses online, looking at the potential for offering courses in French to reach bilingual communities outside the National Capital Region.

Sources of Evidence

* Sources marked with an asterisk will be available for consultation onsite

Governance

ÉSIS Departmental Assembly – Terms of reference and membership; minutes of meetings

Faculty of Arts - Faculty Council - Terms of reference

Faculty of Graduate and Postdoctoral Studies - Faculty Council - Terms of reference

<u>Faculty of Graduate and Postdoctoral Studies - Commission on Graduate Studies in the</u>
<u>Humanities</u> – Documents relating to the OCGS appraisal of the University of Ottawa Master of Information Studies program

Faculty Teaching Personnel Committee – Terms of reference and membership

<u>University of Ottawa Senate</u> – Terms of reference; documents relating to the approval of the Master of Information Studies program; documents relating to the approval of the MIS curriculum revisions

Advisory Committees

<u>ÉSIS Curriculum Advisory Committee</u> – Terms of reference and membership; minutes of meetings

Policies and Procedures

University of Ottawa Institutional Quality Assurance Process

<u>FGPS Protocol for the Evaluation and Approval of Major Modifications to Existing Graduate Programs</u>

Program Planning

ÉSIS Program Planning Framework – Publicly available on the ÉSIS website

<u>ÉSIS MIS Program Objectives</u> – Documents relating to the development of student learning outcomes; mapping of student learning outcomes to the accreditation standard on program objectives

<u>ÉSIS Curriculum Review</u> – Minutes and documents from the ÉSIS Professors Curriculum Review Meetings

Program Evaluation

ÉSIS Annual Reports – Publicly available on the ÉSIS website

Annual Report on Student Achievement – Publicly available on the ÉSIS website

<u>ÉSIS Statistical Reports</u> – Annual statistical reports submitted to ALISE

<u>ÉSIS Survey Reports</u> – Results of periodic surveys of students and alumni

<u>ÉSIS Focus Group and Interview Reports</u> – Feedback on CO-OP placements, student experience, etc.

Evaluation of Student Learning Outcomes – Measures

<u>Evaluation of CO-OP Placements and Experiential Learning Projects</u> – Employer evaluation forms; work term report and experiential learning guidelines; employer evaluations of students on CO-OP work placements*

<u>ÉSIS i-Portfolio</u> – Course outline and evaluation criteria; sample portfolios and evaluation reports*

<u>ÉSIS Case Problem Capstone</u> – Proposal

Student Course Evaluations - Forms and procedures; course evaluation reports*

Communications and Marketing

ÉSIS Website – Mission, program objectives, and assessment; MIS program overview; faculty

<u>Professional Associations</u> – Local chapters in the National Capital Region

Teaching and Learning

<u>Master of Information Studies Program (Current)</u> – Program requirements; course descriptions; mapping of courses to student learning outcomes, ALA core competences, program specializations, the information lifecycle, and the curriculum accreditation standard

<u>Master of Information Studies Program (Revised)</u> – Program requirements; course descriptions; mappings of courses to student learning outcomes, ALA core competences, program themes, the information lifecycle, and the curriculum accreditation standard

<u>Course Offerings</u> – Annual schedules of course offerings; course outlines; tabulation of core, compulsory, and elective courses offered from 2009-2010 through 2013-2014; tabulation of planned core and elective course offerings for 2014-2015 through 2018-2019; examples of student papers, presentations, projects, etc.*

CO-OP Placements – Annual listings of CO-OP work placements

Experiential Learning Activities – Annual listings of experiential learning projects

<u>Directed Readings Courses</u> – Annual listings of directed readings courses

<u>Courses from Cognate Disciplines Taken by ÉSIS Students as Electives</u> – Annual listings of courses taken

Standard III

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The growing success of our school can be directly attributed to the hard work of full-time and part-time faculty who collaborate to offer a competitive professional program based on a comprehensive understanding of information theory and practice. Our dedicated team of talented professionals, researchers, and teachers creates a supportive and nurturing learning environment for students in the Master of Information Studies program. The rich diversity of academic backgrounds provides students with a multidisciplinary perspective to better understand what 'information' means in our contemporary society. Our teaching approach is grounded in theory, supported by practical work experience, and integrally connected to the pulse and trends of the leading knowledge centres in the National Capital Region.

In this chapter we begin by setting the context for reviewing the development of our faculty complement and introducing our faculty members. We then provide an overview of the policies and procedures that govern faculty appointments, promotion, and tenure, the teaching and research environment within the University of Ottawa, the university's personnel policies, the professional qualifications and research accomplishments of our faculty members, their backgrounds, skills, and experience, their teaching assignments, and the procedures established for evaluating their performance. The chapter concludes with a summary of the progress we have made to date in developing a faculty fully capable of accomplishing our program objectives and delivering a quality program.

The purpose of the chapter as a whole—along with sources of evidence that are cited in the text and listed at the end of the chapter—is to document our program's compliance with the accreditation standard on faculty. Our aim is to provide the Committee on Accreditation a basis on which to assess:

- the capacity of our faculty to accomplish our program objectives
- our efforts to recruit, appoint, and promote well qualified faculty and to encourage innovation in teaching, research, and service
- the qualifications of individual faculty members with respect to their areas of expertise, teaching abilities, technological competence, and skill in academic planning and assessment
- their research accomplishments
- the diversity of our faculty members with respect to background, experience, and areas of specialization

- their involvement with the broader LIS community and their interaction with peers in other disciplines
- their teaching assignments with respect to both the needs of the program and the needs of the faculty members themselves
- the procedures that are in place for evaluating their performance
- the progress we are making in strengthening our faculty complement and providing a stimulating environment for learning and research

Context

When ÉSIS was established as a new school within the Faculty of Arts in 2009, the first critical task was to attract and hire a complement of talented and capable faculty members who could mount a range of high-quality courses in the newly developed Master of Information Studies (MIS) program. A group of cross-appointed professors hailing from the University of Ottawa Library, the Department of Communication, the Faculty of Law, and the School of Translation and Interpretation, were asked to assist with the initial round of hiring. Subsequent hiring has been managed from within the school according to regular procedures that apply across the university. Once hired, faculty members benefit from a range of school, faculty, and university services and initiatives that encourage innovation and offer support for achieving personal career goals, as well as for successfully delivering a high-quality MIS program.

At the time the school was first established in 2009, there were 4.0 FTE tenure-track faculty members, with one invited professor on a three-year half-time contract adding another 0.5 FTE. As of 2013, the faculty complement has grown to 6.0 FTE.

In 2010, ÉSIS welcomed a new director, Dr. Lynne Bowker, who is a specialist in natural language processing and knowledge organization. A ten-year veteran and former director of the University of Ottawa's School of Translation and Interpretation, Dr. Bowker first came on board as a cross-appointed professor in 2009, but since becoming director, she now dedicates one hundred percent of her time to ÉSIS, thus adding a new FTE position to the school.

When the three-year half-time visiting professor contract expired, it was replaced by a new full-time tenure-track position, which was filled by Dr. André Vellino in 2012. Dr. Inge Alberts and Dr. Heather Morrison also joined the full-time faculty in 2012 and 2013 respectively, when opportunities arose to renew the school's faculty cohort.

Thus, the full-time faculty members who now bring their energy and expertise to the MIS program are:

- Dr. Mary Cavanagh, assistant professor (tenure-track), appointed 2009
- Dr. Claire Dormann, assistant professor (tenure-track), appointed 2009
- Dr. Lynne Bowker, full professor and director (tenured), appointed 2010
- Dr. Inge Alberts, assistant professor (tenure-track), appointed 2012
- Dr. André Vellino, associate professor (tenure-track), appointed 2012
- Dr. Heather Morrison, assistant professor (tenure-track), appointed 2013

Since 2009, ÉSIS has seen two full-time faculty members move on—one owing to retirement and the other to take up another opportunity:

Dr. Kenneth-Roy Bonin, director (2009-2010), full professor (2010-2012), retired

Dr. Heather Moulaison, assistant professor (2010)

The full-time faculty are complemented by seven cross-appointed professors and six adjunct professors. Sessional lecturers are engaged on an as-needed basis.

Faculty Profiles

Standard III.1

The school has a faculty capable of accomplishing program objectives. Full-time faculty members are qualified for appointment to the graduate faculty within the parent institution and are sufficient in number and in diversity of specialties to carry out the major share of the teaching, research, and service activities required for a program, wherever and however delivered. Part-time faculty, when appointed, balance and complement the teaching competencies of the full-time faculty. 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 a program.

Our current faculty comprises six full-time professors, seven professors who hold cross-appointments from other units within the university, and six adjunct professors. All full-time and cross-appointed professors as well as the majority of our adjunct professors hold appointments in the Faculty of Graduate and Postdoctoral Studies. As highlighted in the brief profiles below, our full-time faculty possess a broad and diverse range of expertise and experience in teaching, research, and service. Cross-appointed and adjunct professors bring additional range and depth of expertise to the program.

Full-Time Professors

ÉSIS currently has six full-time professors, all of whom were hired for their subject expertise, their ability to enrich the bilingual MIS program both inside and outside the classroom, and their dedication to service in the higher education and LIS communities. It is worth noting that full-time faculty at ÉSIS make many of their contributions to research, teaching, and service in both English and French.

The profiles below provide details of their rank, academic credentials, the courses they have taught, their areas of specialization, a summary of their research productivity and a few examples of community engagement. They also serve to highlight the diversity, breadth, and depth of experience that these talented individuals bring to the school and its MIS program. Additional details are included in their <u>curricula vitae</u>.



<u>Dr. Lynne Bowker</u> Program Director and Full Professor

Appointed in 2010

Member of the FGPS

Cross-appointment to
the School of
Translation and
Interpretation

Graduate degrees:

PhD Language engineering (University of Manchester Institute of Science and Technology, UK)

MSc Computer applications for education (Dublin City University, Ireland)

MA Applied linguistics/translation (University of Ottawa, Canada)

Courses taught:

ISI 5102 Organization of information
ISI 6100 Recent developments in information studies
ISI 6997 i-Portfolio

Areas of specialization:

- Organization of information
- Terminology, controlled language, and languages for special purposes
- Natural language processing, machine translation, and computer-aided translation
- Corpus linguistics and multilingual information retrieval

Publication summary (2009-2013):

Book chapters (9); journal articles (4); refereed proceedings (0)

Graduate supervisions in the MIS program (2009-2013):

Completed (1); in progress (0)

Total research funding (2009-2013):

External (\$133,997); internal (\$7400)

Association memberships:

- ALISE
- Canadian Association for Translation Studies



<u>Dr. Inge Alberts</u> Assistant Professor

Appointed in 2012

Member of the FGPS

Graduate degrees:

PhD Sciences de l'information (Université de Montréal, Canada)

MSI Sciences de l'information (Université de Montréal, Canada)

Courses taught:

ISI5503 Introduction à la gestion pour les spécialistes de l'information [Management foundations for the information professional]

ISI 6521 Gestion des documents [Records and archives management]

ISI6522 Gestion des documents électroniques [Digital preservation]

Areas of specialization:

- Personal information management and textual practices
- Recordkeeping in public administrations
- Digital preservation
- Document and genre theory
- Organizational semiotics

Publication summary (2009-2013):

Journal articles (3); refereed proceedings (3)

Graduate supervisions in the MIS program (2009-2013):

Completed (0); in progress (1)

Total research funding (2009-2013):

External (0); internal (\$14,825)



Dr. Mary Cavanagh Assistant Professor

Appointed in 2009

Member of the FGPS

Graduate degrees:

PhD Information science (University of Toronto, Canada)
MLIS Library and information science (University of Western
Ontario, Canada)

Courses taught:

ISI 5101 Research applications in information sciences

ISI 5105 Social context of information

ISI 5106 Philosophy and practice in the information professions

ISI 5160 Ethics, values and information dilemmas

ISI6100 Special topic: Information seeking, service and evaluation

ISI6130 The publishing business: past, present and future

ISI 6132 Evaluation of information programs and services

ISI 6140 Organizational ecology of information agencies

ISI6500 Thèmes choisis : Services de renseignement, ressources et relations [Special topic: Information services, resources and relationships]

Areas of specialization:

- Institutionality of the public library
- Practice-based organizing and managing
- Integrated information management and evaluation

Publication summary (2009-2013):

Journal articles (4); refereed proceedings (1)

Graduate supervisions in the MIS program (2009-2013):

Completed (1); in progress (2)

Total research funding (2009-2013):

External (\$25,000); internal (\$5750)

Association memberships:

- ALISE
- International Center for Information Ethics



<u>Dr. Claire Dormann</u> Assistant Professor

Appointed in 2009

Member of the FGPS

Graduate degrees:

PhD Applied computing (University of Brighton, UK)

MSc Applied computing (Middlesex University, UK)

Courses taught:

ISI 5504 Aspects humains des systèmes d'informations [Human aspects of information systems]

ISI 5505 Contexte social de l'information [Social context of information]

ISI 6100 Special topic: Social marketing for information organizations

ISI 6100 Special topic: Museums and the Web

ISI 6129 Social media and games in an information context

ISI 6145 Learning and knowledge transfer

ISI 6527 Conception et gestion avancées de sites Web [Advanced website development]

ISI 6997 Experiential learning

Areas of specialization:

- Social gaming for change: rhetoric of activism
- Evaluation of serious games for affective learning
- Tools for information and critical literacy
- Museum 2.0
- Cultural differences and new technology

Publication summary (2009-2013):

Book chapters (1); journal articles (3); refereed proceedings (3)

Graduate supervisions in the MIS program (2009-2013):

Completed (0); in progress (1)

Total research funding (2009-2013):

External (\$67,858); internal (\$3250)

Association memberships:

- Association for Computing Machinery (ACM)
- CapCHI



Dr. Heather Morrison
Assistant Professor
Appointed in 2013
Member of the FGPS

Graduate degrees:

PhD Communication (Simon Fraser University, Canada)
MLIS Library and information science (University of Alberta,
Canada)

Courses taught:

ISI 5162 Global information and communication policy
ISI 5163 Political economy of information
ISI 5164 Information policy and government publications

Areas of specialization:

- Information policy
- Scholarly communication
- Open access

Publication summary (2009-2013):

Books (1); journal articles (4)

Graduate supervisions in the MIS program (2009-2013):

Completed (0); in progress (0)

Total research funding (2009-2013):

External (\$0); internal (\$3000)

Association memberships:

- British Columbia Library Association
- Canadian Communication Association
- Union for Democratic Communication



<u>Dr. André Vellino</u> Associate Professor

Appointed in 2012

Member of the FGPS
Cross-appointment to
the School of Electrical
Engineering and

Graduate degrees:

PhD Philosophy (University of Toronto, Canada)

MSc Logic and scientific method (London School of Economics, UK)

Courses taught:

ISI 5141 Information behaviours and retrieval

ISI 5161 Information and the law

ISI 6100 Special topic: Digital data curation

ISI 6528 Conception et gestion de base de données [Database management and design]

ISI 6997 i-Portfolio

Areas of specialization:

- Scientific research data management
- Cognitive science
- Formal logic and automated reasoning

Computer Science

- Information retrieval
- Recommender systems for digital libraries

Publication summary (2009-2013):

Journal articles (1); refereed proceedings (3)

Graduate supervisions in the MIS program (2009-2013):

Completed (0); in progress (1)

Total research funding (2009-2013):

External (\$0); internal (\$13,930)

Association memberships:

- ALISE
- ASIS&T

While full-time faculty are responsible for the major share of the teaching, research and service activities required to deliver the MIS program, there are nonetheless other team members whose contributions greatly enrich the quality and diversity of the program. While this is undoubtedly true of any school, the impact this has on smaller schools, such as ÉSIS, is more pronounced. At ÉSIS, the full-time faculty are complemented by cross-appointed, sessional, and adjunct professors, who bring their significant experience and unique areas of expertise to bear on the MIS program in a variety of beneficial ways, as described in the sections below.

Cross-Appointed Professors

As defined by section 17.4 of the collective agreement with the Association of Professors of the University of Ottawa (APUO), a cross-appointment reflects the active and substantial involvement of a faculty member in the teaching, research, development of academic programs, or supervision of graduate students, in more than one unit.

There are currently seven professors with cross appointments to ÉSIS, all of whom hold regular faculty appointments in another unit within the University of Ottawa. These cross-appointed professors are members of the ÉSIS Departmental Assembly, and the interdisciplinary perspectives that they bring enrich the MIS program. Some of the cross-appointed professors—such as Tony Horava (University of Ottawa Library), Daniel Paré (Department of Communication) and Leslie Weir (University of Ottawa Library)—have assumed responsibility for teaching courses and examining theses in their area of specialization, while others contribute with guest lectures or provide input into planning and research activities. In addition, it is worth emphasizing that the information policy specialization has a special place in our program because of its particular relevance to our employment community. The cross appointments of three law professors who hold Canada Research Chairs in areas at the intersection of information, ethics, technology, and law (Michael Geist, Ian Kerr, and Teresa Scassa), as well as a communications professor who is also cross-appointed to the Institute for Science, Society and Policy (Daniel Paré), serve to further bolster our school's visibility, credibility, and expertise in this interdisciplinary area that is distinctive within the employment market in our region.

In addition, professors Horava, Paré, and Weir, in particular, are very active with regard to serving on committees and participating in Departmental Assemblies, where they contribute their perspective and expertise to planning and decision-making activities at the school.

The profiles below provide details of their rank, academic credentials, and areas of specialization along with some highlights of the ways in which they have contributed to ÉSIS. Additional details are included in their curricula vitae.



Jane Bailey
Associate Professor
Faculty of Law

Member of the FGPS

Graduate degrees:

LLM Law (University of Toronto, Canada)

MIR Industrial Relations (Queen's University, Canada)

Guest lectures:

ISI 5161 Information and the law

Areas of specialization:

- Internet hate propaganda
- Copyright and freedom of expression
- Online child pornography
- Women's e-quality
- Privacy
- Webcamming



Dr. Michael Geist Full Professor Faculty of Law

Graduate degrees:

JSD Law (Columbia University, US)

LLM Law (University of Cambridge, UK)

Canada Research Chair in Internet and E-commerce Law

Guest lectures:

ISI 5161 Information and the law

Areas of specialization:

- Copyright
- Internet and E-commerce law

Member of the FGPS



Tony Horava
Associate University
Librarian

Member of the FGPS

Graduate degrees:

MA English literature (University of Ottawa, Canada)MLIS Library and information studies (McGill University, Canada)

Courses taught:

ISI 6130 The publishing business: past, present, and future ISI 6148 Collection management

Areas of specialization:

- Collection management
- Scholarly communications
- Cultural transformations
- E-books
- Copyright and licensing issues

Service contributions:

Admissions Committee; Working Group on Case Problem Capstone; Accreditation Advisory Committee; thesis examiner



Dr. lan Kerr
Full Professor
Faculty of Law

Member of the FGPS

Graduate degrees:

PhD Philosophy of Law (University of Western Ontario, Canada)

MA Philosophy (University of Western Ontario, Canada)

Canada Research Chair in Ethics, Law and Technology

Guest lectures:

ISI 5161 Information and the law

Areas of specialization:

- Digital copyright
- Internet regulation
- ISP and intermediary liability

Service contributions:

Admissions Committee



Graduate degrees:

DPhil Science and technology policy (University of Sussex, UK)

MA Political science (University of Guelph, Canada)

Courses taught:

ISI 5162 Global information and communication policy

ISI 5163Political economy of information

Dr. Daniel J. Paré Associate Professor Department of Communication

Member of the FGPS

Areas of specialization:

- ICTs and international development
- Internet governance and regulation
- Social informatics
- Political economy of ICTs
- Science & technology policy

Service contributions:

Appointments Committee



Full Professor Faculty of Law

Member of the FGPS

Dr. Teresa Scassa

Graduate degrees:

SJD Law (University of Michigan, US)

LLM Law(University of Michigan, US)

Canada Research Chair in Information Law

Guest lectures:

ISI 5161 Information and the law

Areas of specialization:

- Intellectual property law
- Privacy law
- Law and technology
- Emerging IP right of association



Leslie Weir **University Librarian**

Member of the FGPS

Graduate degrees:

MLIS Library and information studies (McGill University, Canada)

Courses taught:

ISI 5105 Social context of information

Areas of specialization:

Open access

Service contributions:

Accreditation Advisory Committee; External Advisory Committee

Adjunct Professors and Sessional Lecturers

Since first opening its doors in 2009, ÉSIS has engaged fourteen highly skilled professionals and leaders who bring considerable experience and specialized subject expertise to the MIS program in a part-time capacity as adjunct professors and sessional lecturers. These appointments have enabled ÉSIS to benefit from the contributions of scholars, researchers, and practitioners from the broader LIS community.

ÉSIS's adjunct professors are distinguished individuals in the field who bring prestige and expertise to the school. As explained in the APUO collective agreement (subsection 17.5.2): A scholar, an artist or a professional may be appointed as an adjunct professor in a University of Ottawa academic unit, for the purpose of performing a specific and valuable academic function—such as supervising internships, research or theses, or conducting seminars, workshops or special classes—which is not in the circumstances performed by members of the academic staff.

The collective agreement (subsection 17.5.3) goes on to outline the selection process, noting that adjunct appointments must be approved by the employer (in this case, the dean and the Faculty Teaching Personnel Committee) after having received a formal recommendation from the departmental assembly of an academic unit.

Adjunct professors are not typically remunerated, while sessional lecturers receive payment for teaching courses. An adjunct faculty member can also be employed a sessional lecturer, but does not necessarily have to be so. However, we do indeed have several professors who act in both capacities, to the great benefit of our school and program.

ÉSIS currently has a complement of six adjunct professors, five of whom hold membership in the FGPS, and three of whom have been actively involved in teaching in the MIS program, where they enrich the quality and diversity of the MIS through their specialities that complement the expertise of the full-time faculty. In particular, the teaching contributions of Dr. Tom Delsey are so highly valued that he was nominated by ÉSIS for a Faculty of Arts Distinguished Teaching Award, which he was awarded in 2013.

In addition, the adjunct faculty members make enormous contributions through their active participation in Departmental Assemblies, as well as a range of committees, working groups, planning events and Research Conversations. They also participate in the supervision and examination of student work (e.g., theses, i-Portfolios), and provide feedback and counsel to students and regular faculty members. Setting aside the literal meaning of the term "adjunct," it is vital to acknowledge that in a small and tightly-knit team such as the one found at ÉSIS, these professors are integral members and their contribution cannot be under-rated.

The profiles below provide details of their rank, academic credentials, the courses they have taught, and their areas of specialization. Additional details are included in their <u>curricula vitae</u>.



William Curran
Adjunct Professor

Member of the FGPS

Graduate degrees:

MLIS Library and information science (McGill University, Canada)

MEd Education (University of Ottawa, Canada)

Courses taught:

ISI 5104 Human aspects of information systems
ISI 6100 Special topic: Leadership and project management
ISI 6144 Human resource management

Areas of specialization:

- Administration and management
- Personnel

Former Director of Libraries at Concordia University

- Strategic planning, marketing, and lobbying
- Funding
- LIS education and programs

Service contributions:

Accreditation Advisory Committee; Working Group on Case Problem Capstone; thesis examination



Dr. Tom Delsey
Adjunct Professor

Member of the FGPS

Former Director General (Corporate Policy and Communications) at the National Library of Canada

Consultant and key player in the development of FRBR and RDA

Graduate degrees:

PhD English and American literature and language (Harvard University, US)

MLS Library science (University of Western Ontario, Canada)

Courses taught:

ISI 5102 Organization of information

ISI 5120 Catalogues, cataloguing, and classification

ISI 5121 Subject analysis of information

ISI 6123 Metadata and taxonomies

Areas of specialization:

- Resource description
- Content analysis
- Information architecture
- Intellectual property rights

Service contributions:

Accreditation Advisory Committee; Working Group on Program Objectives; Working Group on I-Portfolio Capstone; Curriculum Committee; thesis co-supervision

Recipient of a 2013 Faculty of Arts Distinguished Teaching Award



Monique Désormeaux
Adjunct Professor

Division Manager, Service Excellence, Ottawa Public Library

Graduate degrees:

MLIS Library and information science (University of Western Ontario, Canada)

Courses taught:

ISI 5103 Management foundations for the information professional

ISI 5506 Philosophie et pratique dans les professions de l'information [Philosophy and Practice in the information professions]

Areas of specialization:

- Intellectual Freedom
- Governance and management issues
- Labour relations

Service contributions:

Accreditation Advisory Committee



Craig Eby Adjunct Professor

Scientific Director,
Semantic Technologies
Research Stream, Cogniva
Information Science
Research Institute

Areas of specialization:

- Semantic technologies
- Rules based encoding of domain knowledge
- Automatic classification
- Business modelling
- Faceted search user experience
- Data visualization for complex semantic networks

Service contributions:

ÉSIS research retreats



Dr. Jennifer Schellink Adjunct Professor

Member of the FGPS

Scientific Director,
Information Flow Within
Organizations Research
Stream, Cogniva
Information Science
Research Institute

Adjunct Professor, Institute of Cognitive Science, Carleton

Graduate degrees:

PhD Cognitive Science (Carleton University, Canada)

Areas of specialization:

- Electronic documents and records management systems
- Information mapping
- Business process and workflow analysis
- Information flow in emergent system behaviour

Service contributions:

ÉSIS research retreats; Assistant Co-ordinator, Academic Advantage Program, Centre for Initiatives in Education, Carleton University



<u>Dr. Amy Tector</u> Adjunct Professor

Member of the FGPS
Senior Archivist in the
Archival Strategies Team,
Library and Archives
Canada

Graduate degrees:

 PhD Canadian literature (Université Libre de Bruxelles, Belgium)
 MA Canadian literature (University of Western Ontario, Canada)

Areas of specialization:

- Photo archives
- Government archives
- Archival metadata
- Linked open data in an archival environment

Service contributions:

ÉSIS research retreats

Sessional lecturers are appointed by the chair, in consultation with members of the departmental assembly. They receive a copy of the ÉSIS "Professor's Handbook", which outlines information such as grading policies, academic fraud policies, and the university's policy on bilingualism. They also receive information about—and are fully entitled to participate in—workshops, courses, and other services provided by units such as the Centre for University Teaching and the Official Languages and Bilingualism Institute.

As some of the most outstanding professionals in the regional community of practice, our sessional lecturers serve as role models, mentors, and often as future employers as well. For example, Monique Désormeaux, division manager for service excellence at the Ottawa Public Library, has lent her expertise to teaching in areas such as management foundations (ISI 5103) and philosophy and practice in the information professions (ISI 5506). Ingrid Moisil, head of Teaching and Research Support Services at the University of Ottawa Library brought her specialized knowledge to the teaching of a course on information systems procurement (ISI 5123). Meanwhile, Pam Armstrong, recently retired from her position as manager of the Open Data, Open Content Division at Library and Archives Canada, brings decades of knowledge and experience to the course on subject analysis of information (ISI 5121). Finally, ÉSIS could hardly be more fortunate than to count Dr. Tom Delsey among our sessional lecturers. A former director general for corporate policy and communications at the National Library of Canada, the 2003 recipient of the American Library Association's Margaret Mann Citation for outstanding professional achievement in cataloging or classification, and more recently, the editor of RDA: Resource Description and Access, Dr. Delsey adeptly shepherd's our students through cuttingedge versions of courses on cataloguing (ISI 5120) and metadata and taxonomies (ISI 6123), among others.

The following library and information professionals from the National Capital Region have served as sessional lecturers at ÉSIS between 2009 and 2013:

Pam Armstrong (MLS) Former Manager, Open Data, Library and Archives Canada Former Director, Collection and Metadata Services, Suzanne Bureau (MLS) Canada Institute for Scientific and Technical Information Bill Curran (MLIS, MEd) Former Director of Libraries at Concordia University Tom Delsey (MLS, PhD) Consultant and Former Director General, Corporate Policy and Communications, at the National Library of Canada Division Manager, Service Excellence, Ottawa Public Monique Désormeaux (MLIS) Susan Hempinstall (MA) Systems Programmer, Computing and Communications Services, University of Ottawa, and PhD candidate in Philosophy (University of Ottawa) Myriam Lacasse Information Management Specialist, Canadian Heritage Ingrid Moisil (MLIS) Head, Teaching and Research Support Services, University of Ottawa Library Head of a Special Library with the Department of Defence Terri Tomchyshyn (MLIS)

Teaching, Research, and Service

Standard III.2

Cabot Yu (MLIS)

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

Immigration Canada

Project Lead, e-Information Services, Citizenship and

Policies and procedures in place at the University of Ottawa ensure that faculty members appointed to the school and promoted through the ranks meet the university's high standards for teaching, research, and service. The university encourages and supports innovation among its faculty members through a range of services and resources, including the Centre for University Teaching, Research Management Services, and the Centre for Academic Leadership.

Appointment Policies and Procedures

The specific policies and procedures for the appointment of tenure-track faculty are governed by article 17 of the <u>collective agreement</u> with the Association of Professors of the University of Ottawa (APUO), which allows for a very consultative process. Accordingly, within ÉSIS, an <u>Appointments Committee</u> is struck for each search. This committee is chaired by the ÉSIS

director and composed of a group of professors selected and approved by the Departmental Assembly. In accordance with the APUO collective agreement, there must be representation from both genders on the Appointments Committee. In addition, the curricula vitae of all candidates are made available for review by all regular professors, even those who are not serving on the Appointments Committee.

The Appointments Committee is responsible for the pre-selection process. Following an analysis of all the applications received, the Appointments Committee draws up a proposed short list of candidates to be invited for an interview. This short list is then presented to the Departmental Assembly for approval.

The typical process for an interview is as follows. Each candidate is interviewed over a period of one full day. The candidate is asked to make a thirty-minute public presentation—open to faculty, students, alumni, and community members—on his or her research. In addition, the candidate is asked to deliver a "mock" course on a given subject pertinent to the area for which the position has been advertised. This subject is determined by the Appointments Committee and is communicated to all candidates in advance. Anyone attending these public presentations is invited to give feedback—in confidence—to the Appointments Committee.

The candidate must then participate in two interviews—the first with the Appointments Committee and the second with the dean of the Faculty of Arts (or his or her delegate). Opportunities are also provided for the candidate to meet with faculty members and students in a less formal setting (e.g., coffee break or lunch).

Given the bilingual requirements of the MIS program, it is important to point out that all faculty members hired into a tenure-track position at ÉSIS are expected to demonstrate an ability to communicate comfortably in both of Canada's official languages at the time of hiring. As part of the interview process, candidates must interact with the Appointments Committee in English and in French in order to demonstrate a reasonable degree of fluency and evidence of the ability to achieve functional bilingualism by the time of tenure. It is worth noting that, once hired, there are numerous supports in place on campus to assist professors with this long-term requirement. For example, the Official Languages and Bilingualism Institute (OLBI) provides second language courses for faculty, students, and academic staff, editing services for faculty teaching in their second language, competency evaluations, and special training sessions customized to each professor's needs.

At the end of this process, the Appointments Committee takes on board any feedback that has been provided and prepares a recommendation which is presented to the Departmental Assembly. The members of the Departmental Assembly discuss the recommendation, and they in turn make a recommendation to the dean. Note that the hiring recommendations must be clearly justified based on the needs and standards of the school. In addition, if there is a gender imbalance in the department—as defined in subsection 17.1.6 of the APUO collective agreement—the recommendations must be clear on why a candidate from the "over-represented" gender is being considered.

Tenure and Promotion

Because ÉSIS was founded in 2009, none of the regular faculty members who have been newly hired into the school since that time have yet become eligible for tenure or promotion. The first

two (hired in 2009), will be eligible to apply in 2014. Eligibility criteria, application requirements, and the evaluation processes for tenure and promotion are outlined in the APUO collective agreement (article 25) and are the same for all professors across the university.

A <u>table</u> listing the date on which each full-time professor in the school will be eligible to apply for tenure is included in the sources of evidence.

When faculty are considered for tenure or promotion, evaluation measures include a self-evaluation and reflection by the faculty member, peer evaluation of teaching materials, summative evaluation of student course evaluation data (A-Reports), and evaluation commentary from external evaluators who are senior academics in the field (national and international). The director, and when applicable, a DTPC, are invited to comment, but recommendations are made at the Faculty level by the dean and the FTPC.

ÉSIS director Dr. Lynne Bowker had already achieved tenure and promotion to Associate Professor in 2005 while employed as a faculty member at the School of Translation and Interpretation. She moved to ÉSIS on a full-time basis in 2010, when she took up the position of director, and in 2011, she was promoted to the rank of Full Professor.

In order to nurture and retain first-rate faculty, it is necessary to provide them with a support network that will help them to establish fulfilling careers and to work successfully towards achieving tenure and promotion while delivering a high-quality program. Once installed in a tenure-track position, faculty members can make use of a wide range of resources and services that are offered by the university as part of its commitment to provide a stimulating learning and research environment through the promotion of excellence and innovation in teaching and research, as well as broad engagement and leadership and service, both within the university and beyond. Some of the services and resources that comprise the University of Ottawa's support network for faculty members are described below. This will be followed by a summary of the faculty evaluation process, which is used to assess how well professors are meeting expectations with regard to teaching, research, and service.

Encouraging Innovation in Teaching

The standard of teaching across ÉSIS is very high. Course evaluations are reviewed by the director and are considered in the annual performance review of full-time faculty members. In addition, teaching-related needs and practices are reviewed as part of the school's four-year program planning framework, with one year in each cycle focusing on teaching and learning. To help faculty members develop and maintain a high standard of teaching, the director encourages all professors to take full advantage of the teaching-related services and resources available on campus.

For example, the Centre for University Teaching (CUT) is a service whose activities are designed to help all professors (both full- and part-time) innovate in their teaching or establish special initiatives to improve students' learning. The CUT offers over thirty different workshops on a wide range of subjects such as "Using Learning Outcomes to Identify Evidence of Learning" and "Making Logical Choices: A Myriad of Teaching Strategies." In addition, in August of each year, the CUT organizes a three-day "Orientation for New Professors," which introduces new professors to the services offered by the CUT and takes them through a series of workshops aimed at helping them to design, deliver, and evaluate high quality courses. All newly hired

professors at ÉSIS are strongly encouraged to participate in the orientation, and feedback received from those who have participated has been very positive.

In addition, the CUT offers a regular series of inspirational pedagogical lectures by innovators in the field of higher education from the University of Ottawa and elsewhere. Some of the lectures given in 2012-2013 include "Universal Design and Accessibility: Contributing to a Better Learning Experience for All" and "Assessing Learning in Large Classrooms: The Use of Differentiated Evaluation as an Inclusive Strategy that Promotes Improved Academic Performance."

For those professors who prefer more personalized assistance, there is a team of education developers at the CUT who are happy to meet with and advise professors on any aspect of their teaching. These education developers are even available to sit in on classes to observe teaching and offer constructive, professional feedback to help professors to improve their communication and increase student engagement. Several ÉSIS professors have consulted individually with the CUT's educational development team with a view to enhancing their teaching.

In addition, education developers from the CUT participated in the development of program objectives for the MIS program, framed as student learning outcomes that can now be evaluated through the newly launched i-Portfolio capstone course. Indeed, within the Faculty of Arts, ÉSIS is currently viewed as a leader with regard to the development of a strategy for effective program-level assessment, and the school has been informally approached by the vice-dean with a view to offering a workshop in the Fall of 2013 for other academic units within the Faculty who are interested in establishing a similar type of portfolio capstone. The school's i-Portfolio capstone came to the attention of the vice-dean when he evaluated the file that was submitted by ÉSIS in support of our nomination of adjunct professor Dr. Tom Delsey for a 2013 Faculty of Arts Distinguished Teaching Award. A key player in the development of the ÉSIS i-Portfolio, Dr. Delsey was selected as an award recipient, underlining the value placed on innovation in teaching by both ÉSIS and the Faculty of Arts.

The CUT also has an extensive <u>resource centre</u> with over twenty-five hundred items (books, magazines, videos) devoted to pedagogy that professors are able to consult.

Finally, the CUT manages a <u>Teaching/Learning Grants Program</u> to which professors can apply in order to finance new initiatives related to improving the pedagogical experience. ÉSIS director and professor Lynne Bowker has previously received a Teaching/Learning Grant to develop and test the usefulness of a repository for instructional materials relating to the use of translation technologies.

Some of the other services that exist to help promote quality and innovation in teaching include the <u>Centre for Mediated Teaching and Learning</u>, which makes new teaching technologies available for instructors and supports the integration of the these technologies into courses. In addition, the <u>Centre for e-Learning</u> provides expert consultation and support services to faculty in the development and implementation of technology-based courses, multimedia learn-ware materials, and online teaching and learning materials. All ÉSIS professors make extensive use of the university's <u>Virtual Campus</u> (powered by Blackboard Learn), which serves as a one-stop signin portal allowing the university community to access online course websites as well as other e-learning resources.

Meanwhile, the <u>Centre for Academic Leadership</u> offers a <u>mentoring program</u> for new professors which sees them paired with a more senior professor who can provide guidance on teaching-related issues, as well as on other aspects of managing an academic career.

Encouraging Innovation in Research

ÉSIS, the Faculty of Arts and the University of Ottawa foster and reward outstanding research. New faculty members are given a course reduction in their first year (and possibly their second and third, depending on their prior level of experience). They are given a start-up grant of approximately \$5000 to support the initial development of a research program, and they also receive a \$2000 library grant to augment the collection in their area of specialization. In addition to these start-up funds, professors are also encouraged to apply for additional Faculty-level grants, including seed funding. Newly hired ÉSIS faculty have a good track record of receiving support through the seed funding program (e.g., Dr. André Vellino in 2012 and Dr. Inge Alberts in 2013).

The Office of the Vice-Dean (Research) in the Faculty of Arts employs a research facilitator, who is available to assist professors wishing to develop grant applications for internal or external competitions. The vice-dean research can also be consulted for guidance with regard to the development and funding of a research program. This office has also developed a "Research Toolbox," which is a section on their website containing guides and tips for identifying funding opportunities and preparing competitive applications in accordance with the requirements of funding bodies such as the Social Sciences and Humanities Research Council of Canada.

The Faculty of Arts also recognizes innovation in research through awards, such as the Young Researcher of the Year Award and Professor of the Year Award, as well as by showcasing the success of its researchers on their website and in their annual report *Horizons: Research at the Faculty of Arts*.

At the institutional level, the University of Ottawa's Research Management Services (RMS) supports researchers and administrators by providing services and resources that focus on the identification of potential funding sources, assistance with the application process, and guidance with regard to the management of awards. This office also coordinates a series of workshops on preparing grant applications. In addition, RMS manages the Research Development Program, which aims to provide a competitive edge for University of Ottawa researchers through the provision of direct, short-term funding. This funding will enable faculty members to conduct research which lays the groundwork for a competitive grant application to a major funding council such as the Social Sciences and Humanities Research Council (SSHRC), the Natural Sciences and Engineering Research Council (NSERC), or the Canadian Institutes of Health Research (CIHR).

The university also offers a number of different types of funding in support of research. For example, the Office of the Vice-President (Academic) holds an annual competition for the <u>Policy 94: Pro-active Recruitment of Women Professors</u> grants, which are intended to provide help to women professors in the development of their career. ÉSIS professor Dr. Lynne Bowker was a recipient of one such grant in 2012-2013. Other funding opportunities offered by the university include the <u>Development of Interdisciplinary Initiatives</u> program and the <u>Distinguished</u> University Professor awards.

Another highly popular way in which the university supports innovation in research is through the regular "Writing Days" organized by the Centre for Academic Leadership. The Centre has a quiet room equipped with ten workstations where researchers can reserve time away from the often hectic environment of their own academic unit and focus on the task of writing up research results.

Within ÉSIS, a culture of research is promoted with the <u>Research Conversations</u> seminars, which are attended by faculty, students, and members of the regional community of library and information professionals. ÉSIS faculty and students regularly contribute to the series as well. The series is co-ordinated by a faculty member, who identifies potential speakers (with input from all colleagues) and invites them to make presentations. Approximately three Research Conversations are scheduled in each of the fall and winter semesters. Since the inception of the series in 2010, ÉSIS has hosted a range of presenters from around the region and even from abroad (e.g., Hong Kong, Spain, and the United States).

In addition, as part of our four-year program planning framework, ÉSIS places the focus on research for one of these four years. In 2012-2013, the school held two half-day <u>retreats</u>, which were attended not only by regular and adjunct faculty, but also by community members interested in exploring research partnership opportunities.

Encouraging Engagement and Leadership in Service

ÉSIS strongly encourages innovation in service as well as a commitment to connecting with communities. ÉSIS faculty members participate in a wide variety of school, faculty, and university-level <u>committees</u>, as well as in <u>professional and scholarly associations</u>, where they regularly provide leadership in those contexts. Engagements that go beyond basic departmental service are common for ÉSIS faculty. Some notable examples include the following:

- Dr. Mary Cavanagh sits on the Steering Committee for Capital Sm@rtLibrary, as well as on the Board of Directors (2013-2014) for <u>MediaSmarts</u>, which is a bilingual Canadian not-for-profit charitable organization for digital and media literacy.
- Dr. Inge Alberts is a scientific director at the <u>Cogniva Information Science Research</u>
 <u>Institute</u> (CISRI), while Dr. Lynne Bowker is a member of the CISRI Steering Committee.
- Newly-appointed assistant professor Dr. Heather Morrison recently held the office of second vice-president of the <u>British Columbia Library Association</u> (2011-2013);
- Cross-appointed professor Leslie Weir is both the president of <u>Canadiana.org</u> (an organization dedicated to preserving Canada's print history and making it accessible online), as well as a member of the Board of Directors for the <u>Canadian Research Knowledge Network</u>.

Within the university, in the course of their career, professors may be called on to assume leadership positions, whether as the head of a department or faculty, as the chair or a member of any number of committees, or in scholarly endeavours, such as heading a research group or a disciplinary body. These activities are usually related to the function of service to the academic community, an integral part of the life of a professor. They are also opportunities for growth and personal development which enable individual faculty members to contribute to the advancement of the institution, to influence its future, to promote important values, and to find fulfillment through their involvement. Recognizing the importance of their contribution, the University of Ottawa seeks to support its academic leaders through the Centre for Academic Leadership.

This centre offers workshops such as "The Strategic Role of Department Chair" and "Leadership and Success of the Team." Other learning opportunities are provided through seminars on "Tenure and Promotion" and a mentoring program which is open to both new professors and those who are already established in their career. ÉSIS professors are strongly encouraged to participate in these leadership training activities, and many have reported back positively about their experience.

ÉSIS members also strive to foster positive and fruitful relationships with the professional community in the region, and these relationships contribute greatly to the vibrant learning and research environment at the school. A few examples of the types of activities that serve to strengthen these relationships include:

- co-sponsoring events with organizations such as Librarians Without Borders
- sitting on the <u>local arrangements committees</u> for conferences held in the region (e.g., the Canadian Library Association Conference in 2012, and the Joint Conference on Digital Libraries (JCDL) in 2011)
- appointing representatives of the local practitioner community to ÉSIS <u>advisory</u> committees (e.g., the Curriculum Advisory Committee)
- inviting community members to present at and attend the ÉSIS <u>Research Conversations</u> seminar series

Recruitment and Personnel Policies

Standard III.3

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

As part of our commitment to diversity, ÉSIS strives to recruit and retain faculty from a wide range of backgrounds. To this end, the school applies explicit and equitable faculty personnel policies that are published on the website of the university's Human Resources unit and in the collective agreement of the Association of Professors of the University of Ottawa.

Recruitment Policies and Procedures

As a new school, ÉSIS aims to recruit fresh minds committed to growing and enhancing the community of library and information professionals in the National Capital Region and beyond. When a position is to be filled, the areas of teaching and research expertise required for the position are determined by the ÉSIS Departmental Assembly, whose members assess the needs of the school and its MIS program. Advertisements for tenure-track positions at ÉSIS typically request the following qualifications, in addition to the expected area of research and teaching expertise:

- a Ph.D. in a relevant field completed by the time of appointment
- evidence of research achievements
- evidence of teaching experience
- some professional experience in library or other related information service

ability to immediately function in a bilingual setting, teaching in one of Canada's two
official languages (English or French) and having a solid working knowledge of the other
(i.e., being able to interact with students and colleagues in both languages)

With regard to announcing positions, the university's <u>collective agreement</u> with the Association of Professors of the University of Ottawa (subsection 17.1.2) requires that, at a minimum, advertisements must be posted on the university's website, must appear in <u>University Affairs</u> (Canada's principal higher education magazine), and must be advertised in at least one external publication such as the <u>CAUT Bulletin</u> (the newsletter for the Canadian Association of University Teachers) or a national newspaper (e.g., <u>The Globe and Mail</u>).

In addition to meeting these minimum requirements, ÉSIS also endeavours to circulate the postings widely via the Internet, and through our social media networks (e.g., Twitter, LinkedIn). In recent years, tenure-track postings from ÉSIS have appeared in the following locations, and whenever possible, in both English and French:

- JESSE listserv
- ALISE job site
- ASIS&T job site
- iSchool at Toronto job site
- iSchool at Drexel job site
- University of North Carolina SLIS job site
- Association of Canadian Archivists website
- ENSSIB job site (École nationale supérieure des sciences de l'information et des bibliothèques, France)

In addition to appearing in the locations listed above, electronic copies of the advertisements were also sent to all our distribution lists (e.g., students, graduates, professors, our External Advisory Committee, the community of library and information professionals, directors of other LIS schools and of academic libraries).

The University of Ottawa hires on the basis of merit and has a strong policy on equitable employment. The following statement is included at the bottom of every job posting for the university:

All qualified candidates are encouraged to apply; however, Canadians and permanent residents will be given priority. Equity is a University of Ottawa policy; women, Aboriginal peoples, members of visible minorities and persons with disabilities are encouraged to apply.

Furthermore, as a bilingual institution that operates in both English and French, the university also has a clear policy on bilingualism when hiring tenure-track faculty. Each job advertisement includes the following statement:

The University of Ottawa is proud of its 160-year tradition of bilingualism. Through its Official Languages and Bilingualism Institute, the University provides training to staff members and to their spouses in their second official language. At the time of tenure, professors are expected to have the ability to function in a bilingual setting and teach in both official languages.

ÉSIS distributes advertisements for its tenure-track faculty positions in both English and in French, and invites applications to be submitted in either of these languages.

Recognizing the limits imposed by our program's need to hire professors who can work in both English and French, the hiring process for new faculty members is nonetheless highly competitive, and ÉSIS recruits from a wide range of backgrounds and geographic locations for our bilingual faculty positions.

Commitment to Diversity

As outlined on the <u>Human Resources</u> pages of its website, the University of Ottawa is committed to diversity, inclusion, accessibility, and equity in its recruitment practices. Hiring policies and procedures for faculty appointments are clearly defined and publicly available online through those pages. Key elements are summarized below.

Included in the <u>collective agreement</u> with the Association of Professors of the University of Ottawa (article 8) is an assurance for an absence of discrimination based on age, race, beliefs, color, citizenship or permanent resident status, national or ethnic origin, language, political or religious beliefs or affiliations, sex, sexual orientation, marital status, family ties, place of residence, or a handicap, among other factors.

Finally, as outlined in its strategic plan, <u>Destination 2020</u>, as part of its commitment to increased internationalization, the university plans to welcome a greater number of international faculty to the campus. Indeed, in 2013, the University of Ottawa was named one of Canada's top employers for new Canadians for the fourth consecutive year by the editors of <u>Canada's Top 100 Employers</u>. As stated in the <u>award notice</u>, these employers "offer interesting programs to assist new Canadians in making the transition to a new workplace—and a new life in Canada."

It must be noted, however, that the Canadian Constitution prevents institutions from compiling personal information about race, national or ethnic origin, colour, religion, sex, age or mental or physical disability. Therefore, statistics about the diversity of the school's faculty cannot be collected and reported for the purposes of this *Program Presentation*. Nonetheless, ÉSIS is fully committed to maintaining a diverse complement of faculty. For example, we can go some way towards demonstrating the diversity of our current complement of six full-time faculty members through the following general profiles:

- **Sex:** five women, one man
- Native language: three Anglophones, three Francophones
- Country of birth: Canada, France, Switzerland, and the United Kingdom
- Country in which post-secondary education was undertaken: Canada (Alberta, British Columbia, Ontario, Quebec), France, Ireland, Switzerland and the United Kingdom
- Country in which employment was previously undertaken: Canada (Alberta, British Columbia, Ontario, Quebec, Saskatchewan), Denmark, Germany, Ireland, the Netherlands, the United Kingdom, and the United States
- Area of specialization of graduate degrees: applied computing, applied linguistics/translation, communication, computer applications in education, language engineering, library and information science, logic and scientific method, and philosophy

During our most recent search, in the fall of 2012, we attracted a total of twenty-eight applications—eleven from women and eighteen from men. Eighteen of those applications came

from candidates living in Canada, while five were received from US-based candidates, and five from European candidates.

Qualifications

Standard III.4

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

ÉSIS faculty members demonstrate competence in their respective areas of teaching. They are comfortable with the use of technologies, and they make good use of the resources available. Their collective teaching effectiveness is comparable to that of other professors across the Faculty of Arts and the university.

Areas of Expertise

ÉSIS faculty members are hired not only for research capability, teaching effectiveness, and demonstrated collegiality, but also for specialized subject expertise and potential or demonstrated competence in a particular teaching area. As outlined in their individual profiles and detailed in their CVs, ÉSIS faculty members hold relevant graduate-level qualifications and have expertise that allows them to effectively deliver courses in their designated teaching areas. Moreover, as a way of ensuring continuing subject competence, every effort is made to assign courses that are as closely aligned to professors' research areas as possible.

In addition to their varied academic qualifications, ÉSIS faculty bring a full range of professional working experiences to their teaching, as demonstrated throughout their CVs. Professional work experience prior to recruitment at ÉSIS is strongly valued.

Another way that ÉSIS faculty remain abreast of developments in their area of expertise is through their active participation in appropriate organizations, as evidenced through the following selective list:

- Dr. Lynne Bowker, Member of the Association for Library and Information Science Education (ALISE)
- Dr. Mary Cavanagh, Member of the Canadian Library Association (CLA)
- Dr. Claire Dormann, Member of the Association for Computing Machinery (ACM)
- Dr. Heather Morrison, Member of the Canadian Communication Association (CCA)
- Dr. André Vellino, Member of the Association for Information Science and Technology (ASIS&T)

Technological Competence

All ÉSIS professors are required to be technologically competent. Teaching takes place in multimedia classrooms, and as previously noted all ÉSIS professors make extensive use of the university's <u>Virtual Campus</u> (powered by Blackboard Learn), which allows them to offer online course websites as well as other e-learning resources to MIS students. As described in detail in the chapter for Standard VI, the university's <u>Computing and Communications Services</u> (see page

159) and <u>Teaching and Learning Support Service</u> (TLSS) (see page 160) are units that provide an array of services to help faculty become more knowledgeable, effective, and confident with the integration of technology into their daily practice of teaching and learning, research, communication and administration.

In addition, ÉSIS faculty are recognized on campus for their technological expertise, and the school is represented on several university committees addressing technology issues. For example, Dr. Lynne Bowker was the co-chair of the Arts 2015 round table looking at technology in the classroom, and Dr. Andre Vellino was invited to participate in a focus group that was part of the planning process for redeveloping the architecture and navigation for the Faculty of Arts website. ÉSIS also maintains a strong presence on social media through social networking platforms such as Twitter and LinkedIn. The use of hashtags and course codes (e.g., #ISI5101) on Twitter has become an innovative way for many professors to share classroom insights over social media with a larger student audience.

Effectiveness in Teaching

When it comes to teaching effectiveness, professors at ÉSIS compare well with other professors in the Faculty of Arts and across the university as a whole. As previously noted, responses to three key questions are used to generate the A-Reports that result from the mandatory, university-wide student course evaluations. Table 3.2 below shows that the average scores (calculated out of a total of 5) of ÉSIS professors are in line with those of their counterparts when it comes to effectiveness in teaching. This is particularly impressive if one considers that the ÉSIS faculty members are primarily new professors who have relatively little teaching experience on which to draw, and who have been responsible for mounting multiple new courses during a short period of time. In addition, since the MIS is a bilingual program, ÉSIS professors are sometimes required to teach in their second language. This is not the case for most programs offered at the University of Ottawa; in the vast majority of academic departments, two separate programs run in parallel (one in English, taught by Anglophone instructors, and one in French, taught by Francophone instructors). ÉSIS is exceptional within the University with regard to the level of operational bilingualism that it requires of its professors.

Table 3.1 Teaching Effectiveness of ÉSIS Professors*

Question	2009-2010	2010-2011	2011-2012	2012-2013
1. I find the professor well prepared for class	4.6 (4.6)	4.4 (4.6)	4.6 (4.6)	4.5 (4.6)
4. I think the professor conveys the subject matter effectively	4.2 (4.3)	4.1 (4.3)	4.3 (4.3)	4.1 (4.3)
9. I find that the professor as a teacher is [excellent, good, average, poor, very poor]	4.3 (4.3)	4.1 (4.3)	4.2 (4.3)	4.1(4.3)

^{*}Figures in parentheses represent the average score for all professors in the university.

Adjunct Professor Dr. Tom Delsey received special recognition for his teaching expertise in the form of a 2013 Faculty of Arts Distinguished Teaching Award.

Research Accomplishments

Standard III.5

For each full-time faculty member the qualifications include a sustained record of accomplishment in research or other appropriate scholarship.

Nurtured by the research-intensive environment at the University of Ottawa, the newly hired full-time faculty at our relatively small and new school are well on their way to demonstrating a sustained record of accomplishment in research.

The collective success of the research activity by our six regular faculty members (two of whom joined in 2012 and one in 2013) during the short period from 2009 to 2013 is visibly demonstrated through a research productivity yield of 35 refereed publications and \$275,010 in research funding. This is particularly impressive when one considers that it was accomplished by novice faculty who were simultaneously founding a new school and mounting a new program from the ground up:

- **Total number of publications:** book chapters (10); journal articles (15); refereed proceedings (10)
- **Total research funding**: external (\$226,855); internal (\$48,155)

These publications include articles in high impact journals, such as *First Monday*, the *Journal of the American Society for Information Science and Technology (JASIST)*, and the *Journal of Documentation (J. Doc.)*, to name just a few. What's more, several of our faculty members have been recognized with awards for their research, including "Best Paper Awards" for publications in *Library Review* (Dr. Mary Cavanagh) and at the *Meaningful Play* conference (Dr. Claire Dormann). In addition, faculty members disseminate their work regularly to scholarly and professional audiences, at local, national and international levels. (Copies of faculty members' published research will be available for consultation onsite.)

With regard to research funding, our faculty members have been successful in attracting research dollars from highly competitive sources, including the OCLC/ALISE Research Grants Competition, the Social Sciences and Research Council of Canada, GRAND NCE, the Language Technologies Research Centre, and the Centre canadien de recherche sur les francophonies en milieu minoritaire.

A detailed <u>listing</u> of research grants awarded to ÉSIS faculty members is included in the sources of evidence.

As well as conducting their own research, ÉSIS faculty members are also <u>supervising theses</u> and research assistantships, as well as supporting other activities that foster a culture of research. This includes participating in activities within the school, such as the Research Conversations series, as well as engaging in activities outside that school that contribute to fostering a culture of research in the community at large. For example, several faculty members serve on the

editorial boards of scholarly journals, or participate in <u>peer review</u> for journals, conferences and funding councils:

- Dr. Lynne Bowker is a member of the Editorial Board for the following journals:
 International Journal of Corpus Linguistics, International Journal of Lexicography,
 Localisation Focus, and the Interpreter and Translator Trainer.
- Dr. Mary Cavanagh is a member of the Editorial Advisory Board for the journal Library Review.
- Dr. Claire Dormann is a member of the Editorial Board for the International Journal of Game-Based Learning.

In addition, the faculty balance their research activities with other important and demanding tasks, including academic planning and assessment. This includes participation in school-based planning activities, as outlined in the program planning framework for ÉSIS. As described in detail in the chapter on Standard I (page 11), this framework sets out a four-year planning cycle for the school, focusing in turn on strategic planning, teaching and learning, research, and community engagement. It was in the context of this planning framework that the development of the school's strategic plan was initiated in 2010-11. In 2011-2012, the faculty were particularly active with regard to curriculum planning for the MIS program, while in 2012-2013, our planning focus has been on research. However, ÉSIS faculty are also actively engaged in planning activities at other levels. For example, Dr. Lynne Bowker participated in the development of the University of Ottawa's Destination 2020 strategic plan as a member of the panel investigating international initiatives, while Dr. Bowker and Dr. Mary Cavanagh both participated in the development of the strategic and action plan Arts 2015 for the Faculty of Arts. In addition, various faculty members take turns representing ÉSIS on a range of standing committees at both the faculty and university levels that have responsibilities for various types of planning activities related to their mandates (e.g., Faculty of Arts Library Committee, Faculty of Arts Council, Faculty of Graduate and Postdoctoral Studies Council, University CO-OP Coordinating Committee, APUO Board of Directors). Through their work on such committees, ÉSIS faculty have regular interactions with faculty from other academic units and disciplines. Interdisciplinary contact is also facilitated through cross-appointments both to and from ÉSIS.

Backgrounds, Skills, and Experience

Standard III.6

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. These characteristics apply to faculty regardless of forms or locations of delivery of programs.

The current members of the school's faculty hold advanced degrees from a variety of academic institutions in both North America and Europe. Their backgrounds are diverse, and they possess a range of complementary skills and experience in teaching, professional practice,

technology, academic planning, and research. Interactions with faculty in other disciplines (e.g., through cross-appointments or service work), as well as with practicing professionals, are sought out and valued.

Backgrounds and Areas of Specialization

The school's full-time faculty members hold a variety of advanced degrees from a range of academic institutions within Canada and beyond. Their degrees are in subjects that are pertinent to the field of information studies, and the rich diversity of academic backgrounds provides students with a multidisciplinary perspective that is highly relevant to the LIS field:

applied computing language engineering library and information science communication logic and scientific method computer applications in education philosophy

Moreover, the teaching competencies of the full-time professors are complemented by those of the cross-appointed and adjunct professors, as well as the sessional lecturers.

Academic Planning and Assessment

Academic planning and assessment are integral to the collaborative functioning of the school, and all faculty members participate in planning and evaluating the MIS program. In addition, ÉSIS faculty members are sought after participants in faculty and university level planning and assessment. Given the small size of the school, ÉSIS makes a significant and varied contribution in this regard.

Table 3.2. Departmental Planning and Assessment Activities

Activity	Year	Description	Faculty members involved
SWOT Analysis	2010-2011	Development of ÉSIS' vision and mission statement	All faculty
ÉSIS Program Planning Framework	2011-2012	Strategic planning for all aspects of the School's mission—teaching and learning, research, and community engagement	Bowker & Delsey
Program Objectives Working Group	2011-2012	Alignment of the School's course curriculum with ALA program objectives	Delsey (Chair), Cavanagh, Vellino
i-Portfolio Capstone Working Group	2011-2012	Development, pilot and implementation of the i-portfolio	Delsey (Chair), Bowker, Vellino
Curriculum Committee	2011-2013	Revision of the course curriculum Regular meeting with the Curriculum Advisory Committee	Cavanagh (Chair) & all other faculty

Activity	Year	Description	Faculty members involved
Summary of Student Achievements	2009- ongoing	Monitoring & reporting on student achievements such as program completion & hiring statistics Performing student exit survey	Bowker
Annual Report	2010- ongoing	Reporting on the school performance to the Dean & the LIS community	Bowker
ALA Accreditation Planning and Reporting	2012- ongoing	Preparing plan for the program presentation Holding public information session on ALA accreditation Regular meeting with the ALA advisory committee Preparing program presentation Updating website on ALA accreditation progress	Bowker (Chair) & all other faculty

Table 3.3. University Planning Activities

Full-time faculty	Committee participation	Year	Level of academic planning
Alberts, Inge	Member of the Library Committee	2012- present	Faculty Planning
Bowker, Lynne	Co-chair of Faculty of Arts Strategic Planning subcommittee on "New Modes of Course Delivery" for Vision 2015	2010-2011	Faculty Planning
	Member of Selection Committee for Vice-Dean (Graduate Studies)	2010	Faculty Planning
	Member of Faculty Council (as STI Acting Director and SIS Director)	2010- present	Faculty Planning
	Member of Faculty Council (as STI Acting Director and SIS Director)	2010- present	Faculty Planning
	Member of Faculty of Arts Library Committee	2007-2009 2010-2012	Faculty Planning
	Member of the Co-operative Education Co-ordinating Committee	2010- present	Faculty Planning
	Member of Co-operative	2010-	University Planning

Full-time faculty	Committee participation	Year	Level of academic planning
	Education Committee	present	
	Participant from the Faculty of Arts on the "Internationalization" Round Table for Vision 2020 Strategic Planning for the University of Ottawa (March-April 2010)	2010	University Planning
	Member of ad hoc committee for the evaluation of internal funding proposals for the Research Development Program (Humanities and Social Sciences stream)	2008	University Planning
Cavanagh, Mary	Member of Faculty Council	2011-2012	Faculty Planning
	Participant in the undergraduate Research Opportunities Program	2011-2013	University Planning
Dormann, Claire	Member of the Co-op Coordinating Committee	2012-2013	University Planning
Vellino, André	Member of Faculty Council	2012-2013	Faculty Planning

Community Engagement

Engagement with the broader LIS community is also a priority for faculty members. In part, this is done informally, through personal contacts with colleagues at institutions in the National Capital Region, such as Library and Archives Canada, the Library of Parliament, the Canada Institute for Scientific and Technical Information (CISTI), the archives of the national museums and galleries, two major public library systems (Ottawa and Gatineau), three university libraries (University of Ottawa, Carleton University, and Université du Québec en Outaouais), and a wide range of information-based centres in government departments, NGOs and private institutions. On a more formal level, faculty members also belong to a range of professional associations (e.g., ALISE, Association for Computing Machinery, CapCHI, Canadian Library Association), and they are engaged in more formal community relationships, such as the aforementioned leadership roles assumed by members serving on Boards of Directors and Steering Committees. The reverse is also true, as ÉSIS welcomes the participation of library and information professionals in our school activities. For example, many of our adjunct and sessional lecturers are simultaneously practicing professionals. In addition, ÉSIS has an External Advisory Board which has representatives from Ottawa Public Library, the Université du Québec en Outaouais, Library of Parliament, and Library and Archives Canada, among others. LIS professionals also sit on our Curriculum Advisory Committee and participate in other types of school planning activities.

In addition to engagement with the broader community of library and information professionals, ÉSIS faculty members regularly engage with faculty from other disciplines in a

variety of ways. There are cross-appointments into the school (e.g. from Communication and Law), as well as out of the school into other departments (e.g. to Computer Science and Translation). ÉSIS is actively collaborating in the development of a PhD in E-Business with partners in the Telfer School of Management and the School of Electrical Engineering and Computer Science. In addition, our recent move to the main campus and co-location with the Department of Communication has made it much easier for colleagues in both units to mutually attend research seminars, lectures and other events.

Teaching Assignments

Standard III.7

Faculty assignments relate to the needs of a program and to the competencies and interests 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.

The workload of professors employed at the University of Ottawa is determined in accordance with article 22 of the APUO <u>collective agreement</u>, which mandates that the total workload of a faculty member comprises several functions, including teaching, scholarly research, and service.

The principal responsibility for the distribution of workload lies with the dean. While there is some degree of flexibility permitted in order to accommodate opportunities available to members to carry out scholarly activities, or to address the needs and priorities of the university, the workload is typically understood to be comprised of forty percent teaching, forty percent research, and twenty percent service. Within the Faculty of Arts, the standard teaching load is five courses per academic year.

With regard to program delivery, regular professors are required to teach in two out of three semesters—typically fall and winter—leaving them with one teaching-free semester during which they can focus more substantially on research or professional development. Relatively few courses are offered during the summer (intersession); up to this point, ÉSIS has offered only one or two courses each summer in order to facilitate the steady progression of our part-time students through the program. The standard teaching load for all full-time professors in the Faculty of Arts is five courses per academic year; however, owing to the possibility of obtaining teaching releases, this load is often reduced. For example, new professors are given a course release during their first year, and sometimes even in their second and third year (depending on their level of previous experience). In addition, professors are eligible to receive teaching releases to carry out some other types of activities (e.g., research funded by external grants, multiple supervisions, significant administrative duties) as outlined in the "Workload Chart" prepared by the Faculty of Arts; however, the Faculty limits the number of releases that can be held simultaneously. These practices, coupled with the regular faculty members' diverse specializations and subject expertise, help to ensure that it is full-time professors who carry out the major share of the teaching, research, and service activities required to maintain the high standards of the school's MIS program. It is also customary practice for the director and faculty

members to discuss teaching assignments for the coming year in order to reach mutual agreement; the director then makes a recommendation to the dean, who holds the ultimate authority for assigning workload as outlined in the APUO <u>collective agreement</u> (article 22). The division of teaching responsibilities between full-time and part-time faculty during the period 2009 to 2013 is summarized in table 3.1. Note that the proportion of courses taught by full-time faculty should continue to increase now that an additional tenure-track professor has been hired (in 2013).

Table 3.4 Number of Courses Taught by Full-Time and Part-Time Faculty

Semester	Total number of courses offered	Number taught by full-time faculty	Number taught by part-time faculty
Spring 2009	1	1	0
Fall 2009	7	4	3
Winter 2010	8	5	3
Spring 2010	1	0	1
Fall 2010	12	10	2
Winter 2011	11	7	4
Spring 2011	2	1	1
Fall 2011	12	7	5
Winter 2012	11	5	6
Spring 2012	2	2	0
Fall 2012	11	7	4
Winter 2013	11	7	4
TOTAL	89	56	33
TOTAL (%)	100	63	37

Detailed listings of faculty <u>teaching assignments and releases</u> for 2009-2010 through 2012-2013 are included in the sources of evidence.

Evaluation

Standard III.8

Procedures are established for systematic evaluation of 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.

Procedures are in place for systematically evaluating the accomplishments of faculty in the areas of teaching, research, and service, including measures such as an annual report and student course evaluations.

The <u>collective agreement</u> with the Association of Professors of the University of Ottawa (article 22) mandates that the total workload of a faculty member comprises several functions, including teaching, scholarly research, and service. There are a number of evaluation mechanisms in place to help assess whether faculty members are meeting expectations with regard to these three areas of activity. The results of these various evaluations can help bring to light areas of both strength and weakness in a professor's performance. In the case of the latter, faculty members can be constructively directed towards services and resources that can help them to address any shortcomings with a view to both achieving their personal career goals and improving the quality of program delivery.

Firstly, teaching effectiveness is a major aspect of faculty evaluation. As described in the chapter on Standard I (page 23), student course evaluations are conducted at the end of each course as part of a university-wide process (Evaluaction). The questionnaire includes thirteen questions, each with a five- or four-point rating scale. The questions relate both to course content and to the professor's teaching. There are also questions asking the student to give an overall rating of the course and of the professor's teaching, and to indicate how much was learned in the course. Of these questions, the following three (questions 1, 4 and 9) are retained for the generation of a report known as an A-Report:

- 1) I find the professor well prepared for class
- 4) I think the professor conveys the subject matter effectively
- 9) I find that the professor, as a teacher is...

The resulting A-Report is placed in a professor's file in the dean's office and in the academic unit. The professor also receives a copy of this report. The A-Report is considered annually by the dean and the head of the academic unit during the review of a faculty member's efficiency in managing workload duties. A-Reports are considered collectively for a minimum period of three years in order to establish a trend in teaching performance.

The tabulated results of all thirteen questions are compiled into a P-Report, which only the professors receive. In addition, professors are the only ones to receive the comment sheets, which contain students' confidential commentaries. The P-Report and comment sheets provide professors with information that might help them to improve their courses and their teaching. (Copies of the P-Reports for ÉSIS faculty members will be available for consultation onsite.)

In addition to the student course evaluations, which are a key measure used to determine the effectiveness of a professor's teaching, annual reports are also used as a means of faculty evaluation. As outlined in the APUO collective agreement (subsection 23.1.2), each year, faculty members are required to submit a written annual report to the dean, which consists of an upto-date curriculum vitae, an appendix that describes service activities, and any additional information deemed pertinent by the member. Copies of the annual reports, along with the A-Reports described above, are forwarded to the director, who considers them and returns them to the dean with observations. Note that in most academic units, the director is assisted in this function by the Departmental Teaching Personnel Committee (DTPC); however, only tenured faculty may serve on a DTPC, so one has not yet been established at ÉSIS. The annual evaluation also provides an opportunity for the director and/or the dean to discuss a faculty member's teaching assignments, research plans, and service responsibilities for the next few years.

Decisions regarding merit pay—known at the University of Ottawa as Progress Through the Ranks (PTR)—are made by the dean in consultation with the Faculty Teaching Personnel

Committee (FTPC) and in accordance with the APUO <u>collective agreement</u> (subsection 23.2.2). The FTPC is chaired by the dean and comprises five regular tenured faculty members elected from the Faculty of Arts (two each from the Humanities sector and the Languages and Literature sector, and one from the Fine Arts sector).

The FTPC is also the committee that makes decisions about tenure and promotion at the faculty level. When faculty members are considered for tenure or promotion, additional evaluation measures are used, as outlined below.

Summary Assessment

As part of our commitment to diversity, ÉSIS strives to recruit and retain faculty from a wide range of backgrounds. To this end, the school applies explicit and equitable faculty personnel policies that are published on the website of the university's Human Resources unit and in the collective agreement of the Association of Professors of the University of Ottawa.

The current faculty members hold advanced degrees from a variety of academic institutions in both North America and Europe. Their backgrounds are diverse, and they possess a range of complementary skills and experience in teaching, professional practice, technology, academic planning, and research. Interactions with faculty in other disciplines—through crossappointments and participation in Faculty of Arts and university committees and councils—as well as with practicing professionals, are sought out and valued.

The appointment and promotion of faculty members demonstrate the importance that the school places on teaching, research, and service. A wide range of services and resources, such as the Centre for University Teaching, Research Management Services, and the Centre for Academic Leadership, encourage and support faculty in their efforts to develop and apply innovative approaches in each of these three areas of activity. Correspondingly, appropriate procedures are in place for systematically evaluating the accomplishments of faculty in these areas, including measures such as an annual report and student course evaluations.

ÉSIS faculty members demonstrate competence in their teaching, and their collective teaching effectiveness is comparable to that of other professors across the Faculty of Arts and the university. They are comfortable with the use of technologies, and they make good use of the resources available, such as the Virtual Campus.

Full-time faculty members belong to the Faculty of Graduate and Postdoctoral Studies and are actively engaged in research. In the short period of time between 2009 and 2013, they have collectively produced thirty-five refereed publications and attracted over \$275,000 in research funding. This is particularly impressive given that most faculty members are new to the academy, and they have developed and maintained their research agendas while helping to build a new school and mounting multiple new courses in both English and French. Such efforts provide further evidence of our dedicated faculty's commitment to delivering a high quality MIS program within a stimulating learning and research environment.

Faculty workload assignments relate to the needs of the program, as well as to the competencies and interests of individual faculty members. While full-time faculty are responsible for carrying out the major share of the teaching, research, and service activities required to deliver a high quality MIS program, the team of cross-appointed, adjunct, and part-

time professors balance and complement the competencies of the full-time faculty and enhance the overall quality of the learning and research environment.

Over the next few years we will continue to build on the experience and expertise of our faculty, both in teaching and in research. With respect to research in particular, we will continue to develop and refine a research focus for the school that will optimize the impacts that can be achieved through synergy and partnership with others engaged in related areas of research, both within the university and in the private sector.

Sources of Evidence

* Sources marked with an asterisk will be available for consultation onsite

Governance

ÉSIS Departmental Assembly – Terms of reference and membership; minutes of meetings

<u>Faculty Teaching Personnel Committee</u> – Terms of reference and membership

Policies and Procedures

Employment Equity at the University of Ottawa - Webpage

<u>University of Ottawa Policy on the Prevention of Harassment and Discrimination</u> - Webpage

Standards and Procedures for Tenure and Promotion

Annual Performance Evaluation – Reporting Form

Annual Performance Evaluation – Criteria

Faculty of Arts Workload Policy

Resources

ÉSIS Professor's Handbook

Teaching and Learning Support Services

Funding for Research and Travel – University and Faculty funding of research and travel

Faculty

Full-time Professors - CVs

Cross-appointed Professors – CVs

Adjunct and Part-time Professors – CVs

Full-Time Faculty Position Postings – For positions staffed in 2011, 2012, and 2013

<u>Appointments, Tenure, and Promotion</u> – Listing of ÉSIS faculty appointments and dates of promotion and eligibility for tenure

Collective Agreements (APUO and APTPUO)

Faculty Advisors – Responsibilities

Program Planning

<u>ÉSIS Curriculum Review</u> – Minutes and documents from the ÉSIS Professors Curriculum Review Meetings

ÉSIS Research Retreats - Minutes and documents

Program Evaluation

Student Course Evaluations – Forms and procedures; course evaluation reports*

Communications and Marketing

Conferences, Symposia, etc. – Conferences, etc., hosted or sponsored by ÉSIS

ÉSIS Monthly Newsletter

Teaching and Learning

<u>Course Offerings</u> – Annual schedules of course offerings; course outlines; tabulation of core, compulsory, and elective courses offered from 2009-2010 through 2013-2014; tabulation of planned core and elective course offerings for 2014-2015 through 2018-2019; examples of student papers, presentations, projects, etc.*

Teaching Assignments and Releases

Thesis Examination Committees

Supervision of Theses and Independent Studies

Faculty Participation in Continuing Education Offerings

Research

Faculty Research - Copies of published research*

Research Funding – Research grants awarded to ÉSIS faculty members

Faculty Participation in Peer Review Activities

ÉSIS Research Conversations

Academic Service

<u>ÉSIS, Faculty of Arts, FGPS, and University Committees</u> – Academic service record of ÉSIS faculty members

Community Engagement

<u>Conference Planning and Organization</u> – Participation by ÉSIS faculty members

<u>Professional and Scholarly Associations</u> – Participation by ÉSIS faculty members

<u>Awards and Honours</u> – Awards and honours won by ÉSIS faculty members

Standard IV

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We are fortunate to have a clever, creative, and capable student body, whose members have promising careers ahead of them in the library and information professions. We endeavour to make their experience in the Master of Information Studies program an enriching one in all respects—in the classroom, on CO-OP and experiential learning placements, in extra-curricular activities, and through engagement with the community.

In this chapter we begin by setting the context for reviewing aspects of our program relating to students with a brief profile of our student body, and then provide an overview of our student recruitment and admissions policies, financial aid, and placement assistance, the channels we use to communicate program information to students, our admission standards and procedures, evaluation, guidance, and counselling, student participation in the development of the overall learning experience, and the procedures established for the evaluation of our academic and administrative policies. The chapter concludes with a summary of the progress we have made to date in achieving our goals with respect to providing our students a rich, inspiring experience.

The purpose of the chapter as a whole—along with sources of evidence that are cited in the text and listed at the end of the chapter—is to document our program's compliance with the accreditation standard on students. Our aim is to provide the Committee on Accreditation a basis on which to assess:

- our academic and administrative policies for students vis-à-vis our mission, values, goals, and program objectives
- our communication of program information to students
- our admission standards and procedures as they relate to program goals and objectives
- the methods we use to evaluate student achievement and the support we provide our students in the form of guidance and counselling
- the opportunities we provide our students to form their own organizations and to participate in the development and implementation of policies affecting academic and student affairs
- the instruments we use to evaluate our academic and administrative policies and procedures, and our efforts to enrich the student experience

Context

Our Master of Information Studies (MIS) program is the only fully bilingual and bicultural graduate program in information studies in North America. All of our students are able to communicate in both English and French, and they are exposed to elements of both Anglophone and Francophone culture in all their courses. Approximately two thirds of our students have English as their dominant language, while the remaining one third have French as their dominant language. All students have the choice of interacting with their professors and with any of the administrative staff in either English or in French. To complete the requirements for the MIS degree, all students must take at least one quarter of their courses in their less dominant language.

Given the requirement for functional bilingualism in English and French upon entry to the MIS program, it is not surprising that the majority of ÉSIS students come from the National Capital Region, which includes eastern Ontario and western Quebec. However, we have also been successful in attracting students from other bilingual regions of Canada, including northern Ontario, New Brunswick, and Manitoba. In many cases, for those students who clearly have other choices for studying information science at an institution closer to home, it is the bilingual nature of our program that has attracted them.

Since the first intake of students to the program in 2009, the school has made offers to 153 candidates (from a pool of 208 applications), of which 131 offers were accepted. The students entering our program have an admission average (GPA) superior to 6.0/10. A total of 51 full- and part-time students have graduated from the MIS program to date.

Table 4.1. Annual Admissions of New Students to the Program

	2009-2010	2010-2011	2011-2012	2012-2013
New students admitted	39	28	33	31
Full-time	18	19	24	19
Part-time	21	9	9	12

Table 4.2. Annual Completions of the Program

	2009-2010	2010-2011	2011-2012	2012-2013
Students graduating (full- and part-time)		15	15	21

Our students come to us from a wide variety of academic backgrounds. Among the disciplines and fields in which they have previously earned degrees are:

anthropology	environmental studies	music
art history	film studies	philology
biochemistry	French literature	philosophy
biology	geography	political science

classics history psychology commerce home economics public ethics communication international development religious studies

computer sciencelawtheatrecreative writingleisure studiestheologycriminologylinguisticstranslationeconomicsmathematicsvisual arts

education mechanical engineering

English literature medieval studies

They have earned prior degrees from institutions in countries around the globe:

BeninIvory CoastSoviet UnionCameroonMoroccoSwitzerlandColombiaNigeriaThailandEgyptPolandUkraine

Germany Romania United Kingdom India Serbia United States

These students bring their passion and ideas to the MIS program, and our school is enriched by their presence and participation during their program, and then by their continued interest and involvement as alumni.

Recruitment, Admissions, Aid, and Placement

Standard IV.1

The school formulates recruitment, admission, financial aid, placement, and other academic and administrative policies for students that are consistent with the school's mission and program goals and objectives; the policies reflect the needs and values of the constituencies served by a program. The school 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 school's mission and program goals and objectives.

Recruitment and admissions to the MIS program are governed largely by policies and procedures set by the Faculty of Graduate and Postdoctoral Studies, aimed at ensuring high academic standards for our program. Those policies and procedures are supported by the school's recruitment initiatives and the careful consideration it gives of applicants to the program.

Our students have access to a number of scholarships and bursaries that are exclusive to our MIS program as well as a range of other scholarships, awards, grants, and other forms of financial assistance available through the University of Ottawa and other government funding programs. The school also assists students in establishing contacts within the library and information profession and in finding positions with employers upon graduation.

Recruitment

The University of Ottawa strives to attract and support a diverse student body, offering services such as the <u>Access Service</u> (to reduce barriers to learning for students who have learning disabilities, health, psychiatric or physical conditions), the <u>International Office</u>, the <u>Multi-faith Centre</u>, the <u>Aboriginal Resource Centre</u> (for First Nations, Inuit and Métis students), and the <u>Pride Centre</u> (in support of the Lesbian, Gay, Bisexual and Transgender student population). In addition, the Student Federation of the University of Ottawa supports a wide range of clubs, including some which recognize cultural and linguistic diversity, such as the Tamil Students' Association or the Bulgarian Students' Association. In the university's strategic plan—

<u>Destination 2020</u>—internationalization, along with bilingualism and *la francophonie* have been identified as key areas for strategic development.

However, neither the university nor the school has formal recruitment policies for diversity along the lines of those which might be found in a school based in the United States. In this respect, Canada differs from the United States in that the Canadian Constitution prevents Canadian institutions from compiling personal information about race, national or ethnic origin, colour, religion, age, sex, or disability. Therefore, it is not possible to collect or report on statistics about the diversity of the school's students, faculty or staff. Nevertheless, the school is fully committed to diversity in the Master of Information Studies (MIS) program, and promotes the importance of serving all client groups with understanding and respect.

As we enter our fifth year of intake, we are seeking to expand the school. We have recently increased our full-time faculty by hiring an additional tenure-track professor, and we are now looking to expand our student body also. However, we do face a number of recruitment challenges. The requirement for students to be actively bilingual in English and French limits the pool of candidates for admission to the program. Our school is new and does not yet have a high degree of visibility, and our program is not yet accredited. In addition, the evolving state of the library and information sector within the Canadian federal government means that we must be creative in seeking ways to promote less conventional employment possibilities among potential MIS candidates.

Recruitment efforts were enhanced and invigorated in July 2011, when we hired a part-time accreditation coordinator, Dr. Jenny Mitchell, who arrived with extensive past experience in communications. Recruitment has since been assigned as a significant focus of her position, and additional hours were added to her contract to allow her to devote more time to this important role. With Dr. Mitchell's help, we have been working on a more aggressive marketing and recruitment plan that includes the following elements:

- development of a distinct visual identity for ÉSIS
- distribution of newly designed posters and postcards to libraries and information organizations around the National Capital Region
- development of an ÉSIS YouTube Channel where students and alumni provide video testimonials about their experience at ÉSIS and how it has helped to prepare them for success in the profession
- advertisements in student newspapers in other bilingual higher education institutions (e.g., Laurentian University, Université de Moncton)
- participation in graduate studies open house events and job fairs (e.g., at Concordia University)

- recruitment at relevant conferences and events (e.g., ARMA's IM Days, Congrès des milieux documentaires, Human Career Library)
- in-house presentations for employees of the Ottawa Public Library and of several federal government departments (e.g., Foreign Affairs and International Trade) who are looking to upgrade their education and skill set to take on more challenging and responsible roles within the field
- information sessions—with pizza lunches—for undergraduate students working parttime at the University of Ottawa Library to alert them about the possibility of pursuing graduate studies in LIS
- visits to fourth-year classes in a range of undergraduate programs (e.g., Communication, Public Ethics) to promote the MIS and alert soon-to-be graduates about options for graduate studies in the LIS field

Dr. Mitchell also coordinated a <u>focus group</u> in October 2012, attended by people representing current students, alumni, faculty members, employers and marketing/recruitment officers from both the Faculty of Arts and the Faculty of Graduate and Postdoctoral Studies. A <u>second focus group</u>—this one more directly centred on the information management community in the National Capital Region—was held in November 2012 and included ÉSIS student, alumni, faculty as well as employers from three different federal government departments and a private sector consulting firm. The ideas brainstormed during these meetings are helping to inform subsequent recruitment efforts. Moreover, recruitment is a topic that is regularly addressed at ÉSIS Departmental Assembly meetings and meetings with our External Advisory Committee, where reports are given on efforts that have been undertaken, and new ideas are sought and discussed.

Once prospective students begin to make contact with the school, recruitment efforts become much more personalized as the staff and faculty make every effort to address individual needs. The secretary, the academic assistant and the accreditation coordinator/marketing and recruitment officer answer questions in person, via email and over the telephone to provide applicants with the most current information that will aid in their decision making. The program director meets with applicants who want to speak with a faculty member and also responds to email and phone requests for information and advice on the program. The director also takes a personal interest in the issues and queries of potential students, regularly sending a personalized note to applicants. Less formally, other faculty members, students, and graduates also conduct outreach and provide information about the MIS program on behalf of the school.

Admissions

The standards for admission applied to the MIS program meet or exceed those set by the Faculty of Graduate and Postdoctoral Studies. All students must hold (at minimum) a four-year bachelor's degree from an accredited institution and must meet the minimum 6.0 (out of 10) grade point average set by the FGPS, which is equivalent to a "B" or 70% (calculated in accordance with FGPS guidelines). Since the time of the first intake to the MIS program in 2009, our students have entered the program with a combined average GPA of XX.

The admission process for the MIS program begins with a formal application to ÉSIS via the online application system managed by the Faculty of Graduate and Postdoctoral Studies (FGPS). A detailed description of <u>entrance requirements</u> for the MIS program is publicly available on the FGPS website as part of the online application system.

Applicants for admission to the program are required to provide the following:

- official transcripts from each post-secondary institution attended
- an example of a written text demonstrating writing ability (at least eight hundred to a thousand words) in English or French
- proof of second language abilities in either English or French, demonstrated through possession of a degree that indicates that language as the language of instruction, or through a language examination (e.g., TOEFL, the Federal Government of Canada's language proficiency test, or the test administered by the University of Ottawa's Official Languages and Bilingualism Institute)
- an up-to-date curriculum vitae providing evidence of relevant employment experience, leadership potential, and computer literacy
- two letters of reference (one from an academic referee who can attest to the writing sample and one from a professional referee who can attest to employment experience)

Applicants are assessed on their academic, intellectual, and professional promise, judged in the context of our program objectives. While grades and academic references are necessarily the first and most important deciding criteria for admission to a graduate program, the Admissions Committee also gives careful considers professional references, personal statements of career and academic interests, writing samples, and *curricula vitae*. In addition, the Admissions Committee strives to create a diverse student body in making its decisions.

After the Admissions Committee has completed its review of an application—often in consultation with the ÉSIS academic assistant—the committee makes a recommendation to the FGPS. The FGPS has final approval and makes the formal offer of admission.

Admission to CO-OP

Students wishing to apply for the CO-OP option must first be accepted for the MIS program and register as full-time students. Part way through the fall semester, the CO-OP Office invites applications for the CO-OP option. To be admitted, the student must:

- be registered full-time in the MIS program
- remain a full-time student throughout the entire CO-OP sequence
- have and maintain a minimum CGPA of 7.0 (B+ or 75%) in courses taken at the University of Ottawa

Admission requirements for the MIS CO-OP option are made available on the CO-OP website.

The requirement for full-time study is imposed by the CO-OP program's accrediting organization the Canadian Association for Co-operative Education (CAFCE). It is also worth noting that the CO-OP option is competitive, and that the required average of B+ is slightly higher than the B average that is required for general admission to the MIS.

Program Completion

The FGPS regulations allow all students five years to complete the requirements for the MIS degree. Reasonable exceptions are permitted, such as in the case of maternity leave. Every effort is made to accommodate particular scheduling needs, such as the rotation of courses between daytime and evening slots, and between English-language instruction and Frenchlanguage instruction, and the introduction of summer courses. Feedback gathered via the annual mid-stream and exit surveys is useful in learning how well scheduling arrangements are

meeting the needs of our diverse student population (part-time and full-time, Anglophone and Francophone, course-based and CO-OP, etc.). Students typically complete the program in a timely fashion, and to date, no students have required an extension.

Our MIS program does not follow a strict cohort model. Students are encouraged to complete core and compulsory courses early in their studies insofar as this is possible. However, part-time students do move through the program at different rates (e.g., some take one course per semester, while others take two; and some take summer courses, while others do not). Also, because students must take at least one quarter of their courses in their second language, the selections they make among the courses offered during an academic year will depend in part on whether their dominant language is English or French. At present, our student body is not large enough to allow us to offer the same course more than once in a given academic year (e.g., to accommodate daytime and evening scheduling, fall and winter scheduling, and English- and French-language scheduling).

Under the revised curriculum, the common set of core courses that all students in the program will be required to take—in contrast to the different sets of compulsory courses for the two specializations in the current curriculum—will mean that students entering the program at the same time, either full-time or part-time, should have more opportunity to experience the benefits of belonging to their own learning cohort, and to establish important peer relationships immediately upon entering the program.

Financial Aid

Students in the MIS program are eligible to apply for funding in the form of scholarships, bursaries, and assistantships from a variety of sources. A list of internal and external <u>scholarship</u> opportunities pertinent to MIS students is available on the ÉSIS website.

The Faculty of Arts (Graduate Office) and the Faculty of Graduate and Postdoctoral Studies both employ Awards Officers who assist with the promotion of awards and advise graduate students about the process of applying for awards. The FGPS offers information sessions and workshops on the application process for awards offered by external agencies such as the Social Sciences and Humanities Research Council, the Ontario Graduate Scholarships, and Fonds de recherche sociéte et culture du Québec. FGPS also has a Student Ambassador program through which more experienced graduate students mentor new arrivals and assist them with scholarship applications.

Members of the school's faculty make themselves available to provide advice, review proposals, write reference letters or consult with students about their applications. When required, committees are struck on an ad hoc basis to assist with reviewing or ranking applications or selecting award recipients.

Scholarships

Students who take the MIS thesis option and who meet the award criteria of being registered full-time and having an admission average of 8.0 are eligible to receive an FGPS Graduate Scholarship. This scholarship is valued at \$2000 per session and can be held for up to two sessions. Thus far, two of our MIS students have received this award.

In recent years, the school has worked hard to foster relationships within the community of library and information professionals, and this has resulted in the establishment of a number of scholarships specifically for our MIS program. The terms and conditions for each of these awards, including the selection process, are drawn up and managed by the Development Office of the university; however, they typically include the Director of ÉSIS as a member of the selection committee. These program-specific scholarships include:

- Friends of the Ottawa Public Library Bursary. An endowed fund which currently holds over \$225,000 and results in one or more awards (minimum value of \$1000) being granted to an MIS student annually.
- Susan Anderson Memorial Scholarship. A scholarship with a value of \$5000 awarded annually to an MIS student by the May Court Club of Ottawa.
- University of Ottawa ÉSIS Bursary. An award established by employees of the University of Ottawa Library as part of the University of Ottawa's Campus Campaign. Designated as an in-and-out fund, it has been established with an initial commitment to make a \$1000 award to an MIS student each year from 2013 to 2015, and will be revisited at the end of that period.
- Bourse de l'Institut canadien-français d'Ottawa. An award established by the *Institut* to celebrate their 160th anniversary. Designated as an in-and-out fund, it consisted of a \$5000 donation to be divided evenly into two \$2500 bursaries which were awarded to two Francophone students in the MIS program in 2012.

In addition to receiving the scholarships listed above, which are specific to our MIS program, ÉSIS students have also successfully competed against a much broader pool of talented individuals to win other types of awards. For example, in the spring of 2012, MIS student Sophie Tilgner was named CO-OP Student of the Year for the entire Faculty of Graduate and Postdoctoral Studies, which came with a \$500 award. Max Neuvians received a \$2000 Research in Librarianship Grant from the Canadian Association of Research Libraries for a project analyzing the existing body of social media policies utilized by public information institutions as they relate to their employees. This award was particularly impressive because it represented the first time in the history of the award that it was given to a student—a fact that speaks to the rigour and importance of Mr. Neuvians' research. As a final example, MIS student Amanda Ehrlich was selected as one of ten graduate students from across the university to participate in a fully-funded trip to Washington, D.C., to attend The Bromley Lectures, which are co-sponsored by the University of Ottawa's Institute for Science, Society and Policy. The memorial lectures alternate each year between Ottawa and Washington D.C. and offer an opportunity for graduate students interested in science and technology policy to meet with senior science and policy advisors in the United States and Canada.

Graduate Assistantships

Graduate assistantships, which may be funded from a variety of sources, are another source of financial support for students. Each year, the University of Ottawa Library funds approximately five graduate assistantships enabling MIS students to work as Library Research Assistants on the sixth floor of the Morisset Library, which is dedicated to graduate studies and research. The Faculty of Arts regularly offers funding for a variety of assistantships, for which ÉSIS students are eligible to compete. In 2012-2013, six ÉSIS students received assistantships funded by the Faculty of Arts. ÉSIS professors also regularly hire research assistants using their research grants, and our students are also recruited as research assistants by professors in other departments because of their valuable skill sets. Payment for assistantships is standardized across campus

and governed by the university's <u>collective agreement</u> with the Canadian Union of Public Employees – Local 2626 (article 32). In the 2012-2013 academic year the hourly rate was \$39.75 + 9.6% benefits.

Networking Opportunities and Placement Assistance

We provide career and placement support to students in a variety of ways. The school regularly sends job ads to MIS students and recent graduates via distribution lists managed by the ÉSIS secretary. Hard copies are also available on the jobs clipboard located outside the main reception area of the school. The ÉSIS student association—AÉSISSA—also maintain a job board as part of their website.

The school encourages employers to conduct on-site interviews, and provides space and other support for these activities. Individual faculty members also regularly discuss job opportunities in their classes, which may involve bringing relevant course-related job advertisements to class.

At least once each year, usually as part of a lunch-time "brown bag" discussion, an outside expert is invited to give a presentation about job seeking skills. This may involve tips on improving a résumé or giving a good job interview. Past speakers have included people with hiring experience working at organizations such as the Ottawa Public Library and Cogniva Information Solutions. Representatives from the University of Ottawa's Student Academic Success Services (SASS), which includes the Career Services Office, also participate. SASS independently organizes a regular series of workshops (e.g., on writing cover letters, conducting a job search), as well as an annual career fair. SASS and the Career Services Office are open to all students for individual consultations and personalized assistance.

The school holds an annual reception during "Homecoming" (Alumni Week) to which students, graduates and employers are invited. This provides a networking opportunity for all involved. In addition, for the first time in March 2013, the school organized an "Association Day" with representatives from seven associations who met with students to discuss different aspects of the profession and provide advice and networking opportunities. The event was deemed a great success, and we plan to make it an annual event with an even greater number of participants. Associations that participated in the inaugural event included:

- Association des archivistes du Québec
- Association des bibliothèques de l'Ontario-Franco
- Canadian Association of Law Libraries
- Canadian Library Association
- Corporation des bibliothécaires professionnels du Québec
- Ottawa Valley Health Libraries Association
- Special Libraries Association

Each year since 2011 the school has contributed \$100 towards the travel costs of any student wishing to attend the Ontario Library Association Super Conference, held annually in Toronto each February. With this level of departmental sponsorship, students are then eligible to apply for additional funding from the Academic Project Fund managed by the University of Ottawa Graduate Students' Association / Association des étudiant(e)s diplomé(e)s (GSAÉD). A total of thirteen ÉSIS students have been funded to attend the OLA Super Conference, and all have reported that this proved to be a rewarding opportunity for professional development and networking. The GSAÉD also provides graduate students with the opportunity to purchase

official University of Ottawa graduate student business cards—at a very reasonable cost—which they can distribute as part of their networking efforts.

Graduate Placements

An important measure of placement assistance is the <u>survey</u> of ÉSIS alumni that is conducted annually approximately six months after graduation. This survey helps us to evaluate the support offered within the program and to identify both strengths and weaknesses. Analysis of the alumni surveys results for 2011 and 2012 shows that over eighty percent of MIS graduates are working in professional jobs in the library and information field within six months of graduating.

Table 4.3. Placements for the Graduating Class of 2011

Sector	Position	Institution
Academic Libraries	Cataloguing Librarian	Jean-Léon Allie Library, Saint Paul University
	Bibliothécaire de référence, de statistiques et de données géospatiales	Bibliothèque de l'Université de Moncton
	Conseillère en information documentaire, référence générale et collections multidisciplinaires	Bibliothèque Paul-Émile-Boulet, Université du Québec à Chicoutimi
	Bibliothécaire responsable des systèmes	Bibliothèque de l'Université du Québec en Outaouais
	Geographic Information Systems (GIS) and Geography Librarian	University of Ottawa Library
	Chef intérimaire de la Médiathèque	Bibliothèque de l'Université d'Ottawa
Public Libraries	Bibliothécaire de services communautaires	Bibliothèque publique d'Ottawa
Government and Special Libraries	Information Specialist (2 positions)	Citizenship and Immigration Canada's Information Management and Technologies Branch
	Information Specialist	Industry Canada's Library and Knowledge Centre
	Bibliothécaire des ressources électroniques	Justice Canada, Développement des collections
	Business Systems Analyst	Library of Parliament
	Reference Library Technician	Library of Parliament
Other	Part-time professor	University of Ottawa

Table 4.4. Placements for the Graduating Class of 2012

Sector	Position	Institution
Academic Libraries	Archiviste	Bibliothèque de l'Université d'Ottawa
	Electronic Resources Technician	Bibliothèque de l'Université d'Ottawa
	Library Technician Cataloguer	Bibliothèque de l'Université d'Ottawa
	Reference Technician	Bibliothèque de l'Université d'Ottawa
	Bibliothécaire	Bibliothèque de l'Université du Québec en Outaouais
	Library Assistant for Reference and Technical Support	Brian Dickson Law Library, University of Ottawa
	Librarian	University of Alberta Library (campus St-Jean)
Public Libraries	Bibliothécaire	Bibliothèque publique d'Ottawa
Government	Musiquothèque	Centre de musique canadienne
and Special Libraries	Gestionnaire du Centre de ressources	École de langues des Forces canadiennes
Other	Consultant	Canadian National Institute for the Blind (Reading Re-imagined Project)
	Business Analyst	Cogniva Information Solutions
	Assistant des projets spéciaux	École des sciences de l'information, Université d'Ottawa
	Project Co-ordinator	T-Base Communications
	Technical Director	Verge Studios Graphic and Web Design

CO-OP Work Placements and Internships

The CO-OP option offered as part of the MIS program is a highly-desired and competitive option. As is the case for all CO-OP programs within the University of Ottawa, the MIS CO-OP option is administered by the <u>Co-operative Education Programs</u> office, though there are aspects of the process that are carried out in consultation with the corresponding academic units, each of which has a representative who sits on the university's CO-OP Coordinating Committee. The CO-OP office employs program co-ordinators for each program, who search for career-related placements for students. ÉSIS faculty and staff also remain on the lookout for potential work

placement opportunities for our students, and we put prospective employers in touch with the MIS CP-OP coordinator (David Chandonnet). ÉSIS faculty are also regularly asked by the CO-OP coordinator to provide input about the suitability of potential placements that have been identified.

Once job descriptions and working conditions have been approved, the CO-OP office manages the job posting and interview processes, as well as the eventual matching process. Prior to being interviewed, students receive assistance from the CO-OP office through a series of workshops that help to prepare them for each stage of the placement and recruitment process (e.g., résumé writing, interview techniques). The CO-OP office also conducts site visits part way through the work term, and conducts surveys of both the students and the employers. The survey results are later shared with the academic units.

The number of places on the CO-OP program is negotiated by the CO-OP office and the academic unit at the beginning of the year, based on employment prospects and projected registrations. Students apply directly to the CO-OP during their first semester of study to receive a conditional admittance. As previously noted, the admission average for gaining a place in the CO-OP option of the MIS program is B+, which is higher than the B average that is required for the regular course-based option. The performance of those students who were conditionally admitted to the CO-OP option is reviewed at the end of the first semester of study in the MIS program to ensure that students have maintained a B+ average. ÉSIS then draws up a ranked list of candidates according to their in-program GPA and recommends the best performing students for a place on CO-OP program. The remaining students are placed on a waiting list.

The CO-OP option guarantees students two paid full-time four-month work placements, with the average hourly wage ranging between \$17 and \$22. In several instances, these work placements have translated into offers for full-time employment for the students upon graduation. Forty-six CO-OP work placements have been completed with a diverse range of employers since 2010, with nine more currently in progress. CO-OP employers who have provided work placement opportunities for MIS students in recent years include the following:

- Aboriginal Affairs and Northern Development Canada (1 placement)
- Bibliothèque de l'Hôpital Montfort (1 placement)
- Bibliothèque de l'Université du Québec en Outaouais (4 placements)
- Canadian Forces Grievance Board (2 placements)
- Canadian Security Establishment (1 placement)
- Canadian Science and Technology Museum(2 placements)
- Courts Administration Service, Library Services (2 placements)
- Department of National Defence (1 placement)
- Foreign Affairs and International Trade Canada (8 placements)
- Industry Canada (2 placements)
- International Development Research Centre, Research Information Management Services Division (2 placements)
- Justice Canada (1 placement)
- Library and Archives Canada (2 placements)
- Library of Parliament (10 placements)
- Office of the Privacy Commissioner of Canada (2 placements)
- Public Safety Canada (2 placements)
- Public Works and Government Services Canada (2 placements)
- Statistics Canada (1 placement)

- Supreme Court of Canada Library (1 placement)
- Transportation Safety Board of Canada (2 placements)
- University of Ottawa Brian Dickson Law Library (3 placements)
- University of Ottawa Library (1 placement)
- University of Ottawa Management Library (2 placements)

The MIS program also includes a 3-credit experiential learning as an elective. As part of this course, students carry out a project-based work placement totalling approximately 85 hours over the course of one semester. At the end of the semester, the student must submit a final report detailing the work placement experience and making explicit connections between the experiential learning project and the knowledge and skills learned in other courses. Project proposals must be pre-approved by the program director, and each student has both a workplace supervisor and an academic liaison, who collaborate in evaluating the student's work. Although the work placements are unpaid, they nonetheless provide valuable professional experience and networking opportunities for students. Employers who have provided experiential learning opportunities for our students in recent years include:

- Archives de l'Université Laurentienne
- Bibliothèque de l'Hôpital Montfort (3 projects)
- Bibliothèque Jean-Léon Allie de l'Université Saint-Paul (4 projects)
- Bibliothèque de la Prison de Hull
- Bibliothèque public du canton Russell
- Canada Institute for Scientific and Technical Information, National Research Council
- Canadian Association of Research Libraries
- Carleton University Archives
- Citizenship and Immigration Canada, Electronic Information Service Unit
- Educational Centre of the Faculty of Education, University of Ottawa
- Harry Nowell Photography Inc.
- Library of Parliament (2 projects)
- Librarians Without Borders
- Media Smarts, Centre for Digital and Media Literacy
- Online Computer Library Centre (OCLC)
- University of Ottawa Brian Dickson Law Library
- University of Ottawa Library
- Vanier Community Service Centre Toy Lending Library

In addition, a considerable number of ÉSIS students have benefitted from work placement opportunities provided through the Canadian government's Federal Student Work Experience Program (FSWEP). Although this program is open to any Canadian student in any discipline, the fact that ÉSIS students are a) bilingual in the two languages required for many federal government opportunities; b) already living in the National Capital Region, where the majority of federal government jobs are based; and c) experienced in information management, for which there is currently a high demand in the federal government, means that they have enjoyed particular success in obtaining relevant summer or part-time employment through FSWEP. Moreover, in several instances this has translated directly into a post-graduation placement. Examples of federal government departments who have hired ÉSIS students for FSWEP opportunities in information management include the Canadian Heritage Information Network, Environment Canada, and Health Canada.

While their bilingual skills and information management experience often mean that our students are particularly adept at gaining work placement opportunities in the National Capital Region, they are also competitive elsewhere. Last year one of our graduates earned a prestigious internship at the University of Alberta as part of their Academic Library Internship Program. These internships—between two and four of which have been offered each year for the past several years—are intended to provide experience to recent graduates interested in exploring a career in academic libraries and to create mentoring and networking opportunities for recent graduates. ÉSIS graduate Cam Laforest (MIS 2012) began his internship in July 2012, and in March 2013, he earned a permanent post as the Bibliothécaire, Services au public (Public Services Librarian) at the Bibliothèque St-Jean on the Francophone campus of the University of Alberta.

Communicating Program Information

Standard IV.2

Current, accurate, and easily accessible information on the school and its program is available to students and the general public. This information includes announcements 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 other policies and procedures. The school demonstrates that it has procedures to support these policies.

Information on the MIS program—admission requirements, the curriculum, faculty, financial aid, student organizations, and more—is made available and kept current on our website. We also use social media and other forms of communication to keep our students informed of activities within the school, the university, and the broader community that are relevant to them.

ÉSIS Website

The school provides current and accurate information about its programs on the <u>ÉSIS website</u>. Because of the bilingual nature of our school and program, information is maintained on two parallel websites—one in English and one in French. It is possible to toggle back and forth between the two language versions using the *English/Français* language button in the top right-hand corner of the site.

The website is the primary source of information about ÉSIS and is used both as an information resource for the public at large, as well as an administrative source of information for faculty, staff, and students. Current events, information about school-related activities, announcements, and other news items are posted to the website, and notices are also sent via the school's distribution lists to students, faculty, and other interested groups. The website also contains links to UOcal, a university-wide calendar of events that includes public events organized by ÉSIS.

In addition to providing current news and program information—including the school's vision, mission and program objectives—the ÉSIS website also provides information about each faculty

member's areas of teaching and research. A template is available which each faculty member can fill out or update, and which is then uploaded by the Faculty of Arts webmaster. Other content includes information about scholarships and financial aid for MIS students. A special section has been created on the ÉSIS website to provide information about MIS program assessment, which gives access to publicly available assessment data including an annual Summary of Student Achievement. Other items made available through the ÉSIS website include copies of the school's annual reports, and a copy of the ÉSIS graduate student handbook, which contains a range of practical information about services, facilities and procedures, among other items.

Where relevant, the ÉSIS site provides links to other sections of the university's website, including the FGPS website (with interfaces to the online application system, the online registration system, and the official calendar of course descriptions), and university-level policies on grading, appeals, academic integrity, etc.

At present, website updates are coordinated by the ÉSIS accreditation coordinator/marketing and recruitment officer and the Faculty of Arts webmaster, and are carried out on an as-needed basis. As is the case for all academic units, web content must be supplied in both official languages and is subject to the approval of the Faculty of Arts Marketing and Communications Office, which assumes responsibility for the public image of the academic units within the Faculty. Members of the Faculty Marketing and Communications Office are available for consultation and are always happy to provide guidance with regard to the content and presentation of the ÉSIS website.

The University of Ottawa is currently preparing to migrate its entire website to a new Drupal-based system, which will, among other things, make it easier to incorporate social media and which will ultimately offer more flexibility to individual academic units to update their site content directly. The new template is not yet available; however, the University of Ottawa webmaster gave a presentation to ÉSIS members in November 2012 about the migration to Drupal, and the Faculty of Arts has provided ÉSIS with funding for a partial assistantship to help the school ready its content for migration, which is due to take place in the summer of 2013.

Social Media

The school's web presence is supplemented by judicious use of social media. The school has a Twitter feed, managed by the accreditation coordinator/marketing and recruitment officer, which is integrated with our website. In addition, the school has recently launched a YouTube Channel, which contains video testimonials provided by ÉSIS students and graduates about their experience in the MIS program.

Other Communication Channels

The school also produces and distributes a monthly one-page newsletter called <u>What's New?</u> that is distributed in PDF format via email distribution lists to faculty, students, graduates and interested members of our university and the library and information professions. Issues of the newsletter are also archived on the ÉSIS website.

In addition to its online communications channels, the school has a public bulletin board that is accessible in the foyer directly outside the main reception area for ÉSIS, where posters, notices and other items of information are posted in hard copy. Brochures giving a brief one-page

description of the MIS program and promotional materials about the school and the program are also available in a display rack in the reception area.

Finally, mention should be made of the school's ongoing commitment to providing information through informal channels. ÉSIS staff and faculty consistently make themselves available—whether in person, by telephone or via email—to answer questions and give personalized advice to current and prospective students or to provide information about the school and its program to any interested party.

Admission Standards and Procedures

Standard IV.3

Standards for admission are applied consistently. Students admitted to a 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 a program, a program's goals and objectives, and the career objectives of the individual. Within the framework of institutional policy and programs, the admission policy for a program ensures that applicants possess sufficient interest, aptitude, and qualifications to enable successful completion of a program and subsequent contribution to the field.

Admission standards are applied consistently and fairly, respecting the criteria that have been laid out by both ÉSIS and the Faculty of Graduate and Postdoctoral Studies. Applicants are assessed on their academic, intellectual, and professional promise, judged in the context of our program objectives.

Applications for admission to the MIS program are processed in accordance with ÉSIS and FGPS admissions policies. However, the Admissions Committee can, and sometimes does, request that the FGPS approve exceptional admission for a student who does not meet all the admission requirements. For example, a student who has a 3-year degree coupled with evidence of continuing education and pertinent work experience may be identified as a candidate who could complement the existing student body. Requests for admission on this type of exceptional basis are most likely to be made with a view to increasing diversity within the student body.

When admissions standards and academic pre-requisites are waived, the policies and procedures for doing so are applied consistently and stated clearly in <u>FGPS regulations</u>. For instance, on the recommendation of the Admissions Committee, applicants who have successfully completed information studies credits or electives at the master's or doctoral level prior to admission may receive equivalencies or exemptions for courses in the Master of Information Studies program. Equivalencies may be granted for courses completed as a special student or as part of an incomplete or completed graduate program. To be eligible, the courses must have been completed with a minimum grade of 70% (B), no more than five years prior to admission. A maximum of twenty-five percent of the credits required for the program can be granted in equivalencies or exemptions.

Admission to the ÉSIS program is competitive, and candidates selected for admission are of high calibre and show strong professional promise. Table 4.5 compares the number of applicants with the number of admissions each year.

Table 4.5. Applications Compared with Admissions

	2009-2010	2010-2011	2011-2012	2012-2013
Applications	43	47	58	60
Full-time	21	34	47	40
Part-time	22	13	11	20
Offers made	42	31	42	38
Full-time	20	21	31	22
Part-time	22	10	11	16
Offers accepted	39	28	33	31
Full-time	18	19	24	19
Part-time	21	9	9	12

Table 4.6 shows the grading scale used to evaluate student work and to calculate the Grade Point Average (GPA) on a 10-point scale. Students admitted to the MIS have a GPA of 6.0 or higher, which corresponds to a grade of B (70%).

Table 4.6. Grading Scale Used by the University of Ottawa

Letter grade	Numerical value	Percentage scale value
A+	10	90-100
Α	9	85-89
A-	8	80-84
B+	7	75-79
В	6	70-74
C+	5	65-69
С	4	60-64
D+	3	55-59
D	2	50-54
E	1	40-49
F	0	0-39

Evaluation, Guidance, and Counselling

Standard IV.4

Students 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. Students receive systematic, multifaceted evaluation of their achievements. Students have access to continuing opportunities for guidance, counseling, and placement assistance.

The MIS is a demanding program, and in order to set students up for success, the school is committed to providing them with a supportive and encouraging environment. Students receive systematic and multi-faceted evaluation of their achievements throughout their program of study and are given considerable support to ensure that they can construct coherent programs of study that will meet their individualized needs and goals.

Evaluation of Student Achievement

Students receive systematic and multi-faceted evaluation of their achievements throughout their programs of study. Students are evaluated in each course according to the criteria set by the instructor, within the academic guidelines set by the FGPS and the university. Marks are assigned for individual projects, with final grades calculated at the end of each course. Course assignments are varied in nature and are designed to respond to the student learning objectives and other pedagogical requirements specific to each course. Over the course of their programs, students will have completed written tests, reflective papers, projects, presentations, and essays, all of which have evaluative as well as pedagogical objectives. The grading system is clearly explained to students and a very detailed explanation is available on the Examinations and Grading section of the FGPS website. (Examples of student coursework will be available for consultation onsite.)

Students taking the CO-OP option receive mid-term and end-of-term evaluations from their employers. (Copies of employer evaluations of students on CO-OP work placements will be available for consultation onsite.)

In 2012-2013 an <u>i-Portfolio</u> project was piloted with a view to determining if this would be a suitable capstone experience for the course-based and CO-OP options of the MIS program. While the final results of this pilot project are still being analyzed, initial feedback and evaluation seem to indicate that the i-Portfolio represents a distillation of important measurable learning outcomes of the MIS program. The chapter on Standard I provides a more detailed description of the i-Portfolio, as well as the planned case problem capstone course, in the context of program-level evaluation of student learning outcomes (see page 21). (Examples of our student i-Portfolios and evaluations of the portfolios will be available for consultation onsite.)

Student achievement is evaluated not only through internal measures. The school supports students in seeking external evaluation of their academic endeavours. For example, students are encouraged to submit their work to conferences in the field, as well as for publication in professional magazines and scholarly journals. ÉSIS students have been very successful in this

regard, and have even received prizes in recognition of the high quality of their work. Complete lists of conference presentations and publications by ÉSIS <u>students</u> and <u>alumni</u> are included in the sources of evidence, but highlights include:

- Bebbington, S. (2012, October). The inquiry process: Follow the steps to research success. Poster presented at the Congrès des milieux documentaires du Québec, Montréal.
- Ehrlich, A. (2013, April). Social-biblio.ca: What's in a @publiclibrary #canlit tweet? Poster co-presented at the University of Ottawa UROP showcase event, Ottawa. [2nd prize poster]
- Intahchomphoo, C. (2013). E-Course reserve at the University of Ottawa Brian Dickson *Law Library*: A pilot project" *Canadian Law Library Review*, 38(1), 22-24.
- Marcoux, J., & Bonin, K.-R. (2012). Three-dimensional printing: An introduction for information professionals. In *Proceedings of the Sixth International Conference on Digital Society (ICDS 2012)* (pp. 54-58). [Best Paper Award]
- Dormann, C., Neuvians, M., & Whitson, J. (2012, October). Once more with feeling:
 Game design patterns for affective learning, Paper co-presented at Meaningful Play,
 East Lansing, Michigan. [Top Award Paper]
- Cavanagh, M., & Robbins, W. (2012). Baby boomers, their elders and the public library, Library Review, 61(8/9), 622-640.

Less formally, and with the permission of the students, student work is also showcased at the school—for example, on our poster boards—and at school events such as alumni week or in our Research Conversations seminar series. This provides an additional means for students to disseminate their work to a wider public, and for that public to offer feedback.

The connections we foster with our alumni enable us extend our assessment of program outcomes as we follow their careers.

Orientation

The school holds an orientation session for first-year students at the beginning of the academic year to address practical issues related to the start of the program, and to allow students to meet and interact with their faculty advisor, other faculty members, and as many part-time professors as possible—as well as with each other. Second-year students are also encouraged to attend in order to meet the new cohort and offer informal tips based on their experience. The ÉSIS academic assistant is also on hand to provide support to new students during orientation and throughout their program. ÉSIS has also prepared a <u>student handbook</u> for those in the MIS program. Students receive a copy at the orientation session, and it is also available on the ÉSIS website. The handbook contains a description of the ÉSIS team, along with contact details, and a description of the role of the faculty advisor. It also provides links to other support services on campus, including the <u>Student Academic Success Service</u> and its network of services and programs, including the <u>Academic Writing Help Centre</u>, the <u>Counselling and Coaching Service</u>, the <u>Graduate Student Mentoring Centre</u>, and <u>Career Services</u>.

Faculty Advisors

Once admitted to the program, all students have a full-time faculty member assigned as a <u>faculty advisor</u>. The faculty advisor acts as a first point of contact—someone to whom a student can turn with questions about any aspect of the program or the library and information

professions. If the faculty advisor is not best placed to answer the question, he or she will direct the student to the person who can best help; in this way, the student is not left to navigate the university's bureaucratic maze alone, nor to be bounced around from person to person.

Faculty advisors are encouraged to meet with all of their advisees as a group at least once per semester, and to make themselves available for more personalized academic advising and support on an as-needed basis.

With regard to choosing a specialization, the only requirement is that, upon graduation, the student must have completed all required courses from one of the two specializations (i.e., management of information services or information policy). Because courses taken from one specialization may count as electives for students taking the other specialization, students often explore both areas in the early part of their degree before committing to one or the other. Indeed, some ambitious students even complete all the requirements for both specializations.

While the MIS program and its designated specializations have been designed to ensure that students leave the program with a solid core knowledge, students also have numerous choices for electives. Students are permitted—and even encouraged—to use these electives to take graduate-level courses from other academic units on campus or even through other institutions. They are also able to take directed readings courses and experiential learning courses. Pursuing such options allows students to craft personalized programs of study, and to build on the curricular offerings provided by ÉSIS in a way that will best suit their professional goals.

Within the MIS program, students may pursue a course-based, CO-OP, or thesis option of study. All students begin in the course-based option to ensure that they receive a baseline of appropriate skills and knowledge. As previously noted, admission to the CO-OP option is competitive and can only be undertaken once students have begun the course-based option. Only full-time students are eligible for the CO-OP option, and they must apply during their first semester of study. It is not possible to enter the CO-OP option at a later point in the program, but students accepted for CO-OP may switch back to the course-based option if desired. Students wishing to pursue the thesis option must make a decision before the end of their third semester in the program, but they are permitted to switch back to the course-based option if desired. Faculty advisors are available to provide advice about all options as needed.

Students make their own course selections and register online using the Rabaska system for any regular course offered as part of the MIS program. The system will alert them if they are not eligible to register for a given course (e.g., if they have not completed the required prerequisite). Special permission and approval must be obtained to waive a pre-requisite, to register for individualized courses (e.g., directed readings or experiential learning courses), or to register for an out-of-program course (e.g., in another department or at another institution). In such cases, the program director must approve the requests and the academic assistant will register the student for those courses.

In addition to helping with options and course selection as required, faculty advisors also provide continuing guidance in other areas, such as career aspirations, issues relating to work-life balance and other counselling topics. As appropriate, faculty advisors direct students to specialized student advising services on campus, such as those that make up the Student Academic Success Service network, as outlined above.

Mentoring

To augment the guidance provided by faculty and staff, ÉSIS is currently in the process of collaborating with the Library Association of the National Capital Region (LANCR) to connect students with mentors in the library and information community and to host joint events that will help students to become more fully informed about the information professions and ease their transition from the school into the workplace. This collaborative mentoring initiative will be developed more fully during the 2013-2014 academic year, which as outlined in our Programming Planning Framework will be the time in our planning cycle when we focus on community engagement.

Fostering Student Participation

Standard IV.5

The school provides an environment that fosters student participation in the definition and determination of the total learning experience. Students are provided with opportunities to form student organizations and to participate in the formulation, modification, and implementation of policies affecting academic and student affairs.

Faculty, staff, and the students work together to provide and maintain an environment that fosters student participation in the overall learning experience at ÉSIS, in social activities within the school, and in connection with the wider university community as well as the professional community in the National Capital Region.

AÉSISSA

The school values student engagement in the learning experience and encourages all students to be involved in school activities. The <u>Association des étudiants en sciences de l'information / Information Studies Student Association (AÉSISSA)</u> is the primary organization through which students participate and have a voice in the workings of ÉSIS. AÉSISSA acts as a liaison between students and faculty, and facilitates student participation in a variety of academic, professional and extracurricular activities. AÉSISSA represents all students in the MIS program and is entirely student-run. AÉSISSA has its own <u>constitution</u>, detailing its mandate as a student organization at ÉSIS, and also its own set of <u>by-laws</u>, outlining its procedures. Students elect their own officers and send representatives to the ÉSIS Departmental Assembly meetings and meetings of the Faculty Council of the Faculty of Arts.

The AÉSISSA Executive meets approximately once per month. It consists of elected representatives from among the student body, including first- and second-year students, full- and part-time students, and Anglophone and Francophone students. Throughout the year, AÉSISSA plans and coordinates a variety of social and program related activities, including:

- Coffee Breaks. A bi-weekly opportunity for students to informally gather in the lounge area outside the AÉSISSA office and chat or exchange advice and experiences. AÉSISSA provides snacks and drinks.
- Peer-2-Peer seminar series. Lunch-and-learn style sessions that are designed to provide an opportunity for MIS students to bring to bear their diverse skills and backgrounds

and to learn from one another. Peer-2-Peer events focus on sharing and developing skills and knowledge that are complementary to the formal curriculum. For example, in 2012-2013, one student led a workshop on "how to design an academic poster," while another shared her perspective on successful kiosk design, and a third introduced GIS applications.

• Student Orientation. AÉSISSA Executive members and other returning students participate in the annual ÉSIS Orientation by welcoming new students to the program, showing them around the facilities, and introducing them to the activities of AÉSISSA. The formal Orientation session is followed by a student-organized social event.

Student Representation on University Councils and Committees

MIS students serve on the ÉSIS Departmental Assembly and the Faculty Council of the Faculty of Arts, and they are regularly included in committees, working groups and focus groups. In all cases, they are able to provide input and feedback on the formulation, modification, and implementation of policies affecting academic and student affairs. As the Departmental Assembly is the governing body for ÉSIS and approves all curricular and program changes, students have a major voice in the decisions made by the assembly.

AÉSISSA participates in the selection of student representatives for other governance committees and councils across the university more broadly. An ÉSIS student representative sits on the Faculty Council of the Faculty of Arts, and ÉSIS students are represented on the university's Graduate Students' Association / Association des étudiant(e)s diplômé(e)s (GSAÉD). The GSAÉD representative (who also serves on the AÉSISSA Executive) represents MIS students at all GSAÉD general meetings and reports back to the AÉSISSA Executive.

ÉSIS students are also eligible to stand for election to represent their fellow students on other university committees, such as the Faculty Council of the Faculty of Graduate and Postdoctoral Studies and the Commission of Graduate Studies in the Humanities.

Student Participation in the Community

AÉSISSA coordinates a variety of activities in which students have an opportunity to engage with the broader community of information professionals within the National Capital Region and beyond, including:

- Librarians Without Borders (uOttawa Student Chapter). ÉSIS students have formed a University of Ottawa chapter of Librarians Without Borders, and they regularly hold events (e.g., invited speakers) and fundraisers (e.g., bake sales, movie nights). In 2012, two ÉSIS students travelled to Guatemala to assist with the construction of a library at the Miguel Ángel Asturias Academy, while another collaborated on an LWB project investigating library collection development in Ghana.
- Canadian Librarian Association (CLA) Connection. An ÉSIS student participates in the Students to CLA Program by attending the CLA Annual Conference. CLA pays for registration and accommodation and ÉSIS covers travel expenses.
- Student liaison representative for the Library Association of the National Capital Region (LANCR). An ÉSIS student serves as the student liaison for the University of Ottawa and sits on the Executive of LANCR. The liaison reports back about LANCR activities and encourages student participation.

Student liaison representative for the Ottawa Valley Health Librarians Association (OVHLA). An ÉSIS student serves as the student liaison for the University of Ottawa within the OVHLA. The liaison reports back about OVHLA activities and encourages student participation.

The school also encourages student involvement in events organized by the professional community. The following are just a few examples of the ways in which ÉSIS students have connected with and given back to the wider community in recent years:

- as student volunteers at the Ontario Library Association Super Conference held annually in Toronto
- as student volunteers at the Joint Conference on Digital Humanities (JCDL) (Ottawa, June 2011)
- as a student member of the Local Arrangements Committee for the Canadian Library Association National Conference and Trade Show (Ottawa, May 2012)
- as a student volunteer facilitator at a "Freedom to Read Week" panel discussion hosted by the Library Association of the National Capital Region (February 2011)
- as volunteer student librarians in the Ask a Librarian internship program providing virtual reference service through chat (organized by the Ontario Council of University Libraries and Scholar's Portal)
- as volunteer student librarians participating in a one-day youth engagement consultation facilitated by the Community Foundations of Canada and their Vital Signs program (October 2012)
- as a student blogger for the FGPS, sharing insight into the graduate student experience at the University of Ottawa (2012-2013)

Systematic Evaluation and Program Development

Standard IV.6

The school applies the results of evaluation of student achievement to program development. Procedures are established for systematic evaluation of the degree to which a 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.

We regularly evaluate all aspects of our program and involve all stakeholders—students, alumni, faculty, staff, and others—in program development. The findings and conclusions drawn from those evaluations are used to revise existing policies and procedures, and to initiate improvements. This approach to evaluation applies not only to the curriculum, but also to administrative policies and procedures, communications, the role of faculty advisors, and the quality of the student experience overall.

CO-OP Option

Evaluation of the CO-OP option is conducted in part through <u>surveys</u> of students taking that option, and through an annual <u>focus group</u> with them to obtain feedback on their experience in the workplace—how successful they were in navigating the transition between study and work

and how well the program prepared them for their placement. The feedback received is used to refine the curriculum as well as the preparatory sessions given to CO-OP students in advance of their placements.

As a complement to the surveys and focus groups with CO-OP students, we conduct <u>interviews</u> with a selection of the employers who engage our CO-OP and experiential learning students for work placements to determine how well suited the education and training our students receive in the MIS program are to the needs of the employers.

We conduct an annual <u>survey</u> of recent graduates to document placement rates and the types of organizations hiring ÉSIS graduates. The alumni survey also provides information about trends in the workplace.

Monitoring CO-OP, experiential learning, and graduate placement through surveys, focus groups, and interviews helps us to ensure that the curriculum and other aspects of our program are responsive to both the students' and the employers' needs. The chapter on Standard II provides additional information on findings and issues highlighted in our surveys, focus groups, and interviews as they relate to the curriculum (see page 52).

Student Course Evaluations

Formal and informal student evaluations of all MIS courses are utilized by individual faculty members to develop and enhance the courses they teach and also to inform the school's broader planning processes. As detailed in the chapter on Standard I (see page 23), the University of Ottawa requires written, anonymous student evaluations of every course offered each time it is taught using a common data collection instrument. The purpose and procedures associated with course evaluation are laid out clearly on the EvaluAction website. Tabulations of average ratings for MIS courses evaluated over the past four years, with respect to course content and the professor's teaching, respectively, are provided in the chapters on Standard II (see page 51) and Standard III (see page 85). Course evaluation data for individual MIS courses will be available to the External Review Panel on site.

Mid-Stream and Exit Surveys

Mid-stream and exit <u>surveys</u> of all students in the MIS program—though perception-based—help us to assess the extent to which the school is accomplishing its objectives with respect to our students' academic and overall experience in the program. Included in those surveys are questions on their level of satisfaction with the communication of information that is important to them, on their interactions with their faculty advisory, and on their sense of community within the school. The responses to those surveys indicate an increasing level of satisfaction, year over year, on all counts.

Focus Groups

Suggestions generated by students in a <u>focus group on student engagement and community</u> <u>building</u> within the school, held as part of a class session in February 2013 to identify the nature of extra-curricular activities in which MIS students would like to participate, and to identify obstacles to student participation included:

 exploring possibilities for establishing a dedicated space on campus for use by students in our program

- making better use of technology to increase participation in activities such as Research Conversations and Peer-2-Peer presentations
- holding an annual event or setting up a display area to showcase student projects
- consolidating the various channels that are used to communicate with students

Several of these suggestions have already been implemented: student work is now displayed on four large bulletin boards in the ÉSIS corridor; and a lounge/study room for the exclusive use of MIS students has been secured in the Morisset Library. Planning is underway to address some of the other suggestions.

Summary Assessment

Since opening our doors in 2009, we have admitted 131 students to the MIS program and graduated 51. These high-calibre bilingual students are recruited from the National Capital Region and beyond, and they come from a diverse range of backgrounds, which enhance and enrich our MIS program. Regular consultation with our stakeholders helps to inform our recruitment strategies and to ensure that these remain in line with the mission, goals, and objectives that have been set for the school and the program.

Information about the school and the MIS program—including program objectives, admission requirements, policies, procedures, financial aid and awards—is readily accessible via our website.

Admission standards are applied consistently and fairly, respecting the criteria that have been laid out by both ÉSIS and the Faculty of Graduate and Postdoctoral Studies. Applicants are assessed on their academic, intellectual, and professional promise, judged in the context of our program objectives.

Upon entering the program, students are paired with a faculty advisor, who will help them to construct a program that meets their needs, goals, and professional aspirations. As required, faculty advisors will also direct students to a range of other services on campus—organized under the auspices of the Student Academic Success Service—where they have opportunities to receive additional guidance counselling and placement assistance. To complement these efforts, ÉSIS is currently collaborating with the Library Association of the National Capital Region to provide additional mentoring opportunities for our students.

Students in the MIS program receive systematic and multifaceted evaluation of their achievements. Not only is direct feedback and evaluation provided on projects carried out within individual courses or for capstone exercises, it also takes other forms, such as the feedback received on public displays of student work and through external validation when students present or publish their work at conferences, or in professional or scholarly journals. A range of student successes are regularly highlighted in the school's monthly newsletter and in an annual summary of student achievement, both of which are available on the school's website.

We foster an environment where student participation is encouraged and facilitated. Our students have their own student association—AÉSISSA—and they are represented on school, faculty and university governing bodies. They have formed a chapter of Librarians Without Borders; they serve as student representatives on the boards of regional professional

associations; they volunteer to help organize and facilitate conferences and other events; and they participate in the "Students to CLA" initiative.

As part of the school's efforts to continuously improve the program, we have implemented a capstone experience—the i-Portfolio—that allows us to take a measure of the success of our students in meeting our program objectives. In addition, we regularly survey our students and alumni, and interview CO-OP and experiential learning employers, to ensure that the program is meeting the needs of all stakeholders. The feedback from surveys, focus groups, and interviews is used to refine the curriculum. Regular meetings of the Departmental Assembly provide an opportunity to review academic and administrative policies with input from faculty, staff, and students.

We seek to continuously improve all aspects of the MIS program, and we value the contributions of all members of ÉSIS and the broader university and professional communities as part of this ongoing effort.

Sources of Evidence

* Sources marked with an asterisk will be available for consultation onsite

Governance

ÉSIS Admissions Committee – Terms of reference and membership

ÉSIS Departmental Assembly – Terms of reference and membership; minutes of meetings

Advisory Committees

ÉSIS External Advisory Committee – Terms of reference and membership; minutes of meetings

Policies and Procedures

University of Ottawa Regulation on Bilingualism

FGPS Regulations on Equivalences and Transfer of Credits

FGPS Grading Guidelines

Resources

Financial Aid and Awards for Students – Scholarships and bursaries available to ÉSIS students

Funding for Research and Travel - Research and travel funding for graduate students

<u>Student Support Services</u> – Student Academic Success Service; Academic Writing Help Centre; Student Mentoring Centre; Career Services Centre

Handbooks – <u>ÉSIS Student Handbook</u>

Faculty

Faculty Advisors – Terms of reference

Students

Admission Requirements and Application Procedures

Collective Agreement – Terms of employment and compensation for research assistants

<u>Student Organizations</u> – Association des Étudiants en Sciences de l'Information / Information Studies Student Association; Librarians Without Borders (ÉSIS Student Chapter)

Student Records - Student records (various)*

Program Planning

ÉSIS Program Planning Framework

<u>ÉSIS Curriculum Review</u> –Minutes and documents from the ÉSIS Professors Curriculum Review Meetings

Program Evaluation

<u>ÉSIS Statistical Reports</u> – Annual statistical reports submitted to ALISE

<u>ÉSIS Survey Reports</u> – Results of periodic surveys of students and alumni

<u>ÉSIS Focus Group and Interview Reports</u> – Feedback on CO-OP placements, experiential learning, student engagement, etc.

<u>Evaluation of CO-OP Placements and Experiential Learning Projects</u> – CO-OP employer evaluation form and student work term report guidelines; experiential learning guidelines; employer evaluations of students on CO-OP work placements*

Evaluation of Student Learning Outcomes - Measures at the course, field, and program levels

<u>ÉSIS i-Portfolio</u> – Course outline and evaluation criteria; sample portfolios and evaluation reports*

ÉSIS Case Problem Capstone – Proposal

Annual Report on Student Achievement – Publicly available on the ÉSIS website

Communications and Marketing

<u>ÉSIS Website</u> – Mission, program objectives and assessment, annual reports, newsletters, etc.

<u>Student Recruitment</u> – Recruitment plans and materials; notes from focus group and brainstorming sessions on recruitment

Teaching and Learning

<u>Master of Information Studies Program (Current)</u> – Program requirements; course descriptions; mapping of courses to student learning outcomes

<u>Master of Information Studies Program (Revised)</u> – Program requirements; course descriptions; mappings of courses to student learning outcomes, ALA core competences, and the curriculum accreditation standard

CO-OP Placements – Annual listings of CO-OP work placements

Experiential Learning Activities – Annual listings of experiential learning projects

<u>Directed Reading s Courses</u> – Annual listings of directed readings courses

Research

Conference Presentations and Publication of Student Research

Conference Presentations and Publication of Alumni Research

Community Engagement

Awards and Honours – Awards and honours won by ÉSIS students and alumni

Standard V

Administration and Financial Support

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The School of Information Studies (ÉSIS) has been an autonomous academic and administrative unit within the Faculty of Arts at the University of Ottawa since university senate approval for its creation was received in June 2009. The Master of Information Studies (MIS) program falls under the purview of the Faculty of Graduate Studies (FGPS).

In this chapter we begin by setting the context for reviewing the school's administration and financial support, and then provide an overview of the school's organizational relationships, authority, and support, the participation of our faculty, staff, and students in the university community, the role of the executive officer, our administrative staff, financial support, compensation, funding for research, professional development, travel and leave, and planning and evaluation as it relates to administration and financial support. The chapter concludes with a summary assessment of the progress we have made to date in our efforts ensure that the school's administration and finances are fully adequate to support the program.

The purpose of the chapter as a whole—along with sources of evidence that are cited in the text and listed at the end of the chapter—is to document our program's compliance with the accreditation standard on administration and financial support. Our aim is to provide the Committee on Accreditation a basis on which to assess:

- the resources and administrative support provided to the program by the university and the level of autonomy the school exercises as an academic unit
- the school's representation on advisory and policy-making bodies within the university and its administrative relationships with other academic units
- the status, qualifications, and role of the school's executive officer
- the school's administrative staff and the effectiveness of its decision-making framework
- the financial support provided to the school by the Faculty of Arts
- the compensation the university provides to the executive officer, faculty, and staff of the school
- the availability of funds for research projects, professional development, travel, and leave with pay
- the school's planning and evaluation processes as they relate to administrative and fiscal policies and financial support

Context

ÉSIS is one of 18 academic units housed within, and financially supported by, the Faculty of Arts. Within this faculty, ÉSIS is distinguished by a number of characteristics that make it challenging to draw comparisons with other units. For example:

 ÉSIS is the smallest unit within the Faculty with regard to the number of regular professors. The next smallest unit—the Department of Theatre—has nine regular professors.

- ÉSIS is the only exclusively graduate school within the Faculty. All other units have both undergraduate and graduate programs.
- ÉSIS is the only single-program unit within the faculty. All other units have multiple programs.
- ÉSIS is one of only three programs that require faculty and students to be actively bilingual. The other two programs are the MA in Translation Studies and the PhD in Canadian Studies.
- ÉSIS is the first and only unit in the faculty to seek a professional accreditation for its program. Therefore, the accreditation process is an unfamiliar one for administrators in the Faculty of Arts.
- ÉSIS is the only newly formed unit where five of the six regular professors are not yet eligible for tenure.

While it is therefore not easy to identify a comparable unit within the Faculty of Arts, we can confirm that, from an administrative perspective, we are treated in a comparable way in the sense that our professors and staff are governed by the same collective agreements as their counterparts in other units, we are subject to the same Faculty of Arts By-Laws as other units, and our opportunities and requirements for participation in the university's advisory and policymaking bodies are the same as for other units. In addition, our program is governed by the same Faculty of Graduate and Postdoctoral Studies regulations as other graduate programs.

Our small size and new status do pose some immediate challenges with regard to service work because we have fewer and less experienced professors to participate in committees as compared to many other departments. Similarly, the comparatively small size of our faculty and student body means that we cannot justify full-time support staff in administrative and academic assistant positions. However, as our faculty and student body have grown, so too has the level of administrative support that we receive.

In addition, and in recognition of the importance of the accreditation process to our program, as well as the extra work that this entails for our school and the lack of administrators within the faculty who are experienced in seeking professional accreditation for a program, the dean has funded a part-time accreditation coordinator position. Earlier this year, as preparations for the *Program Presentation* intensified, he even increased the number of hours allotted to this position. The dean also awarded several course releases so that faculty could assume extra administrative duties in support of the bid for accreditation of the MIS program.

With regard to finances, our lack of undergraduate program means we do not have the same income-generating potential to support our graduate program as do other units. However, the Faculty of Arts has provided steady financial support and has even provided us with extra funding to help us get established (e.g., allowing us to run some courses with low enrolments) and to pursue the accreditation bid (e.g., by hiring an accreditation coordinator, providing course releases, and financing the site visit of the External Review Panel (ERP)). Both the faculty and the university remain committed to the success of ÉSIS and its Master of Information Studies program.

Organizational Relationships, Authority, and Support

Standard V.1

The school is an integral yet distinctive academic unit within the institution. 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 school within the general guidelines of the institution. The parent institution provides the resources and administrative support needed for the attainment of program objectives.

As an academic unit, ÉSIS falls under the administration of the Faculty of Arts. Our MIS program is governed by the Faculty of Graduate and Postdoctoral Studies. The school enjoys a mutually beneficial relationship with these two governing Faculties. They are supportive of the school, while simultaneously respecting its distinctiveness and autonomy with regard to a range of issues, such as the development of mission, goals and objectives, faculty selection, admission policies, and curriculum planning, among others.

Faculty of Arts

The <u>Faculty of Arts</u> is the administrative home to eighteen departments, schools, centres and institutes representing three main sectors: languages and literatures, fine arts, and humanities. ÉSIS is in the humanities sector, along with the Departments of Communication, Geography, History, and Philosophy, as well as the Institute for Canadian Studies and the Institute for Science, Society and Policy. The Faculty of Arts offers undergraduate, certificate, master's and PhD programs in over forty disciplines in both English and French.

The Faculty of Arts and its dean, Dr. Antoni Lewkowicz, recognize and actively promote and support the requirements of ÉSIS. This includes the school's need for autonomy, as well as the contingent financial requirements needed to achieve accreditation for its MIS program. The Faculty recognizes the school's distinctiveness and autonomy in and with respect to: vision, mission, values, goals and objectives; faculty and staff selection (subject to approval by the dean); and independence in marketing and promotion.

Nonetheless, ÉSIS participates fully in the affairs of the Faculty of Arts and is represented on the Faculty Council and the Executive Committee. The school also has statutory membership on all Faculty committees on which the academic units are represented, such as the Faculty of Arts Library Committee. For those Faculty committees whose membership comprises a selection of faculty representatives elected from various academic units—committees such as the Research and Publications Committee or the Academic Fraud Committee of Inquiry—ÉSIS faculty members are fully eligible to run for election alongside the faculty members from other academic units.

Since it was first established in 2009, ÉSIS has valued, and continues to value, its relationship with the Faculty of Arts. Within this Faculty, the school operates within a governance structure that permits autonomy when autonomy is required or is beneficial, but which permits dependency and promotes interdependency when these are needed or warranted.

Faculty of Graduate and Postdoctoral Studies

Under the authority of the university senate, the <u>Faculty of Graduate and Postdoctoral Studies</u> (FGPS) is responsible for the supervision, co-ordination, and planning of activities within the University of Ottawa which relate to graduate and postdoctoral fellowship programs. This includes developing the regulations and procedures pertaining to all graduate programs and ensuring that they are of the highest quality.

The FGPS is administered by a council which oversees two commissions: Sciences and Humanities. The Commission on Graduate Studies in the Sciences and the Commission on Graduate Studies in the Humanities assume responsibility for the academic curriculum in the various programs. Each academic unit with one or more graduate programs is entitled to send one faculty representative to sit on the corresponding Commission; by virtue of its MIS program, the school is therefore represented on the Commission on Graduate Studies in the Humanities.

The council of the FGPS, which oversees the commissions, is responsible for determining the general policies and plans for the development of the Faculty, establishing the general regulations of the Faculty, and defining the functions of its ancillary commissions and committees. Each commission can elect two professors to sit on the council. ÉSIS Director Dr. Lynne Bowker has recently been elected to serve a three-year mandate (2013-2016) as a representative for the Humanities on the FGPS Council.

The FGPS and the current interim dean, Dr. Ross Hastings, are supportive of the requirements of ÉSIS with regard to the need to achieve accreditation for its MIS program. The FGPS recognizes the distinctiveness and autonomy of the school with regard to graduate program and curricular planning, as well as admission policies, standards and procedures. ÉSIS operates within the general policies, admission guidelines, program regulations and requirements, and graduation processes of the FGPS; however, final admission to the MIS program is made by the FGPS only upon the recommendation of ÉSIS. Indeed, the school has set admission standards that exceed the minimum required by the FGPS, exercising the right granted by the FGPS to departments offering graduate programs to impose additional requirements and higher standards for admission. In this case, the school has imposed a requirement for second language proficiency (in either English or French) and also requires the submission of a writing sample as part of the application package.

The FGPS offers a type of professional development orientation for all interested graduate students that takes the form of a mentoring program called the <u>Student Ambassadors</u> program. Experienced graduate students are available to share their experience and knowledge in graduate studies, and to provide practical help such as tips on how to navigate the University of Ottawa system or how to apply for external scholarships. Some of these FGPS student ambassadors—including one of our MIS students in 2012-2013—also provide advice through an FGPS blog. In addition, FGPS coordinates a regular series of <u>information sessions</u> with external funding agencies about how to apply for scholarships, fellowships and other forms of funding.

Participation in the University Community

Standard V.2

The school's faculty, staff, and students have the same opportunity for representation on the institution's advisory or policy-making bodies as do those of comparable units throughout the institution. The school's 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.

The school's director, faculty, staff, and students are active in various levels of university governance and participate in a range of administrative relationships that support and enhance a stimulating intellectual and interdisciplinary environment within and beyond the school.

ÉSIS Faculty

The school's director and faculty members actively participate in the administration of the Faculty of Arts, the Faculty of Graduate and Postdoctoral Studies, and the University of Ottawa. They are both statutory and elected members of committees at the Faculty and university levels.

As outlined in the Faculty of Arts By-Laws, the director or chair of each academic unit is an *ex officio* member of the Faculty Council (paragraph 1.2.1.f), and additional regular professors from each unit are elected and represented according to a proportional system (paragraph 1.2.2). Academic units with fewer than ten regular professors—as is the case for ÉSIS—have one additional elected faculty representative. Additionally, each academic unit is represented by one student, elected by their peers. The Faculty Council, which meets approximately once per month, is generally responsible for establishing policies for the efficient management of Faculty affairs. Among the elements of the Faculty Council's mandate most relevant to the school are the following:

- to establish rules for the sound management of the Faculty
- to approve all strategic or other formal plans of the Faculty
- to establish policies that favour the development of the Faculty
- to study, comment on and recommend the development or modification of the Faculty's graduate programs, as well as interdisciplinary programs in which the Faculty is involved, before such proposals are submitted to the Faculty of Graduate and Postdoctoral Studies

The director or chair of each academic unit within the Faculty of Arts is also an *ex officio* member of the Executive Committee of the Faculty, which is a standing committee of the Faculty Council and which acts as the dean's advisory committee. The mandate of the Executive Committee includes the following:

 advise and help the dean in the management and planning of the Faculty in compliance with the policies approved by the Faculty Council and the University; take all measures necessary to ensure the smooth running of the Faculty;

- prepare, for the Faculty Council, by-laws that it deems useful or necessary for the operation of the Faculty;
- approve the by-laws of the Faculty's academic units;
- regulate, in the name of the Faculty Council, problems that arise between meetings and report on these at the next meeting;
- perform other duties that may be assigned to it by Faculty Council from time to time;
- report its decisions to Faculty Council.

The director of ÉSIS is also currently serving a three-year term (March 2013-June 2016) as an elected member of the Council of the Faculty of Graduate and Postdoctoral Studies, representing the Humanities. The mandate of this Council is to determine the general policies and plans for the development of the Faculty, to establish the general regulations of the Faculty, and to define the functions of its ancillary commissions and committees.

ÉSIS faculty members are very active with regard to service, and a detailed <u>list of service</u> <u>activities</u> demonstrates their high level of participation on committees at the school, faculty and university levels. A few examples include serving on the Faculty of Arts Library Committee, the Faculty of Graduate and Postdoctoral Studies' Commission on Graduate Studies in the Humanities, and the University of Ottawa's CO-OP Coordinating Committee, as well as participation in the strategic planning committees for both the university (<u>Destination 2020</u>) and the Faculty of Arts (<u>Arts 2015</u>).

Several ÉSIS faculty members also have administrative links to other units, which serve to support interdisciplinary interactions and to enhance the intellectual environment. For example, the school welcomes cross-appointed-professors from several other units, including the Department of Communication, the Faculty of Law, and the University of Ottawa Library. Some ÉSIS professors also hold cross-appointments to other academic units, including the School of Electrical Engineering and Computer Science and the School of Translation and Interpretation. Cross-appointed professors hold membership in the Departmental Assembly of the units to which they are cross-appointed, in addition to that of their home unit. Currently, the ÉSIS director is also a member of the Program Board for the interdisciplinary program entitled Master of e-Business Technologies.

ÉSIS Staff

ÉSIS staff members also enjoy an equal opportunity to engage in and contribute appropriately to relevant school, faculty and university level committees. The school's administrative assistant, for example, is an observer on the Executive Committee of the Faculty of Arts as well as a member of the ÉSIS Departmental Assembly and the Accreditation Working Committee.

ÉSIS Students

The Graduate Students' Association / Association des étudiant(e)s dilplômé(e)s (GSAÉD) is a university-wide body that represents all graduate students at the University of Ottawa. GSAÉD is itself a member organization of the Canadian Federation of Students. ÉSIS is entitled to send one representative to sit on the <u>GSAÉD Council</u>, which is the highest body of the association. The ÉSIS representative on the GSAÉD Council, who also serves on the <u>Executive Council</u> of the Association des étudiants en sciences de l'information / Information Studies Student Association

(AÉSISSA), represents MIS students at all GSAÉD general meetings and reports back to the AÉSISSA Executive.

ÉSIS students also participate in committees in the Faculty of Arts, including the Faculty Council. As mentioned briefly above, and as outlined in the <u>Faculty of Arts By-Laws</u> (paragraph 1.2.3.c), each academic unit consisting solely of graduate programs is represented by one student, who is elected by his or her peers. The MIS student representative on the Faculty Council has traditionally been the student elected to the position of AÉSISSA Academic Affairs Officer.

Two representatives from AÉSISSA—one representing full-time MIS students and one representing part-time MIS students—are also members of the ÉSIS Departmental Assembly. In addition, students participate in a variety of other working groups and committees at the school level, such as the Working Group on Student Learning Outcomes, the Working Group on Capstone Projects, and the Accreditation Advisory Committee.

Executive Officer

Standard V.3

The executive officer of a 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 executive officer 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. The school's executive officer nurtures an intellectual environment that enhances the pursuit of the school's 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 ÉSIS director is the executive officer of the MIS program. The director has the title mandated as the executive officer of the school and has qualifications, status, and authority comparable to the heads of other academic units at the University of Ottawa.

Appointment and Responsibilities

The appointment to the position of executive officer of the school is normally for three years (renewable), with the appointment made by the dean of the Faculty of Arts following the recommendation of a duly constituted selection committee. The process for the selection and appointment of a director is governed by article 37 of the collective agreement between the university and the Association of Professors of the University of Ottawa (APUO), ensuring an open and consultative search process that is uniformly applied across all academic units at the university. The director's salary is determined by academic rank according to the salary scale negotiated by the APUO and outlined in the APUO collective agreement (subsection 41.2.3.2). It is also augmented by a standard stipend of a departmental chair (paragraph 37.3.1).

As outlined in the <u>Faculty of Arts By-Laws</u> (section 4.1), each academic unit is managed by a head who is responsible for providing administrative and educational leadership for the unit. This entails carrying out duties such as the following:

- managing the academic unit
- preparing and managing the budget
- overseeing internal relations with students, staff and the faculty
- overseeing external relations
- managing the academic unit's secretariat
- reporting to the Departmental Assembly concerning his or her management
- appointing committee chairs
- proposing professors' workloads to the dean, after consulting with each professor
- choosing sessional lecturers with the dean following the procedure outlined in the collective agreement for part-time professors
- overseeing the smooth running of programs of study

As in all other academic units at the University of Ottawa, the position of ÉSIS Director is part of a collegial relationship, where he or she is "first among equals" and acts by consensus.

The initial establishment of ÉSIS (2007-2009) was overseen by Dr. Kenneth-Roy Bonin, who also served as the ÉSIS director during the school's first year of operation (July 2009-June 2010). Dr. Bonin has since retired from the University of Ottawa. He was succeeded by Dr. Lynne Bowker, who accepted an initial three-year mandate (July 2010-June 2013). A duly constituted selection committee has recommended that Dr. Bowker serve a second mandate (July 1, 2013 – June 30, 2016), and this renewal is in the process of being approved.

Current ÉSIS Director: Dr. Lynne Bowker

With extensive experience in all aspects of the higher education arena, Dr. Lynne Bowker is well suited to the director's role at ÉSIS. Promoted to the rank of full professor in May 2011, she has an excellent reputation as an accomplished researcher, a solid teacher, a competent administrator and a strong leader. She is also fluent in both of Canada's official languages— English and French—which is essential for ensuring the success of the bilingual MIS program and for effectively navigating the bilingual and bicultural organizational structures and processes at the University of Ottawa. Prior to taking on the role of ÉSIS director, she served as the acting director of the university's School of Translation and Interpretation, where she has been a professor since 2002. She also held a previous tenured appointment at Dublin City University in Ireland. Her many qualifications and credentials, which include graduate degrees in language engineering, computer applications and applied linguistics, can be viewed in her curriculum vitae, the contents of which attest to her scholarship, her administrative skill, and her profile within the academic and professional community.

Though she was not recruited directly from the LIS community, Dr. Bowker's long experience as a professor in a tenure-track/tenured position (since 1996), and her familiarity with the administrative processes at the University of Ottawa, made her an excellent choice for leading a newly established academic unit. She was, in fact, the first professor at the University of Ottawa to be cross-appointed to ÉSIS, and she served on both the hiring committee and the admissions committee even before taking up the position of director, to which she has since devoted one hundred percent of her time. Moreover, Dr. Bowker has made considerable efforts to immerse herself more fully in the culture and activities of the LIS community, undertaking activities such as sitting on the Canadian Council for Information Studies (CCIS) and on the steering committee for the Cogniva Information Science Research Institute (CISRI), as well as serving on both the Nomination Committee and the Membership Advisory Committee of the Association of Library

and Information Science Education (ALISE). She has represented ÉSIS at numerous conferences, including the Ontario Library Association Super Conference, the Canadian Library Association National Conference, the Congrès des milieu documentaires du Québec, and the ALISE Annual Conference. She was recently awarded a 2013 OCLC/ALISE Research Grant.

Dr. Bowker's collaborative and collegial leadership style has fostered community-building, both within the school and between the school and other units and organizations. Her long experience in higher education and her ease in communicating in both English and French have allowed her to navigate both the academic and the administrative bureaucracy in support of ÉSIS. Some notable ÉSIS initiatives that have been launched or carried out by the team during Dr. Bowker's mandate include:

- developing a program planning framework
- refining <u>program objectives</u> and student learning outcomes
- launching a comprehensive curriculum review
- introducing a capstone experience in the form of an <u>i-Portfolio</u> and planning a second in the form of a case problem
- developing the school's <u>by-laws</u>
- hiring new faculty and support staff
- strengthening relations with the local community of library and information professionals and initiating the development of a mentoring program
- improving communications with all stakeholder communities
- identifying new community partners to offer <u>CO-OP work placements</u> or <u>experiential</u> learning placements
- partnering with the Telfer School of Management and the School of Electrical Engineering and Computer Science to begin developing a PhD in E-Business Technologies
- increasing the school's visibility and enhancing its profile through the establishment of events such as the <u>Research Conversations</u> seminar series and participation in the <u>Undergraduate Research Opportunity Program</u>
- expanding the school's marketing and <u>recruitment</u> efforts, including making more extensive use of <u>social media and videos</u>
- moving from a satellite campus to a new location on the eleventh floor of the <u>Desmarais</u>
 <u>Building</u> on the main campus

Administration

Standard V.4

The school's administrative and other staff are adequate to support the executive officer and faculty in the performance of their responsibilities. The staff contributes to the fulfillment of the school's mission and program goals and objectives. Within its institutional framework the school uses effective decision-making processes that are determined mutually by the executive officer and the faculty, who regularly evaluate these processes and use the results.

The ÉSIS administrative staff fulfill a vital part of the school's mission and program goals and objectives. Their valued contributions come in many forms, including handling administrative processes and details, adroitly offering front-line responses and assistance to prospective and

admitted students, as well as providing day-to-day support to students currently enrolled in the MIS program.

The framework for decision-making within the school is set out in the ÉSIS By-Laws, which were developed in accordance with both the Faculty of Arts By-Laws and the university's collective agreement with the Association of Professors of the University of Ottawa (APUO).

Administrative Staff

ÉSIS had previously been principally supported by a very long-serving and experienced administrative and academic assistant, but following her retirement, the more recent focus has been on building and expanding a cohort of administrative staff and sharpening their skills in the context of our program. Today, we have a dynamic and talented team of administrative staff who provide support for the director, the ÉSIS faculty, and the students in the MIS program.

One challenge associated with our staffing situation is that three of the four positions are part-time, which requires some degree of coordination in order to ensure efficient functioning. The reason for the part-time assignments is that the school and program are still relatively small. The Faculty of Arts is committed to ensuring that as the number of students and faculty at the school increase, so too will the level of staff support. Indeed, we have already seen an increase in staffing levels over the past year: the administrative and academic positions—both previously 0.5 FTE—were increased to 0.6 FTE. In addition, the Accreditation Coordinator saw her weekly hours increase from twelve to fifteen.

In light of the linguistic composition of our student body and faculty, the ÉSIS administrative staff members are fully bilingual and they carry out all their duties in both English and French in order to meet the needs of both our Anglophone and Francophone students and faculty.

The administrative staff members fill the following four positions:

- ÉSIS administrative assistant
- ÉSIS academic assistant
- ÉSIS accreditation coordinator
- ÉSIS secretary

ÉSIS Administrative Assistant



Ginette Malette ÉSIS Administrative Assistantgmalette@uottawa.ca

The ÉSIS administrative assistant is responsible for coordinating an efficient and effective administrative support system for the teaching, research, and service functions of ÉSIS, which include human, physical, administrative, and financial services. This is a part-time position (3 days per week) reporting to the chief administrative officer of the Faculty of Arts (Nicole Ouimette).

The administrative assistant participates in the ÉSIS Departmental Assembly meetings, as well as in the meetings of the Executive Committee of the Faculty of Arts (observer status), and the Faculty-wide meetings for all departmental administrative assistants, which are organized by the chief administrative officer of the Faculty of Arts. She may attend other school or Faculty meetings as needed.

She meets regularly with the other ÉSIS support staff and on an *ad hoc* basis with individual full-time or part-time faculty members to answer their questions or to provide or assist them in obtaining any information or services they may need.

The ÉSIS administrative assistant meets regularly with the director to assess ongoing and upcoming events, their planning, and their successful execution. She monitors the school budget and ongoing expenditures, keeping the director informed, and plans for future expenditures such as instructional stipends or purchases of equipment and materials. On an annual basis, the administrative assistant works with the director to project the year-end financial picture and to prepare a budget for the following year, which is presented to the dean of the Faculty of Arts.

Other duties assumed by the ÉSIS administrative assistant include, but are not limited to:

- preparing the costing for the annual course offering
- assisting faculty with management of research accounts
- processing travel claims and other reimbursements
- posting contract positions for sessional lecturers and graduate student assistants and preparing their employment contracts
- evaluating, authorizing and processing purchases orders necessary for teaching and the efficient operation of the school
- managing the school files (e.g., personnel files, correspondence)
- aiding the director with the preparation of the school's annual report
- assisting with the planning and organization of departmental and other meetings
- acting as a liaison with the administration at the Faculty of Arts for issues such as physical resources, personnel or finances

ÉSIS Academic Assistant



Lynne Pilon ÉSIS Academic Assistant gradesi@uottawa.ca

The ÉSIS academic assistant is responsible for informing prospective and current students—in person, via telephone or by email—about the graduate programs offered at ÉSIS, in particular its flagship MIS program. She deals directly with administrative queries relating to applications, admissions, registration, program requirements, equivalences, scholarships, eligibility for graduation, etc. She is also responsible for informing students about the regulations and procedures associated with graduate study at the University of Ottawa. This half-time position reports to the graduate studies administrator of the Faculty of Arts (Rachel Fontaine-Azzi).

The academic assistant participates in the meetings of the Commission of Graduate Studies in the Humanities, as well as in the meetings organized by the graduate studies administrator of the Faculty of Arts for all academic assistants in the Faculty. She also collaborates closely with the members of both the ÉSIS Admissions Committee and the Program Committee to offer information and advice about administrative procedures for effectively delivering the academic program.

In collaboration with the ÉSIS director, the academic assistant consults with faculty members, evaluates the program needs, and then plans the course timetable for the following year, ensuring that it best serves the needs of the program. She is also responsible for preparing the examination schedule at the end of each semester, as well as for gathering and entering the final marks for each course.

Other duties assumed by the ÉSIS academic assistant include, but are not limited to:

- converting or calculating admission averages (from applicants applying from a different university system)
- coordinating activities related to a thesis defence
- collecting the annual progress reports of thesis students
- calculating admissibility of applicants to the co-operative education program
- participating in information and orientation sessions for prospective and new students
- alerting the ÉSIS director and Program Committee to any problems or issues that might arise (e.g., students who have not completed enough courses in their second language)
- informing the ÉSIS director and Program Committee if a course needs to be cancelled owing to low enrolment
- verifying and correcting information in the course calendar, program brochures, admissions kits, and student handbooks

ÉSIS Accreditation Coordinator / Marketing and Recruitment Officer



Dr. Jenny Mitchell

ÉSIS Accreditation Coordinator
Marketing and Recruitment

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Officer

The ÉSIS accreditation coordinator is a part-time position (fifteen hours per week) reporting to the ÉSIS director. In collaboration with the director, she is responsible for devising and implementing procedures, infrastructure and metrics as required for the school to achieve American Library Accreditation (ALA) for its MIS program. She must work closely with the school's constituents and stakeholders, including ÉSIS students, alumni, employers, and the regional community of library and information professionals, in order to obtain input and feedback throughout the accreditation cycle. She also communicates accreditation activities and progress to these constituencies.

The position requires a comprehensive understanding of the school's operations and of the policies and procedures of the Faculty of Graduate and Postdoctoral Studies, as well as an understanding of the Faculty and university level operations and governance models. The accreditation coordinator develops and monitors schedules, timelines and critical paths to achieve accreditation deadlines in a timely and effective fashion, alerting the director to issues as needed. She sits on all accreditation-related working groups and assists with initial drafts and collation of sources of evidence, and provides feedback and advice to faculty members on their contributions.

The ÉSIS accreditation coordinator also fulfills responsibilities as the school's primary marketing and recruitment officer, as needed, working closely with the marketing team in the Faculty of Arts and with the recruitment teams in the Faculty of Arts and the Faculty of Graduate and Postdoctoral Studies. Marketing and recruitment duties for ÉSIS include, but are not limited to:

- proposing a marketing and recruitment plan and budget
- coordinating updates to web content for the ÉSIS website
- attending graduate studies open house events and relevant job fairs
- community-building with the library and information professions

ÉSIS Secretary



Michelle Perron

ÉSIS Secretary

mperro3@uottawa.ca

Since moving from a satellite campus to the main campus in August 2012, the school has enjoyed a co-location on the eleventh floor of the Desmarais Building with the Department of Communication. The first person of contact in the general office shared by ÉSIS and the Department of Communication is the full-time secretary. She plays an important role in the daily operations at ÉSIS and ensures that the needs of faculty, students, staff, and visitors to ÉSIS are looked after promptly and satisfactorily. Among her duties are the following:

- receiving and directing incoming calls and email sent to the general ÉSIS account and providing information to prospective students via telephone, email and in person
- handling incoming and outgoing mail and courier items
- updating mailing lists
- maintaining the departmental bulletin board
- providing the director, faculty members, and other support staff with clerical and other support, such as coordination of special events, preparation of mail outs, making arrangements for facilities and hospitality events
- distributing keys and access codes to students and sessional instructors
- monitoring office supplies and ordering more as needed
- monitoring office equipment to ensure that it remains in good working order, and arranging for maintenance as necessary
- coordinating the annual inventory of supplies and equipment

- collecting and organizing the course outlines for all courses at the beginning of each semester
- overseeing the preparations for the course evaluation process at the end of each semester, including the preparation and distribution of evaluation packs, sending reminder notices and instructions to faculty members

Evaluation of Administrative Staff

An annual performance appraisal of regular administrative staff members is carried out in accordance with article 17 of the <u>collective agreement</u> with the Bargaining Unit of the Support Staff of the University of Ottawa (SSUO). The appraisal involves the following main steps:

- The employee provides a written summary of his or her work performance over the preceding period that includes, but is not limited to, achievements, areas for improvement, areas for job related development, and proposed performance goals for the next period.
- The supervisor and employee have a face-to-face meeting to discuss the summary and review the performance of the preceding year.
- The supervisor writes up a formal appraisal.
- The employee is given an opportunity to sign the performance appraisal and attach written comments, if so desired.
- The appraisal is forwarded to the dean or director of the appropriate faculty or service.

Decision-Making Framework

The framework for decision-making within ÉSIS has been developed in accordance with both the Faculty of Arts By-Laws and the university's collective agreement with the Association of Professors of the University of Ottawa (APUO). These documents require that certain standing committees be established, as described below. The director is an ex-officio member of each.

ÉSIS Departmental Assembly

As mandated in the <u>Faculty of Arts By-Laws</u> (paragraph 4.1.2) and the APUO <u>collective</u> <u>agreement</u> (subsection 5.5.2), each academic unit within the Faculty has a Departmental Assembly, which includes all regular professors, as well as representatives from the body of part-time professors and from the student body. Depending on the nature of the cross-appointment agreement, colleagues who are cross-appointed to ÉSIS from other units may also hold membership in the Departmental Assembly. The administrative assistant also attends.

Meeting at least five times per year, and chaired by the director, the Departmental Assembly has the following key <u>responsibilities</u>:

- developing general policies that ensure the academic unit's efficient operation and overseeing their implementation
- electing professors to represent the academic unit at Faculty Council
- submitting official requests of the academic unit to Faculty Council for approval
- determining the academic unit's needs in regard to the hiring of new professors

The ÉSIS Departmental Assembly enriches decision-making within the school. Among other essential purposes, it fulfills the Office for Accreditation's Standard V.1 by ensuring that the autonomy of the school "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 school within the general guidelines of the institution." <u>Minutes</u> of ÉSIS Departmental Assembly meetings are included in the sources of evidence.

ÉSIS Assembly of Regular Professors

Paragraph 4.1.3 of the Faculty of Arts By-Laws also stipulate that each academic unit has an <u>assembly of regular professors</u> that meets as necessary to deal with topics specific to professors, the academic unit, and the university. To date, there has been little need for meetings of this group as most decisions are taken by the Departmental Assembly.

ÉSIS Program Committee

The Faculty of Arts By-Laws (paragraph 4.1.4) require each academic unit that has graduate programs to have a Graduate Studies Committee to deal with those programs. Since the school has only graduate programs, the ÉSIS Program Committee fulfills this function. In practice, however, since ÉSIS is a relatively small academic unit, the majority of program-related issues are discussed and decided by the Departmental Assembly.

ÉSIS Appointments Committee

The final committee mandated by the Faculty of Arts By-Laws (paragraph 4.1.5) is the appointments committee. The purpose of this committee, whose membership is determined by the Departmental Assembly in accordance with the APUO collective agreement (paragraph 17.1.3.2), is to recommend the hiring of new professors. Several appointments committees have been struck at ÉSIS in recent years to oversee the hiring of new faculty members.

Other ÉSIS Committees

In addition to having the requisite committees that are mandated by the Faculty of Arts By-Laws and the APUO collective agreement, we also have a number of other committees that have been struck to help fulfill the executive and administrative processes at the school. At ÉSIS, committee work is bi-directional: much of the direction comes from the Departmental Assembly, but at the same time, these committees help to provide direction and planning for school initiatives. The following committees contribute to the development and delivery of the MIS program and to the work of the school overall.

- Admissions Committee. The ÉSIS <u>Admissions Committee</u> interprets, applies and administers the admission requirements, regulations and policies of ÉSIS and of the Faculty of Graduate and Postdoctoral Studies. The committee also reviews and evaluates applications from prospective candidates and selects from those the candidates to be admitted to the MIS program.
- Curriculum Advisory Committee. The ÉSIS <u>Curriculum Advisory Committee</u> oversees the provision of an MIS curriculum that is of the highest calibre. It makes recommendations regarding the development of new courses, the revision of existing courses, the nature of the relationships between courses, and balance of the program as expressed in the curriculum. Recommendations from the Curriculum Advisory Committee must then be approved by the Departmental Assembly before being forwarded to the Council of the Faculty of Arts and the Faculty of Graduate and Postdoctoral Studies, and eventually to the university Senate, for subsequent approval.

- External Advisory Committee. The function of the ÉSIS External Advisory Committee is
 to provide counsel to ÉSIS on its general direction, on the services and initiatives best
 suited to address the challenges faced by Canadian society in the area of information
 management, and on regional, national and international outreach strategies
- Accreditation Advisory Committee. The ÉSIS <u>Accreditation Advisory Committee</u> serves
 to guide the development of the *Program Presentation* and to advise the Accreditation
 Working Committee (AWC) on matters relating to the completion of the *Program*Presentation.

In addition to these standing committees, working groups are struck as necessary on the recommendation of the Department Assembly in order to address special initiatives. A good example of a recently appointed working group is the one that was charged with developing a proposal for an <u>i-Portfolio</u> capstone experience to enable improved program-level evaluation.

Financial Support

Standard V.5

The parent institution provides continuing financial support sufficient to develop and maintain 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 school's program of teaching, research, and service.

The dean of the Faculty of Arts allocates the school's budget. Approximately ninety percent of the hard funding goes to pay the salaries and benefits of faculty and staff members. Additional soft funding is provided to hire sessional instructors, to enhance facilities, and to support special initiatives, which may include graduate assistantships. In addition, the University of Ottawa, by way of various programs, has funds that are available to academic units from time to time upon receipt and approval of applications.

Each year, the ÉSIS administrative assistant, in collaboration with the director, prepares a budget proposal (including estimates for the cost of teaching, marketing, recruitment, etc.). This proposal is submitted to the vice-dean responsible for graduate studies in the Faculty of Arts, who then meets with the director and the administrative assistant to discuss it, before submitting it to the dean for final approval. Even after the annual budget allocation has been made, the Faculty may consider requests for additional funding.

To date, the costs of running the school from year to year have proven to be similar as there is a rhythm to the school's regular programming and budgetary requirements. However, from time to time, various needs arise as a result of new realities or imperatives. Most recently, these have included:

- moving from the satellite campus on Lees Avenue to the Desmarais Building on the main campus
- hiring a part-time ALA accreditation coordinator
- adding an additional tenure-track position to allow for faculty expansion at ÉSIS

- scaling up our marketing and recruitment efforts to grow the program, including the hiring of a temporary part-time Special Projects Assistant and graduate assistants to take on a video production project
- funding the costs associated with the application for ALA accreditation, including the site visit by the ERP

Expenses are monitored through centrally-produced monthly budget reports, including expenses relating to supplies, equipment, communications, translation services, travel, and student assistance. Budgetary issues are discussed regularly at ÉSIS Departmental Assembly meetings where input is sought on how to use the funds available to best support the school and its MIS program.

Since it was first established in 2009, ÉSIS has regularly reported information about the school's budget and expenditures to ALISE for its <u>statistical reports</u>. As those reports demonstrate, the Faculty of Arts is committed to providing a stable source of funding for ÉSIS, and has even provided the school with modest increases.

Details of the ÉSIS budget and expenditures are included in the sources of evidence.

Compensation

Standard V.6

Compensation for a program's executive officer, 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 for all University of Ottawa employees, including the ÉSIS director and full-time faculty, part-time professors, full-time support staff, and graduate student assistants, is determined by salary scales and benefits negotiated through collective bargaining between the university and the various associations and unions representing faculty and staff.

The articles, subsections, and schedules of the collective agreements relevant to compensation for ÉSIS faculty and staff are the following:

- subsection 41.2.4.2 of the agreement with the <u>Association of Professors of the University of Ottawa (APUO)</u>
- appendix C of the agreement with the <u>Association of Part-time Professors of the</u> University of Ottawa (APTPUO)
- article 44 of the agreement with the bargaining unit for the <u>Support Staff University of</u> Ottawa (SSUO)
- article 32 of the agreement with <u>Canadian Union of Public Employees Local 2626</u>, representing graduate students

The University salaries are comparable, and indeed compare favourably, with similar institutions. Salary summaries for regular ÉSIS faculty were submitted annually to ALISE as part of the statistical report, and will be available on site for comparison against the University of Ottawa salary scales.

Table 5.1. University of Ottawa Salary Scales for Full-time Faculty*

Rank	Minimum salary	Maximum Salary
Assistant Professor	\$68,220	\$94,355
Associate Professor	\$75,361	\$130,867
Full Professor	\$90,481	\$157,964

^{*}APUO collective agreement (subsection 41.2.4.2), May 1, 2008 to April 30, 2011 (new agreement currently under negotiation)

Funding for Research, Professional Development, Travel, and Leave

Standard V.7

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.

The University of Ottawa provides a range of opportunities for faculty, staff, and students to obtain funding in support of research, professional development, travel, and leave. In this regard, members of ÉSIS have access to the same opportunities as members of other academic units at the university.

The University of Ottawa's Research Management Services (RMS) are responsible for ensuring the sound management of grants and also for ensuring that research is conducted in a responsible manner. They provide the university's research community, partners, and sponsors with professional administration through central and distributed services while meeting the requirements of research funding sponsors and supporting the vision and mission of the university. Within this context, the RMS assist ÉSIS faculty members in obtaining funding to support their research and in managing funds when granted. The RMS ensure funding sponsors' guidelines are adhered to, thus protecting faculty members' integrity and ability to access funds on an ongoing basis from those agencies. All of the RMS services are available equally to all faculty members. Each Faculty, including the Faculty of Arts, employs a research facilitator who acts as a Faculty-based extension of the RMS and who is available for consultation by faculty members on any questions relating to research funding.

RMS organize information sessions in collaboration with representatives from major external funding agencies, such as the Social Science and Humanities Research Council (SSHRC), the Natural Sciences and Engineering Research Council (NSERC), and the Canadian Institutes of Health Research (CIHR). SSHRC, in particular, is a major federal funding agency for researchers in information studies, and as noted in the chapter on Standard III (see page 86), ÉSIS researchers have demonstrated success in obtaining and managing these grants.

With regard to internal funding, the Faculty of Arts provides a range of funding available through competition to support:

- publications
- organizing conferences on campus
- participation in conferences outside the university
- interdisciplinary research projects

The Faculty also provides <u>seed funding</u> for professors seeking to launch or pilot new research projects in advance of applying for external funding.

Alongside all other professors in the Faculty of Arts, ÉSIS faculty members are eligible to apply for all of these funds.

Outside the Faculty of Arts, but still within the University of Ottawa, a number of other offices or units provide funds, which are available to all professors on a competitive basis. For example, the Centre for University Teaching administers a Teaching/Learning Grants Program, while the Office of the Vice President (Academic) funds the Development of Interdisciplinary Initiatives Grants and the Policy 94 Grants for the Pro-active Recruitment of Women Professors.

Newly hired tenure-track professors negotiate with the dean to receive a start-up grant to enable them to purchase equipment or otherwise prepare to launch a project (e.g., by hiring a research assistant). The amount of the start-up grant depends on the nature of the professor's research plans and on the availability of other sources of funding; however, it is typically in the range of \$2000 to \$5000. In addition, all new professors receive \$2000 to augment the university library collection in order to ensure that it contains materials deemed necessary to support their teaching and research.

Regular professors are entitled to apply for paid academic leave (i.e., sabbatical leave), which is governed by the <u>APUO collective agreement</u> (article 26). Academic half-leaves (six-month duration) may be taken at 75 or 100% of nominal salary, reducing the faculty member's accumulated credited service by three or four years, respectively. Full academic leaves (twelve-month duration) may be taken at 50, 62.5, 75, 87.5 or 100% of nominal salary, reducing the faculty member's accumulated credited service by four, five, six, seven, or eight years, respectively. However, academic leave may only be taken once tenure has been achieved. Since none of the professors who were newly hired into ÉSIS have yet been awarded <u>tenure</u>, no one at the school has taken an academic leave. ÉSIS Director Dr. Lynne Bowker last took an academic leave in 2006, so she will next be eligible to apply to take academic leave with full pay in 2015.

Part-time professors are eligible to apply to the university's <u>Academic and Professional</u> <u>Development Fund</u>, administered by the Association of Part-time Professors of the University of Ottawa (APTPUO). The fund allows for three types of funding: research grants, publication grants, and the granting of travelling expenses to participate in conferences.

Administrative and support staff at the university are entitled to apply for a paid professional development or "refresher leave" (Policy 63) in order to fulfill one of the following objectives:

- to give a new direction to one's career
- to prepare to assume new or increased professional responsibilities
- to pursue professional studies
- to acquire new work experience

Students in the MIS program have funding opportunities equal to those of graduate students in comparable professional programs. For example, they can apply for the Faculty of Arts Student Travel Award to support study and research. Travel grants to support conference participation for graduate students are also available from both the Graduate Student Association / Association des étudiant(e)s diplômé(e)s (GSAÉD), which administers an Academic Project Fund, and from the Faculty of Graduate and Postdoctoral Studies, which administers a Conference Travel Grant.

In addition, MIS students taking the thesis option are eligible to apply for a <u>Graduate Studies Scholarship</u> from the FGPS. Graduate students wishing to apply for funding from external agencies, such as the Social Sciences and Humanities Research Council or the Ontario Graduate Scholarship Program can receive assistance from the previously mentioned FGPS student ambassadors program to prepare their applications.

Finally, as was noted in the chapter on Standard IV (see page 105), ÉSIS students have access to a variety of <u>scholarships and bursaries</u> that have been set up specifically to support the MIS program.

Systematic Planning and Evaluation

Standard V.8

The school's systematic planning and evaluation process includes review of both its administrative policies and its fiscal policies and financial support. Within applicable institutional policies, faculty, staff, students, and others are involved in the evaluation process. Evaluation is used for ongoing appraisal to make improvements and to plan for the future.

As part of its commitment to continuous improvement and transparency, ÉSIS conducts ongoing planning and evaluation of its administrative policies and financial support.

Planning and evaluation are conducted throughout the academic year, within the decision-making framework previously outlined—primarily through the ÉSIS Departmental Assembly—and involve all interested stakeholders, including ÉSIS faculty, administrative staff, and students in the MIS program.

The school's planning processes and evaluation mechanisms were outlined in the chapter on Standard I (see pages 11 and 21, respectively). As detailed in the <u>program planning framework</u>, ÉSIS holds annual planning sessions with representatives of all its key constituencies—faculty, administrative staff, adjunct, cross-appointed, and part-time professors, students, alumni, and members of the local library and information community. During these sessions, various issues of importance to the school—including those relating to administrative policy and financial support—are reviewed, priorities are set, and plans are made to address them.

Summary Assessment

ÉSIS is an academic unit that is housed within the Faculty of Arts, and its MIS program is governed by the Faculty of Graduate and Postdoctoral Studies. ÉSIS enjoys a mutually beneficial relationship with these two governing Faculties, which are supportive of the school, while simultaneously respecting its distinctiveness and autonomy with regard to a range of issues, such as the development of mission, goals and objectives, faculty selection, admissions policies, and curriculum planning, among others.

Within the parent institution, the faculty, staff and students of ÉSIS have the same opportunities for representation on advisory and policy-making bodies as do those of comparable units. The school is represented on the Faculty Council and the Executive Committee of the Faculty of Arts, and on the Graduate Students' Association (GSAÉD), among others. Moreover, the cross-appointments of professors to and from the school—including other units such as the university library, the Department of Communication, and the School of Electrical Engineering and Computer Science—along with participation in interdisciplinary programs such as the Master of e-Business Technologies, enhance the intellectual environment of ÉSIS and support interdisciplinary interaction.

The decision-making framework at ÉSIS complies with the by-laws of the school and of the Faculty of Arts, as well as with the pertinent collective agreements. The principal decision-making body at ÉSIS is the Departmental Assembly, which receives, evaluates, and acts on input regarding all aspects of the school and program—including regular review of administrative and financial matters.

The director of ÉSIS holds a position that is comparable in every way to the heads of other academic units within the university. The current director, Dr. Lynne Bowker, brings a range of academic, administrative, and leadership skills to the position, and she fosters an environment that enhances the pursuit of the school's mission and program's objectives (e.g., through annual planning retreats and the introduction of capstone experiences to the curriculum); encourages interaction with other units (e.g., through cross-appointments, the Research Conversations seminars, and participation in the e-Business programs); and promotes the socialization of students into the field (e.g., through the identification of CO-OP and experiential learning work placements, and the initiation of a mentoring program in collaboration with the Library Association of the National Capital Region).

The administrative staff members support ÉSIS faculty and students in fulfilling the school's mission and program goals. Compensation for all employees—director, faculty, staff and graduate assistants—is governed by a series of collective agreements that ensure equitable application.

The Faculty of Arts provides financial support for regular and special activities required to offer a quality MIS program. Moreover, additional support for faculty, staff, and students is available from the Faculty of Arts and other offices within the university in the form of grants (e.g., teaching/learning grants, travel grants) or paid leave (e.g., academic leave, refresher leave). The funding available to ÉSIS members is comparable to that available to members of other units.

Over the next few years, we will extend the efforts we have made—with considerable success so far—to attract funding for student scholarships, looking at the potential for also establishing funds to support lecture series and short-term research residencies.

Sources of Evidence

Governance

<u>By-Laws</u> – ÉSIS By-Laws; Faculty of Arts By-Laws; University of Ottawa Act (1965)

ÉSIS Admissions Committee – Terms of reference and membership

ÉSIS Assembly of Regular Professors – Terms of reference

ÉSIS Appointments Committee – Terms of reference

ÉSIS Departmental Assembly – Terms of reference and membership; minutes of meetings

<u>ÉSIS Program Committee</u> – Terms of reference

<u>Faculty of Arts - Executive Committee</u> – ÉSIS director's updates on the accreditation process

<u>Faculty of Graduate and Postdoctoral Studies - Graduate Program Committee</u> – ÉSIS director's updates on the accreditation process

<u>University of Ottawa Senate</u> – Terms of reference; documents relating to the approval of the Master of Information Studies program and the establishment of the School of Information Studies

Advisory Committees

<u>ÉSIS Accreditation Advisory Committee</u> – Terms of reference and membership; meeting documents

<u>ÉSIS Curriculum Advisory Committee</u> – Terms of reference and membership; minutes of meetings

ÉSIS External Advisory Committee – Terms of reference and membership; minutes of meetings

Organizational Structure

<u>Organizational Charts</u> – For the University of Ottawa, the Faculty of Arts, the Faculty of Graduate and Postdoctoral Studies, and ÉSIS

Resources

ÉSIS Financial Documents – Budget submissions, current budget

Financial Aid and Awards for Students – Scholarships and bursaries available to ÉSIS students

Funding for Research and Travel – Research and travel funding for faculty and students

Administrative Personnel

<u>Collective Agreement</u> – Collective agreement with the bargaining unit of the Support Staff University of Ottawa of the Ontario Secondary School Teachers' Federation

ÉSIS Academic Assistant – Responsibilities

<u>ÉSIS Accreditation Coordinator</u> – Responsibilities

<u>ÉSIS Administrative Assistant</u> – Responsibilities; representation on administrative bodies of the Faculty of Arts and the Faculty of Graduate and Post-Doctoral Studies

<u>ÉSIS Director</u> – Responsibilities; Representation on Administrative Bodies of the Faculty of Arts and the Faculty of Graduate and Post-Doctoral Studies; CV

Faculty

Appointments, Tenure, and Promotion – Report on faculty appointments, tenure, and promotion

Collective Agreements – Collective agreements with APUO and APTPUO

Students

Collective Agreement – Collective agreement with CUPE Local 2626

Program Planning

ÉSIS Program Planning Framework

<u>University of Ottawa Mission, Goals, and Objectives</u> – *Destination 2020: The University of Ottawa's Strategic Plan*

Faculty of Arts Mission, Goals, and Objectives - Arts 2015: Strategic and Action Plan

Program Evaluation

ÉSIS Statistical Reports

Academic Service

ÉSIS, Faculty of Arts, FGPS, and University Committees – Academic service record of ÉSIS faculty

Community Engagement

<u>Student Participation in Activities of the Profession</u> – Activities supporting the socialization of students into the field

Standard VI

Physical Resources and Facilities

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Our program is well served by the facilities, resources, and services provided to the school by the University of Ottawa. The offices, classrooms, labs, and meeting facilities made available to the school's faculty, staff, and students are well suited to our needs. The university's teaching technologies, computing, media, and communications services support a productive academic environment. The resources and services provided by the libraries on campus and

their partners in the National Capital Region more than adequately meet the information and research needs of our faculty and students.

In this chapter we begin by setting the context for reviewing the physical resources and facilities available to the school, and then provide an overview of office spaces, student spaces, classrooms, and labs, library, computer, and teaching technology resources and services, the staff and services associated with facilities and resources, and planning and evaluation as they relate to physical resources and facilities. The chapter concludes with a summary of the progress we have made to date in our efforts ensure that the physical resources and facilities available to the school are fully adequate to support the program.

The purpose of the chapter as a whole—along with sources of evidence that are cited in the text and listed at the end of the chapter—is to document our program's compliance with the accreditation standard on physical resources and facilities. Our aim is to provide the Committee on Accreditation a basis on which to assess:

- the physical resources and facilities available to the school to meet its program objectives
- the facilities supporting instruction and research
- the library, computer, and teaching technologies resources and services available to meet the needs of students and faculty
- the staff support for those resources and services, and their accessibility
- our planning and evaluation processes as they relate to physical resources and facilities

Context

The University of Ottawa is located in an urban setting at the heart of Canada's capital. The university currently owns and manages 30 main buildings, 806 research laboratories, 301 teaching laboratories, and 257 classrooms and seminar rooms. The university as a whole has undergone many facilities renovations in recent years, all of which indirectly benefit our school. In 2011, the university established \$150 million five-year program to renovate and improve existing facilities; in 2012-2013, the university's annual facilities renovation program was valued at \$23.5 million.

The renovation and expansion of existing buildings sometimes necessitates the temporary relocation of departments or schools to satellite locations. When the school was first set up in 2009, it was temporarily located at 200 Lees Avenue, a satellite campus occupied at the time by several departments awaiting relocation. The school was relocated to the main campus in August 2012, as part of an overall plan for consolidating accommodations for the Faculty of Arts in the northwest quadrant of the main campus that had been outlined in <u>Arts 2015</u>, the Faculty's strategic and action plan.

The school is now co-located with the Department of Communication on the eleventh floor of the Desmarais Building—a twelve-storey, twenty-three-thousand-square-metre, state-of-the-art facility, built in 2007. Also in the Desmarais Building are the Telfer School of Management, the Institute for Science, Society and Policy, and the departments of History, Philosophy, and Classics and Religious Studies as well as the Museum of Classical Antiquities.

The school is also now in close proximity to centralized Faculty services, including the Morisset Library. Faculty and students are enjoying the fruits of this move, which include significantly improved facilities and easier access to services and amenities on the main campus.

Our MIS program is delivered primarily onsite. While our faculty make full use of the teaching technologies available to them through the university (see page 160), and incorporate a variety of online activities into their courses, the school does not currently offer distance education *per se*, and we have no plans to do so in the immediate future. However, the University of Ottawa as a whole is very aware of the trend towards offering Massive Open On-line Courses (MOOCs) both for credit and not for credit. At some point in the future, when it is judged to be appropriate for our program, the school will take advantage of the resources the university makes available to its faculties to contribute to the university's overall MOOC offerings.

Access to Facilities and Resources

Standard VI.1

A program has access to physical resources and facilities that are sufficient to the accomplishment of its objectives.

The physical resources and facilities available to our school through the University of Ottawa are fully sufficient—both in capacity and in quality—to meet the needs of our MIS program and to enable us to accomplish our program objectives.

The school's facilities on the eleventh floor of the Desmarais Building include a reception area, mailroom, offices for faculty and staff, a shared space with seven workstations for thesis students and research assistants, a fully equipped serious games research lab, a faculty lounge, and a photocopy/printer room. The building as a whole provides shared facilities for small and medium-sized classrooms as well as large lecture halls, conference rooms, and student study areas. There is also a thirty-seat computer lab available for teaching. These facilities are shared with the entire university.

Beyond the Desmarais building, the school has access to classrooms, computer labs, meeting rooms, and other facilities throughout the university campus on an as-needed basis. Our faculty and students have access to the resources and services of more than a dozen libraries and resource centres on campus.

Computing and communications services for the university are managed centrally. All buildings are WiFi-enabled on the same campus network.

The university also provides a wide range of services supporting the use of teaching technologies, e-learning, and multimedia.

All these facilities, the resources they provide, and the services that are offered are described in greater detail in the subsequent sections of this chapter.

Teaching, Research, and Administrative Facilities

Standard VI.2

Physical facilities provide a functional learning environment for students and faculty; enhance the opportunities for research, teaching, service, consultation, and communication; and promote efficient and effective administration of the school's program, regardless of the forms or locations of delivery.

ÉSIS students and faculty enjoy the use of state-of-the-art instructional facilities and technologies offered by the university and the Faculty of Arts. The school shares the physical facilities dedicated to teaching and learning with other academic units in the Faculty of Arts and with the university as a whole. Instructional facilities are distributed across the campus.

The offices, research facilities, and student spaces made available to the school's faculty, staff, and students by the University of Ottawa are well suited to our needs with respect to the administration of the MIS program, faculty research, and student activities beyond the classroom.

Classrooms and Labs

The university offers a wide range of classroom styles and sizes across the campus—from tenperson seminar rooms to three-hundred-person lecture halls. There are also a number of computer labs available for teaching (e.g., DMS 2175). Almost all classrooms have built-in multimedia facilities (computers, projectors, screens and audio capability) and twenty-six of them have Echo360 capabilities—eight with HD and Live Stream capability.

<u>Echo360</u> is a classroom technology platform that enables students to ask questions anonymously, professors to design interactive questions, polls and quizzes, record lectures audio-visually for future broadcast (e.g., for a MOOC) and monitor student progress.

Seventeen classrooms also have software capture systems (computer only and audio) as well as a campus wide personal capture license. The university is deploying more units as classrooms are renovated in the summer of 2013.

All these facilities are booked for courses through a university -wide, centralized booking and scheduling facility. The assignment of classrooms is based on range of needs, including size, the need for projection facilities, and the need for mobile furniture, among others.

In addition to the computer labs available for teaching, there are a number of free access <u>labs</u> on campus where students can do their work. These labs are managed by Computer and Communications Services. The principal lab in Montpetit Hall is open twenty-four hours a day and has over one hundred computers with a range of pre-installed software and Internet access services. This lab also houses the CCS student help desk. A similar lab is located on the third floor of the Morisset Library, where there are over fifty computers available. In addition, the library offers a service for lending <u>laptops and iPads</u>.

Printing and photocopying services for use by students and faculty are managed by the <u>DocUcentre</u>, with several service points on campus, as well as self-serve printers and photocopiers in more than ten buildings.

Faculty and Staff Offices

As can be seen in the <u>floor plan</u> of the eleventh floor of the Desmarais Building, ÉSIS shares administrative space (11101) with the Department of Communication. There is a general reception area which is staffed by a joint secretary. The offices for the ÉSIS director (11101D) and the ÉSIS administrative assistant (11101C) are located next to the main reception area and adjacent to the offices of their Department of Communication counterparts. There is also a photocopy and supply room located in the reception area for use by the administrative staff and another photocopy and supply room (11106) in the main corridor for use by faculty. The office for the ÉSIS academic assistant is located on the 8th floor of the Desmarais Building, alongside the academic assistants for other programs in the Faculty of Arts.

There is also a small boardroom-style meeting room (11157) which seats up to eight people. This room is shared by ÉSIS and the Department of Communication and can be reserved through the secretary. When larger meeting rooms are required, they can be booked through the central reservation system, as is the case for all academic units.

As outlined in section 5.1 of the <u>collective agreement</u> with the Association of Professors of the University of Ottawa (APUO), the university is responsible for providing regular professors with "facilities and services which are reasonably necessary for the effective discharge of their responsibilities of employment, such as reasonable library and computing services and facilities, and reasonable secretarial and technical services, teaching and research assistance, laboratory space and facilities, and reasonable office space, telephone, and other support facilities."

In the Desmarais Building, full-time ÉSIS faculty members have state-of-the-art private offices. They are wired for internet and include telephones, standard furniture, shelving, and cabinet space on a par with faculty offices for all other academic units in the building. The five offices for full-time professors (11102, 11104, 11105, 11107, and 11108) are adjacent to one another along one of the main corridors.

As is the case in other academic units, adjunct and part-time professors at ÉSIS have access to a shared office (11115) with two workstations, which can be reserved to allow these professors to hold regular office hours.

Access to the office spaces in the Desmarais Building is open to all on weekdays between 6:30 a.m. and 8:30 p.m. At other times (weekends, early morning and late at night) elevators and stairwell access are available only with a proximity access control card. These cards are issued to all full-time professors. Adjunct and part-time professors may request them as needed (e.g., on a semester-by-semester basis if required for teaching in the evening).

Serious Games and LudoMedia Research Lab

ÉSIS professor Claire Dormann heads a research program on serious games, investigating new technologies for lifelong learning. Her research is undertaken in the Serious Games and LudoMedia Research Lab (11127). The lab contains computing and gaming equipment for her research on "Computer Games as Serious Play: The Value of Humour" and for class projects. The

equipment includes a game computer and accessories (e.g., sound check), a TV, a Wii and a PS3. Future equipment planned for the lab includes an XBox Kinect and a digital camera.

Student Spaces

MIS students who are in the thesis option or who hold a research assistantship have access to a shared office with seven workstations on the eleventh floor in the Desmarais Building (11149), which can be reserved in advance or used on a drop-in basis.

All MIS students have access to a collaborative meeting room on the sixth floor of the Morisset Library (MRT 627). This room holds up to twelve people and is equipped with a computer and data projector. Wi-Fi is also available, and there are plans to install a smartboard in the room during the summer of 2013. Named "The Ingrid Parent Room," this room has been sponsored by Ms Ingrid Parent, a past-president of the International Federation of Library Associations and Institutions (IFLA) and recipient of an honourary doctorate from the University of Ottawa in 2011. Thanks to our generous sponsor, this room is for the exclusive use of ÉSIS students and can be reserved for group projects or discussions, or used on a drop-in basis.

The entire sixth floor of the Morisset Library is designated for use by graduate students, with the following facilities:

- Study carrels. One hundred and fifty-two study carrels equipped with lockable cabinets, power outlets, data ports, and task lighting are available for graduate students. Each carrel must be shared by two students.
- Group study rooms. Eight group study rooms are available for graduate students. The rooms are for use by groups of two or more and can accommodate up to six persons. They can be requested at the circulation desk using the student cards of two members of the group. Rooms are available on a first come, first served basis. Rooms may be reserved for a maximum of three hours.
- Conference rooms. Two conference rooms, equipped with a computer and projector, are available for graduate students. The rooms are for use by groups of three or more and can accommodate up to twelve persons. They can be requested at the circulation desk
- **Reading room**. Graduate students and faculty can request the access code from the graduate student assistants or at the circulation desk.

A team of graduate student library assistants—typically comprising students studying on the MIS program—provides peer-to-peer research support, helps graduate students use technology and equipment, and ensures that the sixth-floor food and noise policies are respected.

The Association des étudiants en sciences de l'information / School of Information Studies Student Association (AÉSISSA) shares an office with the Communication Graduate Students' Association (CGSA), on the second floor of the Desmarais Building (DMS 2170A). The office is furnished with a desk, a table, several chairs, two filing cabinets, and a white board. It also serves as a safe and common location for their documents, coffee maker, and all other items used for student-sponsored events.

The office serves as a drop off point for AÉSISSA registrations and forms and as a meeting location for regular coffee breaks and AÉSISSA meetings. The offices for all the graduate student associations in the Faculty of Arts, including AÉSISSA's office, are clustered around a common

<u>lounge area</u>. ÉSIS students make use of this space for informal gatherings, such as the bi-weekly "Coffee Breaks" organized and sponsored by AÉSISSA.

Library, Computing, and Teaching Technology Resources and Services

Standard VI.3

Instructional and research facilities and services for meeting the needs of students and faculty include access to library and multimedia resources and services, computer and other information technologies, accommodations for independent study, and media production facilities.

The teaching, learning, and research aspects of our program are well supported by the facilities and services made available to our faculty and students by the University of Ottawa. The classrooms and labs, the computer, multimedia, and communications technologies and services, and the library resources and services provided by the university all contribute to a productive academic environment for both faculty and students.

University of Ottawa Libraries

The bilingual University of Ottawa Library comprises four major libraries—Morisset Arts and Science Library, Health Sciences Library, Brian Dickson Law Library, and Telfer School of Management Library. In addition there are a number of specific specialized research collections: geographic, statistical and government information; media resources; music; and archives and special collections. The hours of operation vary by location and by season (e.g., hours may be extended during exam periods), but they are always posted clearly on the library's website.

With a current budget of approximately \$25 million, about \$15.3 million is spent on collections. Altogether the libraries provide access to approximately three million books and journals, almost two million microforms, and more than one and a half million other items such as maps, sound recordings, videos, manuscripts, and documents. Of these, approximate seventy-three percent are in English, twenty-one percent are in French, and the remainder are in other languages. Additional <u>facts and figures</u> on the collections are available on the library's website.

The university library provides access to a wide range of scholarly and professional journals in the field of library and information studies, over eight hundred of which are <u>available online</u> to faculty and students. In addition, the library maintains current subscriptions to the following abstracting, indexing, and full-text databases of relevance to LIS and related fields:

- Library Literature & Information Science
- Library Literature & Information Science Retrospective
- Library, Information Science and Technology Abstracts
- Communications and Mass Media Complete
- FRIC
- Academic Search Complete
- ABI/Inform
- Journal Citation Reports

- ProQuest Dissertations and Theses
- ACM Digital Library

The part of the library's collection pertaining more specifically to information studies is supported in several ways, in addition to regular collection development activities. For example, in 2011, the Library established a special fund in memory of Richard Greene, a former University Librarian (1989-2002). The Richard Greene Memorial Fund is used to develop and enhance the library's collections in the area of information studies, supporting students and faculty at ÉSIS. In addition, all newly-hired tenure track professors receive a grant of \$2000 from the Faculty of Arts to augment the library collection in order to ensure that it contains items pertinent to their areas of specialization for teaching and research.

The University of Ottawa Library <u>website</u> provides access to the catalogue of holdings, article indexes, electronic journals and primary texts, reference tools and research guides, among other resources. In 2013 the library will be implementing a discovery layer interface (Primo Central), which will provide access to the library's catalogue holdings, articles in licensed journals, and other digital scholarly material through a search box powered by a unified index.

In December 2009, the University of Ottawa became the first Canadian research-intensive university to adopt a comprehensive access program that supports free and unrestricted access to scholarly research. As evidence of its Leadership role in the open access movement, the Library manages an institutional repository—LoO Research—promoting scholarly communication by collecting, preserving and providing free and open access to research created by faculty, researchers, and graduate students. Further evidence of the university's commitment to open access can be seen in its innovative and highly successful efforts to Ligitize French-language Publications. As part of a collaborative project, funded in part by the Ontario government, the University of Ottawa has contributed more than twenty-two thousand works, making it one of the largest contributors of free-access French publications available online. At the University of Ottawa, this project was coordinated by Tony Horava, the associate university librarian responsible for collections and cross-appointed as a professor in ÉSIS.

Saint Paul University Library

Saint Paul University is a Catholic pontifical university federated with the University of Ottawa. Located not far from the main campus, it houses four faculties—Human Sciences, Philosophy, Theology, and Canon Law—and offers programs in nineteen disciplines, ranging from the undergraduate to the doctoral level.

The Jean-Léon Allie Library at Saint Paul University is one of the important resources in North America for theology, pastoral theology, canon law, philosophy and medieval studies. It is the largest religious studies research centre in Canada, and is visited by many scholars from other universities wishing to make use of the comprehensive collections or in search of a hard-to-find title. The library contains a collection of more than five hundred thousand documents in all formats and in the principal languages and intellectual traditions of theology, philosophy, canon law, and related disciplines such as ethics, Eastern Christian and Anglican studies, medieval studies, Judaïca, pastoral studies, and counselling and spirituality. Additional information on the resources and services of the Jean-Léon Allie Library is included in the sources of evidence.

Capital Sm@rtLibrary

ÉSIS faculty and students also benefit from the University of Ottawa's membership in the <u>Capital Sm@rtLibrary</u> partnership. Sm@rtLibrary brings together the vast English- and French-language collections available at twelve libraries in the National Capital Region. In addition to the University of Ottawa, participating members include:

- Carleton University
- Université du Québec en Outaouais
- DominicanCollege
- Algonquin College
- Cité collégiale
- Ottawa Public Library
- Bibliothèque municipale de Gatineau
- National Gallery of Canada
- Canadian Museum of Civilization
- Canadian War Museum
- Canada Science and Technology Museums Corporation

In addition, it is worth noting that the collections of both <u>Library and Archives Canada</u> and the <u>Canada Institute for Scientific and Technical Information</u> (CISTI) are located in the National Capital Region, making them readily accessible to ÉSIS faculty and students.

Museum of Classical Antiquities

The University of Ottawa has a Museum of Classical Antiquities consisting of artefacts from the 7th century BC to the 7th century AD. It was established in 1975, initially as a teaching collection, and is housed in the Desmarais Building.

Computing and Communications Services

The University of Ottawa's <u>Computing and Communications Services</u> (CCS) is responsible for managing the information technology needs of the university community. ÉSIS students and faculty are given full connectivity to the Internet through the university's local area network. Access to the university intranet and the global Internet is available through the campus-wide Wi-Fi (IEEE 802.11b/g) network covering the twenty-nine major teaching and research <u>buildings</u> on campus. All students and faculty have access to library and University of Ottawa on-line instructional and research facilities.

Faculty and staff e-mail accounts are located on the central Exchange server managed by the University of Ottawa and is available via POP and iMAP. Since June 2013, student "uOttawa.ca" e-mail accounts have been provided by Google as part of their Google Apps suite of services for education that includes 30 GB of online storage, Google Drive, Google Talk and the availability of contacts calendars and documents from mobile devices.

All students and faculty are entitled to <u>software licences</u> purchased by the University of Ottawa. These include standards Windows operating system upgrades, the Office suite, Visual Studio, Publisher, etc., most of which are available in both English- and French-language versions. The university also provides discounted software to students and faculty for packages such as SPSS, Maple, Mathematica, Acrobat Pro, etc.

The CCS is also responsible for operating the computer help desk, which can be accessed via telephone (x6555) or through an <u>online form</u>. The help desk can assist with setting up or managing accounts, installing hardware or software, and troubleshooting technical problems. In addition to relying on the centralized CCS, the Faculty of Arts employs a systems and technologies manager, a systems and labs coordinator, and a computer resources/IT coordinator. Help requests received by CCS may be routed to these faculty personnel when appropriate.

Servers for Technology Courses and i-Portfolio

Several ÉSIS courses require server software for students to learn technology-related skills in information studies.

- The Database Management and Design course (ISI 6128) focuses on the practical aspects of relational database design, from requirements specification to implementation, with an emphasis on the representation of entity-relationship models, data normalization, and the SQL language. This requires access to an SQL server (MySQL) from client software so that students can learn to develop schemas and write queries. The server is a Linux CentOS virtual machine managed by Computing Services.
- The Advanced Web Management and Design course (ISI 6127) also requires server-side LAMP (Linux Apache MySQL PHP) software that enables the use of web tools such as Media Wiki and Drupal.
- The i-Portfolio course is a capstone course designed as a tool for learning, reflection, integration, and showcasing, all brought together in the form of a student's own professional website. It is powered by Mahara, an open source ePortfolio system based on LAMP that enables students to develop a capstone portfolio. Mahara is available with both English and French interfaces. This service is also implemented on the same server.

Teaching Technologies and Services

The University of Ottawa <u>Teaching and Learning Support Service</u> (TLSS) provides a set of services—in both English and French—that nurture and promote innovation and excellence in teaching and learning at all levels in the university. TLSS comprises four service centres brought together under one umbrella: the Centre for University Teaching, the Centre for Mediated Teaching and Learning, the Centre for e-Learning, and the Multimedia Distribution Service.

The Centre for University Teaching

The Centre for University Teaching (CUT) serves the entire University of Ottawa teaching community—full-time professors, part-time professors, teaching assistants, and post-doctoral fellows. It offers a wide range of services, in both English and French, including more than thirty workshops per year, on topics such as "Drafting a Course Outline: Key Elements," "Using Learning Outcomes to Identify Evidence of Learning," and "Authentic Evaluation: Making Informed Choices." The centre also organizes various lectures related to pedagogy, given by experts from both within and outside the university.

The Centre for University Teaching also has a bilingual resource centre with a collection of over twenty-five hundred books, periodicals, and multimedia resources devoted to pedagogy. The collection is regularly updated to reflect new research in the field, and the contents are

catalogued as part of the University of Ottawa Library catalogue. Located in Vanier Hall on the main campus, the <u>CUT's Resource Centre</u> is open weekdays from 8:45 a.m. to 5:00 p.m.

The Centre for Mediated Teaching and Learning

The <u>Centre for Mediated Teaching and Learning</u> (CMTL) provides video and audio conferencing services, as well as all computer mediated and Internet teaching and learning at the University of Ottawa. The CMTL also oversees the technical infrastructure of a distance education network at the provincial level in addition to two other national distance education networks.

Starting in 2013 all University of Ottawa course management, grading and assessment, and teaching and learning collaboration tools are being offered through <u>Blackboard Learn</u>, a webbased, state-of-the-art virtual learning environment developed by Blackboard Inc. The system provides customizable, open architecture, and scalable design well suited to integration with other student information systems (such as registration and on-line library facilities.) It provides for all aspects of course management, including on-line class interactions, document (including video) storage, notifications, calendars, grading and assessment.

Blackboard Learn also provides a mobile app (for Android / iOS / HP WebOS and Blackberry devices). Its features include, but are not limited to:

- dropbox integration (personal file system in the cloud)
- mobile tests and exams (multiple choice / fill in blanks etc.)
- push notifications and announcement (course announcements and notifications)
- grades (secure, personalized grade postings)
- discussions (course communications forum)
- blogs (read / post / upload / interact with other student via blogs)

Centre for e-Learning

The <u>Centre for e-Learning</u> provides expert consultation and support services to faculty in the development and implementation of:

- technology-based courses
- online teaching and learning materials
- multimedia learn-ware materials
- presentations

The centre draws on its instructional designers, web developers, graphic artists, and programmers to develop online courses, projects and events that demonstrate the University of Ottawa's leadership among Canadian universities. The centre runs a regular series of "Techno Talks" and holds an annual symposium on "Teaching and Technology."

The Multimedia Distribution Service

The <u>Multimedia Distribution Service</u> (MDS) provides a full range of multimedia services, from lightweight video projectors to <u>multimedia classrooms</u> equipped with the latest technologies, to video production and technical support for events. In addition the MDS team offers a full range of professional services that support teaching and research at the University of Ottawa.

Facilities and Resources Staff and Services

Standard VI.4

The staff and the services provided for a program by libraries, media centers, and information technology facilities, as well as all other support facilities, are sufficient for the level of use required and specialized to the degree needed. These facilities are appropriately staffed, convenient, accessible to the disabled, and available when needed, regardless of forms or locations of delivery of the school's program.

The teaching technology services, computing and communications services, and library services provided by University of Ottawa staff are fully responsive to the needs of our MIS program with respect to level of staffing, service availability, and accessibility to faculty and students with disabilities.

The staff who provide the services supporting instruction and research described in the previous section meet all the needs of students and faculty in the MIS program. In particular, the University of Ottawa Teaching and Learning Support Service (TLSS)—comprising the Centre for University Teaching, the Centre for Mediated Teaching and Learning, the Centre for e-Learning, and the Multimedia Distribution Service—is well supported by a dedicated support and administrative staff of more than sixty employees.

The services provided by the university libraries are equally well supported—with more than 150 staff in thirteen facilities.

Librarians and staff at the University of Ottawa Library have developed close working relationships with ÉSIS. The university librarian (Leslie Weir) and associate university librarian (Tony Horava) are cross-appointed to the school, and several other librarians have taught on a part-time basis or have given guest lectures in their areas of specialization. Still others have sat on ÉSIS committees or participated in focus groups, working groups, or planning activities. In addition, the subject librarian for information studies has prepared useful research guides for the field (in English and in French), and also provides customized orientation sessions for ÉSIS students to introduce them to the library and its resources.

The Library has supported student learning in other ways, such as by providing CO-OP and experiential learning work placements, where ÉSIS students learn from and are mentored by the university librarians. In addition, as mentioned in the chapter on Standard IV (see page 106), each year the library hires approximately five MIS students to work as library assistants on the sixth floor of the Morisset Library, which is dedicated for use by graduate students. Finally, the employees of the University of Ottawa Library sponsor a bursary that is awarded annually to a student in our MIS program.

The University of Ottawa makes every effort to comply with the Ontarians with Disabilities Act of 2001. Details of the university's plans to comply with the Ontarians with Disabilities Act were documented in a 2006-2007 Accessibility.

Access to library services is enabled by several rooms with adaptive technologies in the Morisset (Arts and Science), Brian Dickson (Law), and Health Sciences libraries. The equipment includes:

- Zoomtext Magnifier software that enlarges and enhances everything on your computer screen
- JAWS reading software that helps low vision or blind users complete computer-based tasks such as browsing the web, sending and reading e-mail, utilizing spreadsheets, and accessing databases
- Kurzweil 1000 and 3000 text to speech learning tools that support reading, writing, testtaking, and studying
- CCTV (closed circuit television) on a height-adjustable tables that can be used by the visually impaired to magnify the print in books and newspapers

Accessibility to buildings on campus (including the Desmarais Building) for persons with disabilities is laid out in the <u>Campus Accessibility Map</u>.

Planning and Evaluation

Standard VI.5

The school's systematic planning and evaluation process includes review of the adequacy of access to physical resources and facilities for the delivery of a program. Within applicable institutional policies, faculty, staff, students, and others are involved in the evaluation process.

The school's faculty, staff, and students are all involved in the planning and evaluation of the facilities, resources, and services provided by the University of Ottawa, and help to ensure that those facilities, resources, and services meet our program needs.

The overall management of facilities and resources is carried out at the Faculty or university level, rather than at the level of individual academic units. Nonetheless, the ÉSIS director and administrative assistant do take the opportunity to meet annually with the Faculty of Arts chief administrative officer, the administrative officer responsible for physical resources, and the systems and technologies manager. These meetings typically take place in the presence of the vice-dean responsible for graduate studies at the time of preparing the annual budget, which affords an opportunity both to review the current status and to assess upcoming needs. As stipulated in the Faculty of Arts By-Laws (section 2.7), an elected faculty representative from ÉSIS also sits on the Faculty of Arts Library Committee, whose mandate is to make recommendations to Faculty Council about the operation of the university library, as well as policies on department collections.

Issues relating to physical resources and facilities are addressed as part of the school's ongoing planning activities. Such issues, as they arise, may be identified in the course of the four-year planning cycle that is outlined in the <u>ÉSIS Program Planning Framework</u>, or they may be flagged in the regular meetings of the <u>Departmental Assembly</u>.

Questions relating to facilities, technology, and other support services are included in the <u>surveys</u> of students that the school conducts each year mid-way through and at the completion of the program. The responses to those questions have been very positive. An issue relating to a dedicated space on campus for ÉSIS students was raised in a <u>focus group on student</u> <u>engagement</u> held in February 2013. Plans are currently underway to address that issue.

Alongside the regular planning and evaluation of the school's needs with regard to physical resources and facilities, additional reviews may take place as circumstances warrant. For example, in the year preceding the relocation of ÉSIS from the satellite campus at Lees Avenue to the main campus, the ÉSIS director met regularly with the Faculty of Arts administrative officer responsible for physical resources and representatives from the university's Physical Resources Service, in order to plan the move. Similarly, two ÉSIS faculty members participated in the Faculty of Arts strategic planning initiative—<u>Arts 2015</u>—that included planning related to computer resources and physical facilities for the faculty, as well as planning related to the increased integration of learning technologies.

On a related note, ÉSIS members are recognized and regularly sought out for their expertise at the level of Faculty planning. For example, in June 2012, when the Faculty of Arts began the planning process for redeveloping the architecture and navigation for its website and those of its academic units, ÉSIS professors were invited to participate in these planning activities.

Summary Assessment

Our program is well served by the facilities, resources, and services made available to the school by the University of Ottawa.

The offices, research lab, and other amenities on the eleventh floor of the Desmarais Building are modern, well furnished, and well equipped to serve the administrative needs of our faculty and staff as well as the needs of faculty and students for space and equipment in which to carry out their research. The rooms on the sixth floor of the Morisset Library and the second floor of the Desmarais Building that are made available to our students help significantly to address their needs for space outside of the classroom where they can meet, collaborate, and manage the affairs of the student association.

The classrooms and computer labs available on campus, and the support that is provided through teaching technologies, and computing, multimedia, and communications technologies throughout the campus all serve to enhance the teaching and learning experience for both faculty and students.

The resources and services available through the University of Ottawa Library—supplemented by those of Saint Paul University and the libraries in the Capital Sm@rtLibrary partnership—serve as a rich source of support for the information and research needs of our faculty and students, not only in library and information studies but in a wide range of related disciplines as well.

The University of Ottawa staff who provide teaching technology services, computing and communications services, and library services are fully responsive to the needs of our MIS program. The services are all well staffed and readily accessible to all, including those with disabilities. The librarians and staff of the University of Ottawa Library are engaged in our program in a number of ways beyond the regular services they provide.

The school's faculty, staff, and students are all involved in the planning and evaluation of the facilities, resources, and services provided by the University of Ottawa, and help to ensure that those facilities, resources, and services meet our program needs.

Sources of Evidence:

* Sources marked with an asterisk will be available for consultation onsite

Governance

ÉSIS Departmental Assembly – Terms of reference and membership; minutes of meetings

Policies and Procedures

University of Ottawa Policy on Allocation and Utilization of University Facilities

<u>University of Ottawa Policy on Maintenance, Refurbishment, Alteration, Renovation, New Construction, Leasing, Purchase, and Sale of Buildings</u>

Resources

<u>University of Ottawa – Facilities</u> – Statistics on buildings, classrooms, research facilities, etc.

<u>Computing Resources and Services</u> – Hours and services; available software; purchase program; inventory of ÉSIS computers and related equipment

<u>Library Resources and Services</u> – List of campus libraries; resources and services; hours; adaptive technology; Sm@rt Library partners

Offices, Classrooms, Labs, etc. – Maps, floor plans, photos

<u>Teaching and Learning Support Services</u> – Centre for University Teaching; Centre for Mediated Teaching and Learning; Centre for e-Learning; Multimedia Distribution Service

Program Planning

ÉSIS Program Planning Framework – Publicly available on the ÉSIS website

Faculty of Arts Mission, Goals, and Objectives – Arts 2015: Strategic and Action Plan

Program Evaluation

ÉSIS Annual Reports – Publicly available on the ÉSIS website

ÉSIS Survey Reports – Results of periodic surveys of students and alumni

<u>ÉSIS Focus Group and Interview Reports</u> – Focus group on Student Engagement and Community Building

Student Course Evaluations – Forms and procedures; course evaluation reports*

Synthesis and Overview

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This final chapter of the Program Presentation presents an overview of ÉSIS, synthesizing its principal character while also presenting some of the unique features of the school and program and the context in which they have been operating. Following a concise review of the highlights of the Program Presentation, which summarizes the evidence for compliance with the accreditation standards, this chapter concludes with a discussion of the strengths, limitations, and challenges of ÉSIS and the MIS program, as well as our plans and priorities for the coming years.

Overview of ÉSIS

With tremendous support from the University of Ottawa and the wider community of library and information professionals in Canada's National Capital Region (NCR), a new academic unit—the School of Information Studies—opened its doors in 2009 with the launch of North America's only bicultural and bilingual (English and French) Master of Information Studies program. This program aligns with the university's mission, values, and strategic goals, including the promotion of bilingualism and a culture of engagement within a rich and inspiring learning environment. Ongoing reviews conducted within our program planning framework ensure that our school values, goals, and objectives remain in line with those of our parent institution.

The Faculty of Arts provides an administrative home for ÉSIS, which operates as an autonomous unit. The MIS program—like all graduate programs at the University of Ottawa—is subject to the general regulations of the Faculty of Graduate and Postdoctoral Studies.

The founding director of ÉSIS, Dr. Kenneth-Roy Bonin, has now retired from the University of Ottawa. Since July 2010, ÉSIS has been under the directorship of Dr. Lynne Bowker, a full professor who has eighteen years of full-time experience in the higher education sector, including thirteen at the University of Ottawa.

Including the director, ÉSIS currently has six full-time bilingual faculty members—up from 4.5 FTE in 2009—and these are complemented by additional cross-appointed, adjunct, and part-time professors. Together, these professors cover a wide range of specializations that cut across the information professions, and their diverse research areas bring breadth and depth to the school and program.

Our first intake in 2009 saw thirty-five students (fifteen full-time and twenty part-time) arrive at ÉSIS, selected from among forty-three applicants. For the September 2012 session, we received sixty new applications for the MIS, and we had a total of sixty-eight students actively registered in the program.

The first group of twelve graduates received their diplomas in June 2011, and since that time, the total number of MIS graduates has risen to fifty. Surveys conducted among our alumni indicate that close to eighty-five percent have achieved professional employment in the information professions within six months of graduation. While many of our graduates find employment in the bilingual National Capital Region, a number have relocated to other parts of the country (e.g., Montreal, New Brunswick, Alberta) to serve bilingual populations elsewhere.

As part of our ongoing monitoring of our market, which includes activities such as surveying alumni, conducting focus groups with students, carrying out interviews with employers and consulting with advisory committees, we are committed to ensuring the relevancy of our curriculum. In 2011, following the completion of one full cycle of the MIS degree and the graduation of our first cohort, ÉSIS initiated a comprehensive curriculum review. One motivating factor was the need to bring the curriculum that had been conceived prior to the program launch more fully into line with the reality of the school's situation now that faculty have been hired, graduates have entered the workforce, and employers have had a chance to assess the graduates and give feedback to the school. In addition, we sought to more closely meet the information marketplace needs, particularly in the NCR, where employers had expressed a desire for more emphasis on leadership and research, among other competencies. We look forward to bringing this revised curriculum on stream in 2014 and to continuing to assess its success.

In 2012, ÉSIS moved from its initial temporary home on the satellite Lees Campus to its permanent home in the Desmarais Building on the main campus. ÉSIS is now co-located with the Department of Communication on the eleventh floor of the Desmarais Building, which is in the northwest quadrant of the campus along with the Faculty of Arts administrative offices and all other academic units in the Faculty of Arts.

The University of Ottawa, the Faculty of Arts, and ÉSIS fully recognize the importance of achieving accreditation for our MIS program. We look forward to being able to promote our

program as one that has been accredited by ALA, and we are excited about the possibilities that this will bring with regard to the future of our school.

Our Principal Character

The MIS program at ÉSIS is a coherent and student-focused program which, as stated in our mission, "fosters a learning environment that prepares information professionals in the 21st century to assume leadership and research roles for the benefit of citizens in Canada's bilingual and multi-cultural knowledge-based economy and information society."

Along with our constituents, we recognize that the small size of ÉSIS is one of its inherent strengths, facilitating close ties with the local professional community, fostering a collegial atmosphere among colleagues, and providing a welcoming and dynamic academic environment for our students. We identify our small size as a positive defining attribute that creates an inclusive atmosphere in which all members of the ÉSIS community are supported and can thrive. We enjoy and promote a "flat" organizational structure where faculty of all types, along with staff, are equally valued for their contributions. In addition, in a way that is often not possible in larger programs, we operate on a personal level, offering guidance and counselling that emphasizes our students' preparation for the profession and that sustains and values relationships with our students after they graduate. We are fully committed to providing a rich, inspiring student experience that fosters optimal student success.

We are shaped not only by our small size, but also by our geographic location. Being in Canada's National Capital Region, we are afforded opportunities not easily available to other programs. A truly bilingual and bicultural region, the NCR offers opportunities for employment that include, but also go beyond more conventional posts in the profession. Several of our graduates are now employed in areas such as information policy development and analysis and information program planning and evaluation. As such, our MIS not only has a bilingual component, whereby students take one quarter of their courses in their less dominant language, it also has an innovative specialization in information policy, alongside the more conventional specialization in management of information services. The option for following a cluster of policy-themed courses has been preserved in our new curriculum, as a reflection of the importance of this type of work in our region.

Finally, we are embedded in the regional community of practice, where we deliberately cultivate working ties with the field. Local professionals, employers, and alumni are actively involved with ÉSIS as adjunct and part-time professors, guest lecturers, CO-OP and experiential learning work placement supervisors, and members of advisory committees. Local library and information professionals also attend ÉSIS research seminars, lectures, receptions, and other school events. Similarly, ÉSIS faculty members have a strong presence at regional events in the library and information community and participate in the diverse association networks found in the region, such as the Canadian Library Association-Ottawa Chapter, Librarians Without Borders, the Library Association of the National Capital Region, ARMA-NCR and Friends of the Ottawa Public Library Association. These strong relationships yield many benefits, including ongoing opportunities to engage our constituents in productive and ongoing conversations about ÉSIS and its MIS program.

Our Unique Features and Context

ÉSIS is seeking initial accreditation for our MIS program. As such, the context in which we are working is different from that of schools who are seeking re-accreditation for their programs. In addition, as the only bilingual and bicultural MIS program in North America, our program has some unique strengths and challenges not found in other programs. Finally, as the only program in the National Capital Region of Canada, which is the seat of the federal government, the employment opportunities in our region are also distinctive. As this context of operation may be generally unfamiliar to some, the following section will provide some background so that readers may better understand our school and program.

A New School

It may seem like stating the obvious, but one of the first and most important things to note about ÉSIS and its MIS program is that they are both newly established. We are only just entering our fifth year of operation. Bringing with it both advantages and challenges, this state of "newness" has affected *every* aspect of the school and the program since their launch in 2009.

On the one hand, a new school is unencumbered by institutional baggage. We are therefore able to be responsive to the needs of our constituents and can implement improvements to our program reasonably quickly. Our faculty have been able to develop forward-looking courses and programs of research that are responsive and innovative within the changing professional landscape, including topics such as libraries and social media, open access, social interaction with information systems, digital information management and data mining, and research data.

In addition, our newness means that we have attracted a lot of attention within the community of library and information professionals—both within the region and beyond. Although this occasionally gives us the feeling that ÉSIS is operating within a goldfish bowl, we have been overwhelmed in a very positive way by the breadth and depth of community support that we have received. The resulting close ties that have been forged with the community of library and information professionals within the NCR give added dimension to the program, not only through CO-OP and experiential learning but also through the role that members of the community play in our advisory committees, as adjunct and part-time professors, as guest lecturers and seminar speakers, as mentors to our students, and as research partners.

On the other hand, we cannot deny that our status as a young school and program has also brought some challenges. Some of these have already been overcome, and others are being mitigated by the passage of time. Nonetheless, in order to truly understand the context in which this school has evolved, the nature of some of the challenges we have faced—and may continue to face in some form moving forward—must be taken into account.

For instance, as a general rule, it is difficult to attract experienced faculty to a new school, since such schools lack an established reputation and may have limited start-up funds. Because the collective agreement of the Association of Professors of the University of Ottawa (APUO) (article 25.1.7.3) does not allow tenure to be granted until a professor has completed a minimum of two years' service at the University of Ottawa, it means that established faculty members who have tenure at another institution are often understandably reluctant to give up their security to take up an untenured position at a newly established school. This may be especially true in a

challenging financial climate, such as the one we have faced in the post-2008 period. As a result, for each of the professors hired into ÉSIS, this represents their first regular academic post. Although they all brought a wealth of professional experience to the school, they have nonetheless had to spend a considerable amount of time learning the ropes of academia while at the same time contributing to the overall vision and implementation of a new program, and developing courses and research programs from scratch.

In addition, these new professors have had to learn a new institutional culture. As the most experienced academic, and the only person with a prior knowledge of the University of Ottawa's culture, ÉSIS director Lynne Bowker had the role of mentoring the five new professors. While this is a very rewarding aspect of her job, the ratio of having one experienced professor to five less experienced professors was not ideal. Clearly, however, this challenge has already begun to lessen over time as all faculty members are growing into their academic positions and have made good use of support services on campus, such as the Centre for Academic Leadership and the Centre for University Teaching, which provide various types of mentorship for faculty members.

A more serious consequence of having a new school with an unaccredited program where five of the six faculty members are untenured is the tension between what is required to achieve tenure, on the one hand, and accreditation, on the other. Building a new school and developing a Program Presentation for an initial accreditation require a high degree of commitment to what might best be described in other institutions or academic contexts as service work. Everything has to be developed from scratch. Meanwhile, tenure is awarded largely—though not exclusively—on the basis of research and teaching. In an established department, senior professors often take on a larger portion of the service work in order to allow the new professors to develop their teaching and research programs. However, in a department where almost everyone is a new professor, it is not feasible to release everyone from service. As a result, all the new professors were required to shoulder a heavier service load in their early years than might normally be expected in a more established department. This was mitigated to some extent by the fact that the dean granted a number of additional teaching releases to allow faculty members to take on administrative and service tasks. And it is a situation that continues to lessen as the faculty become more experienced. In addition, we have drawn on the support of community institutions and individuals to assist us.

The task of building an identity and developing a "brand" is an assignment that comes as part and parcel of being a new school. While more established schools certainly evolve in their identities and undertake to refresh their brands from time to time, this is not at all the same as starting with a blank slate. It simply takes time: time to figure out who you are as a school, as well as what you want to become; time for the strangers who have come together to form the school to get to know one another and to gel as a team; time to put students through the program and to get feedback from graduates and their employers. The program planning framework that we have established has been instrumental in helping us to develop our identity and direction. The next step, of course, was to begin communicating this to the wider community. As it became clear that we needed to have greater visibility and presence, the dean agreed to add additional hours to the contract of our accreditation coordinator, who had prior experience in communications and community building. As a result, her job evolved to include a marketing component. With the additional time, she has helped the school to develop a visual identity, a stronger online presence, and a more extensive marketing plan.

An additional issue that arose as part of our being a new school at the University of Ottawa was one of physical location. The university is located in the city centre, where the only direction available for expansion is up. Finding a space to house the new school posed an initial challenge as there was no space immediately available on the main campus. Plans were underway to construct a new tower, which when completed, would free up space in the Desmarais Building to consolidate numerous academic units from the Faculty of Arts. However, as that space would not be ready until 2012, it meant that for its first three years, ÉSIS was housed on a satellite campus occupied principally by departments in the Faculty of Health Sciences. It must be emphasized that this campus was perfectly functional and amply met all our physical needs. However, the geographical isolation from the rest of the Faculty of Arts made it challenging for new faculty members to develop relationships with the university community and to integrate easily into the wider university life. Happily, this issue has been completely resolved as we have just reached our first anniversary in our new home—the Desmarais Building. We are now in the heart of the main campus, and co-located with the Department of Communication and other units in the Faculty of Arts. Participation in campus activities and collaboration with colleagues in other units has increased significantly since the move.

While building a new school from the ground up has required a tremendous amount of work, the dedicated members of the ÉSIS team agree that it is also very exciting and rewarding to be so closely involved in creating a new academic unit. For most of us, it will be a once-in-a-career opportunity, and we are very heavily invested in— as well as very proud of—what we have accomplished and are continuing to build.

A Small School with a Not-Yet-Accredited Program

When establishing a new academic unit and program, it is perfectly logical to start small and to grow in a controlled fashion. The relatively small size of our student body allows us to bring a much more personal touch to the delivery of our program and to offer more one-on-one support to our students. Small class sizes afford professors the flexibility to adapt content and teaching approaches (e.g., hybrid face-to-face/online delivery) as needed and encourage the integration of innovative approaches as they aspire to excellence in teaching.

With regard to challenges, our current status as a first-time candidate for ALA accreditation has an impact on our ability to recruit and retain both students and faculty. With regard to students, we are optimistic that, should we be successful in achieving accreditation for our MIS program, we would see an increase in the number of students applying for our program. It should also improve retention, though to the best of our knowledge, only four students have transferred out of our program specifically in order to enrol in an accredited program elsewhere in Canada.

With regard to faculty, we have had to replace two full-time professors since the school was established. One was owing to retirement, but the second professor left in part because of the "risk" associated with being a faculty member at school with an unaccredited program, and in part because of the additional workload imposed by the application for accreditation. Moreover, when attempting to replace this professor, ÉSIS had a failed faculty search where we made offers to two strong Francophone candidates, both of whom eventually decided to take up offers at other more established schools which had accredited programs. While turnover is normal in any department, the effect is felt more acutely in a small unit. For instance, ÉSIS has now held three faculty searches in three consecutive years, which has been costly in terms of the time and effort required. Happily, however, we have three strong new professors on the

faculty, which is a most welcome outcome. What's more, our most recent search in 2012-2013 was for an expansion position, which means the school has now grown from an initial 4.5 FTE to 6.0 FTE overall.

While this is a positive trend, we must nonetheless acknowledge that having only six full-time professors does limit the potential diversity of what can be offered in an information studies program. We therefore continually monitor our market in the NCR—through surveys, focus groups, employer interviews, planning sessions, and advisory committee meetings—in order to know where we should focus our efforts to ensure that our graduates will be information professionals who meet—and even exceed—expectations.

In addition, our strong ties with other units within the university, as well as with the community of library and information professionals in our region, mean that we have access to a much broader pool of expertise than might be apparent on the surface. These cross-appointed, adjunct, and part-time professors allow us to broaden our program offerings by teaching special topics courses that are open to our students, giving guest lectures and seminars, and supervising or co-supervising directed studies in their areas of expertise.

Another challenge associated with our small size is the fact that the members of the support staff at ÉSIS are mainly part-time employees. This requires an additional level of coordination in order to ensure that we are able to work efficiently. However, this will resolve itself as the school grows. Indeed, we have already seen an increase in staffing levels over the past year. We have risen from 0.5 FTE to 0.6 FTE for both the administrative assistant and academic assistant positions. In addition, the accreditation coordinator also saw her hours increase (from twelve to fifteen) to take on some marketing and communication work for the school. Following our move to the Desmarais Building, we also gained a full-time secretary/receptionist—shared with the Department of Communication—who presides over the common reception area shared by the two units.

A Bilingual and Bicultural Program

One of the distinguishing features of Canada's National Capital Region is its bilingual and bicultural nature. Straddling the border of English-speaking Ontario and French-speaking Quebec, the NCR and its myriad institutions must serve the needs of over one million residents, who regularly seek information services in both of Canada's official languages. In the information professions, this means much more than being able to speak both English and French; it requires an understanding of the two cultures, and of their development and traditions with regard to information seeking and management. It also requires an ability to be able to "translate"—not only linguistically, but also conceptually—between these two cultures, traditions, and political ideologies in order to identify and implement appropriate information solutions.

During the early part of the new millennium, it became increasingly clear to the community of library and information professionals that the rather unique and very specialized information needs of the NCR could best be served by a group of information professionals who had been specially prepared to understand and to operate in a bilingual and bicultural environment. What's more, a potential bilingual MIS program was also in line with the University of Ottawa's longstanding mandate to play a leadership role in promoting Canada's official languages, as well as with its strategic goals to increase community engagement and to create new graduate

programs in interdisciplinary areas of excellence such as e-society. In other words, interest and support was strong—both within the university and in the NCR's wider community of library and information professionals. As a result, we are proud that ÉSIS now offers a bilingual (English and French) MIS program—the only program of its kind in North America.

Of course, this distinguishing feature brings with it both opportunities and challenges. While our graduates are particularly suited to the needs of the NCR, we would like to emphasize that there are also many opportunities for them outside the region, both in bilingual and monolingual environments. For example, we have graduates who have been hired to serve bilingual populations in other regions of Canada, such as in the officially bilingual province of New Brunswick (which has no graduate-level information studies programs), on the Francophone campus of the University of Alberta, and in the bilingual city of Montreal. In addition, while our graduates are certainly able to work in a bilingual context, they are not restricted to doing so. In other words, our bilingual information professionals have up to three times the number of opportunities as monolingual information professionals because they can work in an Englishlanguage environment, a French-language environment, or a bilingual environment.

Of course, what is a wonderful strength for our graduates represents a limiting factor for ÉSIS when it comes to recruiting both students and faculty. Since both must arrive at the school with an active level of bilingualism, this naturally limits the selection pool from which we can draw potential students and professors. As a result, our school and program will likely always remain smaller as compared to others in the family of ALA-accredited programs; however, it is a niche that we are uniquely positioned to fill, and it gives our graduates an edge not easily available to graduates of other programs. Moreover, for those students and faculty members committed to improving their second-language skills, the University of Ottawa has exceptional support structures in place such as the Institute for Official Languages and Bilingualism, which offers language courses, tutoring, editing and other services.

A Distinctive Employment Market

The National Capital Region, which includes both Ottawa (Ontario) and Gatineau (Quebec), is home to a diverse range of library and information-related employers. It boasts an impressive number of national cultural institutions, including galleries, museums, a performing arts centre, and the national library and archives. The two cities operate hospital systems with a large health libraries network, as well as two urban public library services together providing forty-two branch libraries throughout the region. In addition to the University of Ottawa, the NCR is also home to eight other post-secondary educational institutions. There is also a significant information technology and information management consulting industry in the private sector, including both locally-based firms and multi-national firms with regional offices here.

Another attractive and distinctive feature of the employment market is that the NCR is the seat of Canada's federal government, which means that it also offers job opportunities that might not be easily found in other locations. The presence of the bilingual federal government provides information professionals in our region with opportunities to expand into areas such as policy, research analysis, program evaluation, think tanks, etc. The presence of such opportunities in our region means that our graduates require a flexible skill set that can be applied beyond a traditional library setting, and it accounts for the greater emphasis on information management, information policy, and information technologies in our MIS program than might normally be found in a program of this size. At present, the place of information

management within the federal government is in a period of transition. During the past eighteen months, twenty-two federal government libraries in the NCR have been closed. We therefore encourage students to take a wide range of courses covering all types of information management and organization settings and contexts to prepare them for the changing landscape. We see potential for our graduates to become "embedded" library and information professionals in new and emerging organizational practices and communities that extend beyond the traditional and visible library and information occupational sectors.

Together, the institutions of the federal government, the universities and colleges, the libraries and archives, the cultural institutions and the private sector in the NCR serve as a diverse employment market for our graduates. Indeed, the alumni surveys conducted among our graduates indicate that close to eighty-five percent have found professional-level employment in the information professions within six months of graduation, and the majority of these within the NCR.

Synthesis of the Program Presentation

This *Program Presentation* provides evidence that demonstrates how the University of Ottawa's Master of Information Studies program at the School of Information Studies (ÉSIS) complies with ALA's *Standards for Accreditation of Master's Programs in Library and Information Studies* (2008). It has provided a basis for understanding the context and environment in which ÉSIS operates, offered a comprehensive overview of the school and the MIS program, outlined the numerous planning and assessment processes for the ongoing development and improvement of the MIS program, and shared our plans for moving forward in an evolving academic and professional environment.

The preparation of this *Program Presentation* has afforded us an opportunity to embrace the school's many strengths and achievements, from the teaching and research accomplishments of our faculty to the outstanding performance of our students and the numerous successes of our alumni. It has facilitated an extended and valuable dialogue with our constituents that has helped us to forge our identity, recognize the challenges and opportunities before us, and clarify directions for future development. Throughout this preparation process, and with the steady support of our community and host institution, the school has evolved from concept to reality, with six full-time faculty members, fifty graduates and over seventy students working their way through the program.

The period covered by this *Program Presentation* has seen new leadership. We have reviewed and refined our vision, mission, and program objectives, ensuring alignment with those of our host institution and transparency for the constituents we serve. We have revised and re-aligned our curriculum in accordance with the needs of the professional community, and we have added a capstone course to facilitate program-level evaluation. We have increased the size of our faculty and support staff. We have moved to a new and much improved facility. We have built and strengthened ties with our community, including our newly minted alumni. This is an exciting time for ÉSIS, and we look forward to continuing to build on these gains as we bring our newly revised curriculum on stream, implement our expanded marketing and recruitment plan, embark on our year of community engagement as part of our four-year planning cycle, and hopefully begin to promote ourselves as a newly accredited program.

Highlights of the Program Presentation

Standard I: Mission, Goals and Objectives

The current vision and mission of ÉSIS, along with the MIS program objectives, were developed during the current review period and reflect crystallization of an identity for our new school. These statements are in alignment with the vision and plans of the university and the Faculty of Arts and are clearly defined and publicly available. Measurable student learning outcomes have been established and refined to underpin the delivery of the MIS curriculum and to complement the ÉSIS mission. All of these were developed in consultation with our various constituents through a variety of formal and informal mechanisms. We have developed a program planning framework that encompasses planning for all aspects of the school's mission—teaching and learning, research and community engagement—and addresses in detail all phases of the planning cycle. We broadly communicate our planning and assessment activities and their results through our website.

Standard II: Curriculum

As we moved from planning a curriculum before the school was formally established to delivering that curriculum once faculty had been hired and students graduated and moved into the workplace, it became clear that there was room for refinement and improvement. In 2011, in the context of our overall planning cycle, we launched a formal curriculum review, which involved seeking input and feedback from an external Curriculum Advisory Committee, as well as from a range of stakeholders. The starting point was the definition of clear program objectives, expressed as student learning outcomes centred on six broad areas of competence. The revised curriculum includes an expanded set of core courses that reflect ALA's core competencies, and these courses are complemented by a suite of electives that introduce more flexibility to our program by allowing students to construct programs of study that focus on their own areas of interest within the field. Among others, these clusters include options such as a cluster focusing on information ethics, policy, and law, which is of particular relevance to the distinctive employment opportunities available in the National Capital Region. The program now also includes a required capstone course designed to offer students an integrated perspective on the learning experiences gained in the program through courses, field work, and community engagement. The revised curriculum is intended to come on stream in 2014, and it will be subject to ongoing review as part of our overall program planning, including discussion annually at Departmental Assembly and Curriculum Advisory Committee meetings.

Standard III: Faculty

ÉSIS now has a complement of six full-time professors, up from 4.5 FTE when the school first opened in 2009. These talented and dedicated faculty members bring enthusiasm, passion and a range of expertise to ÉSIS and to its MIS program. We are proud of the teaching, research, and service accomplishments of our diverse faculty, who provide excellent instruction to our students and who have an exemplary record of service to the profession. For such a young faculty, they also have an impressive record of scholarship and of obtaining research funding. Since 2009, our faculty have produced thirty-five refereed publications and attracted more than \$275,000 in research funding.

Our full-time faculty are complemented by highly skilled professionals and leaders who bring a significant experience and unique subject expertise to the MIS program in a part-time capacity

as adjunct faculty and sessional instructors. In addition, cross-appointed professors who are housed in other academic units within the university enhance our bilingual and bicultural program by bringing an interdisciplinary perspective from fields such as law and translation.

Standard IV: Students

ÉSIS is fortunate to have truly outstanding students who possess enormous professional promise. The school is enriched by their enthusiasm and active participation in the program and the regional community of practice. Since opening our doors in 2009, we have admitted 131 students who have completed prior studies in 19 countries in a wide range of disciplines. The average entering GPA exceeds the 6.0 (B) average required by the Faculty of Graduate and Postdoctoral Studies, and our CO-OP students regularly receive global ratings of "exceptional" and "excellent" from their employers. Our students have won numerous scholarships and awards, such as a Research in Librarianship Grant from the Canadian Association of Research Libraries. Faculty, staff, and students work together to provide and maintain an environment that fosters student participation in the overall learning experience at ÉSIS, in social activities within the school, and in the wider university community and the community of information professionals in the National Capital Region and beyond.

We have introduced the role of faculty advisor to provide increased support and guidance to our students. In addition, we have recently reviewed and augmented our recruitment strategies, including, but not limited to, designing a visual identity, increasing recruitment efforts at various conferences, and reaching out to students in bilingual communities outside the NCR. We are optimistic that a positive result for our accreditation application will significantly boost interest in our school from potential students.

Standard V: Administration and Financial Support

As an academic unit within the University of Ottawa's Faculty of Arts, ÉSIS is a valued yet distinctive unit and operates within an ideal governance and administrative structure—one that recognizes and preserves autonomy when needed, but also provides stable financial support and permits dependency or facilitates interdependency when needed. Our faculty, students, and staff are active participants in committees at the school, faculty, and university levels, ensuring that ÉSIS is recognized and supported at all institutional levels. We have increased the level of administrative support for ÉSIS, and welcomed a new director, Dr. Lynne Bowker. The new director is well suited to her role, and has sought to promote a collegial environment where all ÉSIS members have a voice in decision making and in the strategic directions of the school.

Standard VI: Physical Resources and Facilities

ÉSIS achieved a significant improvement to our physical resources and facilities when the school relocated from the satellite campus to the main campus in August 2012. Now located in the state-of-the-art Desmarais Building, which houses multimedia classrooms and a computer lab, we are in close proximity to the administrative offices and other academic units of the Faculty of Arts in the northwest quadrant of the campus and are also now much closer to the university library. The library's participation in the Capital Sm@rtLibrary program gives our faculty and students access to the collections at twelve libraries in the National Capital Region.

In response to student requests for a dedicated space, ÉSIS and the library are collaborating to equip a room on the sixth floor of the library with furnishings and technologies and to reserve

this room for the exclusive use of MIS students. The equipping of the room was made possible through a generous donation from Ingrid Parent, University Librarian at the University of British Columbia and past president of IFLA, who received an honorary doctorate from the University of Ottawa at the June 2011 convocation ceremony where the first cohort of MIS graduates also received their degrees.

Our Strengths

Our school's many strengths, discussed throughout this *Program Presentation*, include the following:

- We are unique in offering a bilingual and bicultural (English and French) MIS program.
- The NCR provides a distinctive employment market offering diverse library and information-related positions for our graduates.
- Our graduates have a high placement rate (almost eighty-five percent)—particularly within the NCR—indicating that the need which was identified for bilingual information professionals is being filled by the school and that we are fulfilling our mission and objectives.
- Our well qualified faculty have been drawn from a range of interrelated and complementary disciplines with experience both in professional practice and in research.
- Cross-appointments both into and out of ÉSIS show that the school is well integrated within our host institution and that our value is recognized.
- Our team is enthusiastic and collaborative with a shared vision.
- Our small size enables us to bring flexibility and a personal touch to the delivery of our program, as well as to be responsive and to adapt relatively quickly to the evolving information professions.
- Our well-designed curriculum is focused on learning outcomes and provides students with a solid grounding for employment within a broad range of libraries and information-centred organizations.
- Our location in the NCR enables us to offer and support specializations that are less common in other programs, such as our specialization in information policy.
- The CO-OP option and other opportunities for experiential learning provide students with valuable workplace experience within the context of an academic program.
- Our students meet and exceed the high level of academic standards set by the school and the university, and their achievements have been recognized both internally and externally.
- As part of one of Canada's leading universities (in the top ten in research intensity) the school has access to a strong suite of facilities, resources, and services, in an environment that is highly supportive of teaching and learning, research, and community engagement.
- Close working ties with the community of library and information professionals within the NCR give added dimension to the program, not only through CO-OP and experiential learning but also through the role that members of the community play in our advisory committees, as adjunct and part-time professors, as guest lecturers and seminar speakers, as mentors to our students, and as research partners.
- The ÉSIS External Advisory Committee includes key leaders within the library and information communities, not only regionally but nationally (e.g., the National Librarian

- and Archivist, the Parliamentary Librarian, the Director General of the National Research Council of Canada's Knowledge Management Division).
- We are housed in a state-of-the-art facility at the heart of the main campus.

Our Limitations and Challenges

This *Program Presentation* has provided us with a holistic view of the progress we have made since establishing ÉSIS and launching the MIS program in 2009. In addition, it has afforded us an opportunity to take note of the challenges and limitations we face, and areas in which we have room to improve:

- The requirement for faculty and students to be actively bilingual in English and French limits the pool of candidates so we must explore creative ways of advertising to ensure that we reach the widest possible range of qualified candidates.
- Potential candidates for faculty positions who meet our bilingual requirement also have the choice of applying for positions in other schools that require only English or French, so we must emphasize the benefits and opportunities associated with a position at our school.
- There is little opportunity within the school to benefit from economies of scale with respect to administrative and financial matters, leaving us more reliant on the Faculty and the university than larger schools would be.
- The size of the faculty limits the scope of our curriculum, requiring us to be judicious in our areas of concentration and course offerings.
- The lack of undergraduate program in our department means that there is no natural "feeder" program from which we can recruit students, encouraging us to strengthen relationships with cognate departments, such as Communication, History, Translation, and E-Business.
- Uncertainty within the employment market for librarians in the National Capital Region (e.g., cutbacks in library services within the federal public service) may pose a temporary challenge for student recruitment. We must remain responsive to the evolving needs of the profession and prepare students for less conventional library and informationrelated positions.
- Our home within the Faculty of Arts may pose a temporary challenge for student recruitment. Applications to the Faculty of Arts are down because of the fear that an arts degree will not lead to a job. Meanwhile, applications in the Faculty of Social Sciences are up. We must work hard to inform potential students about the positive employment prospects for MIS graduates.
- Our current status as a not-yet-accredited program affects decisions made by potential candidates for faculty positions and by prospective students, and it has to some extent limited employment opportunities for our graduates, so we must continue to prioritize accreditation.

Our Plans and Priorities

These are exciting times at ÉSIS as we look forward to building on the excellent foundation that has been laid over the past four years. Our plans for the next few years will continue to focus on the six broad priorities that are set out in our integrated working plan.

Refining the Program of Study

We will continue to consolidate a relevant and challenging program of study in information science that enables students to meet their educational and professional goals by:

- bringing the revised curriculum on stream in 2014, and evaluating its success
- experimenting with blended learning and online delivery of selected courses (e.g., courses in French, to reach Francophone and bilingual communities outside the NCR)

Assessing Program Outcomes

We will continue to embed self-assessment and ongoing quality assurance processes in all aspects of ÉSIS and the MIS program by:

- refining the criteria for evaluating i-Portfolios
- developing the case problem capstone course further and running a pilot
- developing a methodology for quantifying the results of capstone evaluations as a measure of the program's success in achieving its objectives in global terms
- developing and implementing key measures of performance for the research component of the program

Enhancing a Culture of Scholarship and Research

We will continue to enhance a culture of scholarship and research by:

- building experience and expertise in our faculty with regard to teaching and research
- identifying one or two strong applied research themes and associated projects that we can focus on as a school
- expanding our research partnerships and networks

Increasing the Visibility of the School

We will continue to improve the visibility of ÉSIS and the MIS program in the National Capital Region, the country, and beyond by:

- developing a clearer identity and "brand" for the school
- implementing our expanded marketing and recruitment plan to increase student enrolment
- achieving ALA accreditation for our MIS program

Nurturing Relationships

We will continue to expand and strengthen ties with our community by:

- developing a broader presence within our host institution
- increasing our ties with communities beyond our region (e.g., bilingual communities in northern Ontario, New Brunswick, and Manitoba)
- establishing international relationships with la francophonie (e.g., through collaboration with institutions such as the École nationale supérieure en sciences de l'information et des bibliothèques (ENSSIB) in France)

Optimizing Human, Financial, and Physical Resources

We will continue to increase and appropriately deploy human, financial and physical resources to enhance the quality of the student and faculty experience by:

 seeking funding opportunities for special chairs or guest researchers to augment teaching and learning opportunities for our students

Appendix A

Master Listing of Sources of Evidence

*Documents marked with an asterisk will be available for consultation onsite only.

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Academic Service
        ÉSIS, Faculty of Arts, FGPS, and University Committees
         Academic Service Record of ÉSIS Faculty (2010-2013)
Administrative Personnel
        Collective Agreement
        Support Staff University of Ottawa - Collective Agreement
         Support Staff University of Ottawa – Website
   ÉSIS Academic Assistant
        ÉSIS Academic Assistant – Responsibilities
        ÉSIS Accreditation Coordinator
        ÉSIS Accreditation Coordinator – Responsibilities
   ÉSIS Administrative Assistant
        ÉSIS Administrative Assistant – Responsibilities
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