

SLIS School Council
April 7, 2015
1:00-2:30 PM
1-17B Rutherford South

- A. Approval of Agenda
- B. Approval of Minutes (attached)
- C. Chair's Report
- D. New Business
 - 1. LIS 596: Seminar – Dangzhi Zhao (attached)
 - 2. Changes to LIS 598 Special Topics – Dangzhi Zhao (attached)
 - 3. Changes to LIS 591 – Dangzhi Zhao and Tami Oliphant (attached)
 - 4. Changes to LIS 597/697 – Dangzhi Zhao and Tami Oliphant (attached)
- E. Report from the Associate Chair – Ali Shiri
- F. Report from the Scholarships Committee – Michael McNally
- G. Reports from Representatives/Liaisons
 - 1. Library and Information Studies Alumni Association (LISAA) Report – C.J. de Jong
 - 2. Library and Information Studies Students Association (LISSA) Report – Kyle Marshall
 - 3. Other
- H. Other Business

Attended: Gerald Beasley, Gooneshwaree Beesoon, Jennifer Branch, CJ de Jong, Robert Desmarais, Nicholas Fonseca, Judy Kovacs, Margaret Mackey, Kyle Marshall, Michael McNally, Tami Oliphant, Dinesh Rathi, Toni Samek, Sophia Sherman, Ali Shiri, Carol Tonhauser, Tatiana Usova, Dangzhi Zhao **Minutes:** Grace Jamieson **Absent:** Anna Altman

A. Welcome Approval of the Agenda

Removal of item 2 under new business (deletion of LIS 536)

Margaret has item to mention (H: Other Business)

Motion Carried MOTION (Jennifer Branch) Seconded by Nicholas Fonseca

B. Approval of the Minutes

Margaret noted that she attended the last meeting (Oct 23/13) and should be added to list of present.

Motion Carried MOTION (Jennifer Branch) Seconded by Tony Samek

C. Chair's Report

SLIS hired Carol Tonhauser in May 2014 as the Educational Developer. She was hired to support faculty, sessionals and students with technology in online courses. She is also working on current and developing new online courses.

SLIS held a 2 day retreat on May 22 & 23. Main discussion was around the online program and how it will run parallel with the on campus program. Advisors will be advising both online and campus students. This program is different delivery mode but still ALA accredited. Follow all requirements that COA requires.

Question was asked if online students are done yet. It was explained that it's a part time program and that students who started in Fall 2013 will be completing in 2016.

Ali explained that students get communication via email through the listserves (online & on campus students)

Jennifer shared that most students in the online program are taking 2 courses per term however, this could change from term/term.

D. New Business

1. Changes to LIS 505 – Dangzhi Zhao

Request to change course title and course description. (*see attached*)

MOTION (Dangzhi Zhao) Seconded by Jennifer Branch

All in Favor

2. LIS 598 - Special topics course Cultural & Memory Organizations

This will be a pilot course and when and if this course goes permanent we will relook and make modifications if needed.

MOTION: (Dangzhi Zhao) Seconded by Jennifer Branch

All in Favor

3. Changes to LIS 600 – Capping Exercise

Calendar change to revise/update description to include program level learning outcomes in response for COA.

MOTION: (Ali Shiri) Seconded by Margaret Mackey

All in favor

Action Item: Check with CTL to see how far after students graduate does information stay on eClass or Mahara.

E. Report from the Graduate Coordinator-Ali Shiri

Online Program/On Campus: Stats and charts were displayed to show breakdown of students in the program. Ali provided a map to show what city the students are from. Gender distribution and also age. Provided previous degrees. *(see attached)*

Question was asked if the online program was introduced due to budget issues. The addition of the online program was a move for demand. The admission requirements standards are equivalent to the on campus which is quite high. There were no admission exceptions made with any of these applicants.

This is the first MLIS online program in Canada. The only competition we have now is with the US online program. Not sure what the applications will look like down the road since there are many layers to consider.

Action Item: Add a question to the exit survey. Why did you choose the online program over the on campus?

F. Report from the Scholarships Committee – Michael McNally

MLIS/HUCO student was a recipient SSHRC Master's Bombardier
MLIS student was a recipient of the Ivy Thompson award
4 SLIS based winner for the QEII
1 MBA/MLIS QEII from Business dept

Most awards are for full-time students so SLIS is looking at rewarding on line students with scholarships. Jennifer will be working on terms of reference to move forward with awarding part-time online students.

G. Reports from Representative/Liaisons

Library & Information Studies Alumni Association (LISAA) – CJ de Jong

Celebratory Brunch was a huge success. This where they recognized the recipients of the 2014 Library and Information Studies Alumni Association's Distinguished Alumni Award –Sandy Campbell and Sharon Marshall.

They didn't receive any nomination for Distinguished Alumni Award and the Honorary Membership. This is to honour those who have made significant contributions to the library profession, the School of Library and Information Studies, and/or the advancement of knowledge. LISSA suggests that recognition should come from the SLIS department.

Student Scholarships (both new and continuing) have been the same amount for years so they are looking at increasing the endowment to therefore increase the award amount.

Library & Information Studies Student's Association (LISSA) – Kyle Marshall

Orientation, which was done in collaboration between SLIS and LISSA, was a success. Feedback has been gathered and will be implemented for next year.

Recruitment is now complete and we have a full complement of new students who have been elected to our Executive. Celine Gareau-Brennan has been elected as Vice President, and our first Online MLIS Student Reps will also begin their terms soon. These Online reps will have a major role in shaping LISSA's evolution to support and represent Online MLIS students.

LISSA also held its Welcome BBQ, with roughly 40 students in attendance, and will host its first Bagel Day soon, featuring Sarah Polkinghorne from UofA Libraries discussing presentation skills.

Subcommittees continue to be active, and the Future Librarians for Intellectual Freedom have particularly strong volunteer numbers. Partners Week placements are finishing up, and the Forum for Information Professionals is commencing their work planning this year's conference.

Library Association of Alberta (LAA) -Tatiana Usova

LAA membership for Students:

The students will automatically get a two-year complimentary membership. End of October/beginning of November students will receive a welcome letter telling them about LAA. If they don't want it, they have an option to opt out from the LAA emails. The student rate for Alberta Library Conference (Apr 30th – May 3rd, 2015) is only \$60

Survey on the LAA Advocacy Role

Advocacy survey was launched in September 2015. Within a complex advocacy environment, it is important for the LAA to come to a clearer understanding about the role LAA can and should play in advocating for Alberta's libraries. The objective of the survey is to reflect on the LAA's end goals and on who we advocate to at the provincial level. For those who did not fill out the survey, we invite you to do so at the [link](https://www.surveymonkey.com/s/967KF8T): <https://www.surveymonkey.com/s/967KF8T>.

Education Institute (EI) and [CEC](#) program

LAA invite SLIS faculty to think if they want to offer any webinars as part of a [EI](#).

Collaboration.

LAA is open to collaboration on various projects with SLIS Faculty and LISSA.

Arma Canada - Nicholas Fonseca

May 2015 [ARMA](#) Conference in Calgary Westin- Call out for speakers.

Dr Shiri will be speaking to their chapter on Tues Oct 14. He thanked Dr Shiri for this. Board is looking to do a lot more than just the ARMA conference. To attract new speakers. Free membership option as well - Friend of Arma. armaedmonton.com

Vice Provost & Chief Librarian UofA – Gerald Beasley

Launching an Indigenous Online Internship Program. Ali mentioned there is one student in the online program that may be interested. Bruce Peel Library expansion--hoping it will be starting in 2015 to give more room for special collections.

Other Business:

Margaret sent an email to all students that she's retiring and this is her last year as a fulltime faculty member. She will be part-time starting July 1- 2015. Dean has agreed that Margaret will be teaching 2 courses in Winter 2016 & Winter 2017 only.

Motion to adjourn: Kyle approved & Nicholas seconded.

Meeting adjourned at 1:30pm

Curriculum Committee Recommendation form

This form is used by the SLIS Curriculum Committee to document and recommend course changes, additions and modifications to the SLIS Council for approval.

Date:

Type of Change: NEW COURSE* EXISTING COURSE COURSE DELETION

CALENDAR COPY

CURRENT	PROPOSED
Calendar Section Number §[231.166] <i>(Use strike out for all changes)</i>	Calendar Section Number §[231.166] <i>(Underline all additions)</i>
	<u>LIS 596 Seminar</u> <u>*1-2 (variable) (either term, variable). A current topic of significance to, or a special aspect of, library and information studies may be examined as demand and resources permit. Sections may be offered in a Cost Recovery format at an increased rate of fee assessment; refer to the Fees Payment Guide in the University Regulations and Information for Students. Prerequisites are variable, contact department for more information.</u>

Course title: LIS 596: Seminar

Rationale

To accommodate the need for special topics courses with variable weight and to organize the many 1-credit courses being offered so that the LIS 598 course can be used mainly for the purpose of testing out new ideas for regular 3-credit graduate courses.

Recommendation:

Add this course to the curriculum and the university calendar.

Curriculum Committee Recommendation form

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Date: March 25, 2015

Type of Change: [] NEW COURSE* [X] EXISTING COURSE [] COURSE DELETION

CALENDAR COPY

CURRENT	PROPOSED
Calendar Section Number §[231.166] <i>(Use strike out for all changes)</i>	Calendar Section Number §[231.166] <i>(Underline all additions)</i>
LIS 598 Special Topics * 1-3 (variable) (either term, variable). A current topic of significance to, or a special aspect of, library and information studies may be examined as demand and resources permit. Sections may be offered in a Cost Recovery format at an increased rate of fee assessment; refer to the Fees Payment Guide in the University Regulations and Information for Students. Prerequisites are variable, contact department for more information.	LIS 598 Special Topics * <u>3</u> (<u>either term, 3-0-0</u>) A current topic of significance to, or a special aspect of, library and information studies may be examined as demand and resources permit. Sections may be offered in a Cost Recovery format at an increased rate of fee assessment; refer to the Fees Payment Guide in the University Regulations and Information for Students. Prerequisites are variable, contact department for more information.

Course title: LIS 598: Special Topics

Rationale

The need for special topics courses with variable weight is accommodated by the new course LIS 596. This LIS 598 course is now mainly for the purpose of testing out new ideas for regular 3-credit graduate courses.

Recommendation: To change the course weight from variable to 3 credit in the university calendar.

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Calendar Section Number §[231.166] <i>(Use strike out for all changes)</i>	Calendar Section Number §[231.166] <i>(Underline all additions)</i>
<p>*3 (fi 6) (either term, 3-0-0). The organized business of writing, manufacturing and marketing of books and other media. Sections may be offered in a Cost Recovery format at an increased rate of fee assessment; refer to the Fees Payment Guide in the University Regulations and Information for Students. Pre or corequisite: LIS 501 or consent of instructor.</p>	<p>*3 (fi 6) (either term, 3-0-0). <u>An examination of trends and issues in publishing, particularly the impacts of media and digital technology, and of the critical intersections among the publishing industry, contemporary society, and the library and information professions.</u> Sections may be offered in a Cost Recovery format at an increased rate of fee assessment; refer to the Fees Payment Guide in the University Regulations and Information for Students. Pre or corequisite: LIS 501 or consent of instructor.</p>

Course title: LIS 591: Publishing

Rationale

The rationale for the changes to the calendar description for LIS 591 Publishing lies in the developments and trends associated with an increasingly complex publishing environment in both library and information organizations and settings and the discipline of library and information science (LIS). In particular, the countervailing trends of convergence and fragmentation in publishing, the impact of the Internet and digital technologies, new publishing models, open access and open culture movements, scholarly publishing, publishing in the educational sector, specialty publishing (e.g., government and music), libraries as publishers, and the implications of these trends on publishers, creators, readers, and LIS professionals, are not reflected in the current course description. Course content will continue to cover the historical developments and traditional models of the publishing industry (e.g., trade book publishing, retailing, etc.), the areas of commonality and tension between librarians and

publishers, and publishing's role in the cultural industries. However, the proposed changes to the course description will more accurately reflect the tumultuous changes within the publishing industry and what these changes might mean for library and information professionals and the users they serve.

Recommendation: Recommend changing the LIS 591 course description in the University calendar.

Course Description: An examination of current trends and issues in publishing, particularly the impacts of media and digital technology, and of the critical intersections among the publishing industry, contemporary society, and the library and information professions.

Course Objectives: Upon completion of this course, students will have a critical understanding of many of the conditions affecting:

- the impact of digital technologies on the publishing and media industries;
- digital publishing, copyright, and intellectual property considerations;
- ownership and dissemination changes in the publishing industry;
- the trends, processes, and standards of trade and scholarly publishing;
- open access and open culture movements;
- the role of libraries in the new media landscape;
- the different elements of the publisher's role (e.g., selection, distribution, promotion, marketing, etc.)
- the role of government in the cultural industries, with particular reference to Canadian publishing;
- the roles of large and small publishers and university and regional presses;
- certain specialist forms of publishing (e.g., government publishing, music publishing, the educational market, etc.);
- the relationship between the publishing industry and the information professions; and
- the implications of the tumultuous changes in the publishing industry for publishers, booksellers, information professionals including librarians, and readers.

Measurable Student Learning Outcomes

- Drawing upon course readings, self-directed readings, class discussions, class activities, and guest lectures, students will develop their understanding of, and their ability to, critically analyze trends, issues, various publishing models, and types of publishers; the role of government and policy in Canadian cultural industries; and the impacts of digital technology from a publishing perspective and as they relate to librarianship and the information professions.

Measures: current news scanning, *PressPausePlay* reflection, paper, and presentation

- Drawing upon course readings, self-directed readings, class discussion, and guest lectures, students will demonstrate their understanding of the actors involved in the

publishing industry from creators, publishers, retailers, librarians and information professionals, audiences, and readers.

Measures: current news scanning, *PressPausePlay* reflection, paper, and presentation

Content Areas

- an overview of issues in changing media, infrastructure, ICTs, institutions and public policy, from author to consumer (reader), to help librarians understand publishing trends and concerns
- an assessment of the diverse roles of publishers as disseminators, gatekeepers, and marketers of trade and scholarly publications
- an introduction to critical questions of changing ownership and management in the publishing industry, both nationally and internationally, in all types and forms of media
- issues regarding the future of publishing, especially impacts of technology, economics, and political and cultural values, e.g., digital media, e-publishing, monopoly, concentration and convergence, and content control

Course Assignments

- | | |
|---|-----|
| ● Class participation | 15% |
| ● Current news e-book (throughout the term) | 20% |
| ● <i>PressPausePlay</i> reflection | 20% |
| ● Paper | 25% |
| ● Poster presentation | 20% |

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CALENDAR COPY

CURRENT	PROPOSED
Calendar Section Number §[231.166] <i>(Use strike out for all changes)</i>	Calendar Section Number §[231.166] <i>(Underline all additions)</i>
LIS 597 Seminar in Advanced Research *3 (fi 6) (first term, 0-3s-0). In-depth exploration of qualitative, quantitative and textual research approaches for students pursuing thesis route master's programs or other advanced projects, through the implementation of a small scale research study. Prerequisites: LIS 501 and 505, or consent of instructor.	<u>LIS 597 Advanced Scholarship and Research in LIS</u> <u>*3 (fi 6) (first term, 0-3s-0). In-depth exploration of systematic approaches to scholarship and research in library and information studies for students pursuing thesis-route master's programs or other advanced projects.</u> <u>Prerequisites: LIS 501 and 505, or consent of the Instructor.</u>

Course title: LIS 597 Seminar in Advanced Research changed to: Advanced Scholarship and Research in LIS

Rationale: Currently, the LIS 597 Seminar in Advanced Research solely focuses on the completion of small-scale research projects and the advancement of thesis and doctoral work. Scholarship and research in library and information studies (LIS) is far broader than what is presently studied in LIS 597. Consequently, there are two primary reasons that underlie the proposed course title and course description changes to LIS 597 Seminar in Advanced Research. First, a broader and more inclusive seminar course in advanced scholarship and research will provide an additional opportunity for MLIS students to pursue topics of interest systematically and in-depth within a community of peers. Furthermore, LIS scholarship is much broader than merely being defined as the completion of small-scale research projects or advancing thesis or doctoral work. Second, the proposed changes to LIS 597 will update and revise course content to include discussion, analysis, and critique of issues that arise concerning the relationship among scholarship, research, and professional practice.

Recommendation: Recommend changing the LIS 597 course title and course description.

Calendar description: In-depth exploration of systematic approaches to scholarship and research in library and information studies for students pursuing thesis-route master's programs or other advanced projects.

OBJECTIVES AND CONTENT

By the end of the course, students will be able to:

- Understand selected systematic approaches that are suitable for the major areas in library and information studies scholarship and research—from project design to dissemination.
- Understand the various issues involved in completing a successful, advanced academic project (e.g., project management, ethics, data management, etc.).
- Conduct a project related to a specific area of inquiry for a master's thesis, doctoral dissertation, or other advanced project.
- Understand the relationship among research, scholarship, and practice.

Measurable Student Learning Outcomes:

- Drawing upon course readings, self-directed readings, class discussions, and lectures, and by building upon previous knowledge of library and information studies research and scholarship, students will demonstrate understanding of quantitative, qualitative, and mixed-methods approaches appropriate to library and information studies research.

Measures: project design and implementation; class curation; class discussions

- Drawing upon course readings, self-directed readings, class discussion, and class activities, students will further develop their understanding of, and their ability to critically analyze, various research methodologies and methods and systematic approaches appropriate to designing and implementing their own advanced projects.

Measures: class curation; class discussion; conference presentation; publication; peer-review exercise

- Students will enhance their understanding of the various issues involved in completing a successful advanced project (e.g., project management, ethics, data management, etc.)

Measures: ethics submission to the University of Alberta Research Ethics Board (if required); final publication; conference presentation; class discussion

- Students will demonstrate their understanding of the role of theory in research and advanced scholarship and the interdisciplinary nature of library and information studies.

In addition students will enhance their ability to critically reflect upon professional, practical, and theoretical problems in LIS.

Measures: class curation; project design and implementation; publication; conference presentation

METHODS

A combination of seminar discussion, presentations, practical exercises, lectures, readings, and computer demonstrations will be used throughout the course. Where possible, guest lectures and/or special presentations will also be included.

COURSE RELATIONSHIPS

Prerequisites: LIS 501, 502, 503, and 505

Prerequisite to the MLIS Thesis option

ASSIGNMENTS AND EVALUATION

Assignments:

Class Participation: 20 marks—throughout the term

Class Curation: 30 marks—due dates throughout the term

Major Project: 40 marks—Presentations
Publications

Peer-Review Assignment: 10 marks

Topics (may include):

- LIS research and scholarship
- Role of theory, evidence, and data in LIS
- Current issues and trends in LIS scholarship
- Statistics and software packages
- Publishing practices and opportunities
- Reflexive practice
- Preparing written and oral reports
- Evidence-based practice
- Methods and methodology
- Data management
- Project management
- Data analysis and interpretation
- Power, responsibility, ethics and the relation of self to others

- Sites, settings, and entry

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LIS 697 Seminar in Doctoral Research *3 (fi 6) (first term, 0-3s-0). In-depth exploration of qualitative, quantitative and textual research approaches for students pursuing doctoral programs or other advanced projects, through the implementation of a small scale research study. Permission of the instructor is required.	<u>LIS 697 Advanced Scholarship and Research in LIS</u> *3 (fi 6) (first term, 0-3s-0). <u>In-depth exploration of systematic approaches to scholarship and research in library and information studies for students pursuing doctoral programs or other advanced projects.</u> Permission of the instructor is required.

Course title: LIS 697 Seminar in Advanced Research changed to: Advanced Scholarship and Research in LIS

Rationale: LIS 697 and LIS 597 are offered as one course in order to accommodate both master and doctoral students. Currently, the LIS 697 Seminar in Doctoral Research solely focuses on the completion of small-scale research projects to advance doctoral work. However, “progress” in doctoral work takes many forms beyond the implementation of a small-scale research study. Scholarship and research in library and information studies (LIS) is far broader than what is presently studied in LIS 697. Other kinds of scholarship include developing theoretical frameworks, completing a literature review, designing a research study, etc. By expanding the type of scholarship that can be pursued in LIS 697, opportunities are presented for doctoral students to pursue scholarship and research to develop their projects within a community of peers. Second, the proposed changes to LIS 697 will update and revise course content to include discussion, analysis, and critique of issues that arise concerning the relationship among scholarship, research, and professional practice.

Recommendation: Recommend changing the LIS 697 course title and course description.

Calendar description: In-depth exploration of systematic approaches to scholarship and research in library and information studies for students pursuing doctoral programs or other advanced projects.

OBJECTIVES AND CONTENT

By the end of the course, students will be able to:

- Understand selected systematic approaches that are suitable for the major areas in library and information studies scholarship and research—from project design to dissemination.
- Understand the various issues involved in completing a successful, advanced academic project (e.g., project management, ethics, data management, etc.).
- Conduct a project related to a specific area of inquiry for a master's thesis, doctoral dissertation, or other advanced project.
- Understand the relationship among research, scholarship, and practice.

Measurable Student Learning Outcomes:

- Drawing upon course readings, self-directed readings, class discussions, and lectures, and by building upon previous knowledge of library and information studies research and scholarship, students will demonstrate understanding of quantitative, qualitative, and mixed-methods approaches appropriate to library and information studies research.

Measures: project design and implementation; class curation; class discussions

- Drawing upon course readings, self-directed readings, class discussion, and class activities, students will further develop their understanding of, and their ability to critically analyze, various research methodologies and methods and systematic approaches appropriate to designing and implementing their own advanced projects.

Measures: class curation; class discussion; conference presentation; publication; peer-review exercise

- Students will enhance their understanding of the various issues involved in completing a successful advanced project (e.g., project management, ethics, data management, etc.)

Measures: ethics submission to the University of Alberta Research Ethics Board (if required); final publication; conference presentation; class discussion

- Students will demonstrate their understanding of the role of theory in research and advanced scholarship and the interdisciplinary nature of library and information studies. In addition students will enhance their ability to critically reflect upon professional, practical, and theoretical problems in LIS.

Measures: class curation; project design and implementation; publication; conference presentation

METHODS

A combination of seminar discussion, presentations, practical exercises, lectures, readings, and computer demonstrations will be used throughout the course. Where possible, guest lectures and/or special presentations will also be included.

COURSE RELATIONSHIPS

Permission of the instructor.

ASSIGNMENTS AND EVALUATION

Assignments:

Class Participation: 20 marks—throughout the term

Class Curation: 30 marks—due dates throughout the term

Major Project: 40 marks—Presentations
Publications

Peer-Review Assignment: 10 marks

Topics (may include):

- LIS research and scholarship
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- Current issues and trends in LIS scholarship
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- Preparing written and oral reports
- Evidence-based practice
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- Data management
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- Power, responsibility, ethics and the relation of self to others
- Sites, settings, and entry