



Self-Study 2013-2020

School of Library and Information Studies

University of Alberta

Master of Library and Information Studies (MLIS)

Submitted to the

COMMITTEE ON ACCREDITATION

AMERICAN LIBRARY ASSOCIATION

January 22, 2020

REQUIRED INFORMATION

Declaration

To accompany the final document

Chief Administration Officer

School of Library and Information Studies
Toni Samek, Chair

Degree Program Being Presented for Accreditation by the COA

Master of Library and Information Studies (MLIS)

Parent Institution and Chief Academic Officer

Jennifer Tupper, Dean, Faculty of Education
Steve Dew, Provost

University of Alberta

David Turpin, President
Douglas Stollery, Chancellor

Regional Accrediting Agency and Status

American Library Association
Accreditation Status: Accredited 2013

Title and Version of the Standards Addressed in the Self-Study

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

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DOCUMENTS AVAILABLE ON SITE FOR EXTERNAL REVIEW PANEL

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- SLIS Curriculum Committee Meeting Minutes, 2013-19
- SLIS Course Outlines, 2013-19
- COA Biennial Reports, 2013-19
- Universal Student Ratings of Instruction course evaluations (subject to instructor approval)
- Student Orientation Materials, 2015-18
- Dr. Samek's notes from November 14, 2014 invited public talk
- Representative samples of student work including papers, presentations, projects, and capping exercises

ACRONYMS AND ABBREVIATIONS

<i>2015 Standards</i>	<i>Standards for Accreditation of Master’s Programs in Library and Information Studies adopted by approval of the Council of the American Library Association February 2, 2015</i>
<i>Academic Faculty Agreement</i>	<u><i>The Governors of the University of Alberta and The Association of the Academic Staff of the University of Alberta July 1, 2018 to June 30, 2020</i></u>
AGES	Alberta Graduate Education Scholarships
ALA	American Library Association
ALISE	Association for Library and Information Science Education
APA	Academic Program Advisor
APC	Academic Planning Committee
ARL	Association of Research Libraries
ARMA	Alberta or Association of Records Managers and Administrators
ASIS&T	Association for Information Science and Technology
CAIS	Canadian Association for Information Science Association for Library and Information Science Education
CAPAL	Canadian Association of Professional Academic Librarians
CARL	Canadian Association of Research Libraries
CAUT	Canadian Association of University Teachers
CEO	Chief Executive Officer
CFLA-FCAB	The Canadian Federation of Library Associations / Fédération canadienne des associations de bibliothèques
Chair	Chair, School of Library and Information Studies
CLE	Committee on the Learning Environment
Co-PI	Co-Principal Investigator
COA	American Library Association Committee on Accreditation
CRWG	Curriculum Review Working Group
<i>CRWG Report</i>	<i>Curriculum Review Project (2013-2018)</i>
CTL	Center for Teaching and Learning
CV	Curriculum Vitae
DAC	Dean’s Advisory Committee
DER	Diversity, Equity and Respect Committee
EPL	Edmonton Public Library

ERP	External Review Panel
Faculty	Faculty of Education
FAQ	Frequently Asked Questions
FAR	Faculty Annual Report
FEC	Faculty Evaluation Committee
FGSR	Faculty of Graduate Studies and Research (FGSR)
FIP	Forum for Information Professionals
FLIF	Future Librarians for Intellectual Freedom
FTE	full-time equivalent
FY	Fiscal Year
GAAC	Faculty of Education Graduate Academic Affairs Council
GELA	Greater Edmonton Library Association
GFC	General Faculties Council
GPA	Grade Point Average
GRA	Graduate Research Assistant
GSA	Graduate Students' Association
<i>GSA Collective Agreement</i>	<i>Graduate Student Assistantship Collective Agreement Between The Graduate Students' Association (The "GSA") and University of Alberta Board of Governors (The "Board")</i>
IFLA	International Federation of Library Associations and Institution
IST	Information Services and Technology
IT	Information technology
LIS	Library and Information Studies
LISAA	Library and Information Studies Alumni Association
LISSA	Library and Information Studies Students Association
LMS	Learning Management System
MAP Lab	Métis Archival Project Lab
MA/MLIS	Master of Arts in Digital Humanities/Master of Library and Information Studies
MBA/MLIS	Master of Business Administration Master of Library and Information Studies
Ministry	Government of Alberta Ministry of Advanced Education
MLIS	Master of Library and Information Studies
MOOC	Massive Open Online Course

NCE	Networks of Centres of Excellence of Canada
OER	Open Educational Resource
PhD	Doctor of Philosophy
PI	Principal Investigator
PLOs	Program Level Learning Outcomes
Reporting Period	The period since the last accreditation until the present – generally July 1, 2013 to the date of <i>Self-Study</i> submission; unless otherwise noted, data based on the academic reporting year will include the period July 1, 2013 – June 30, 2019.
SLIS, the School	School of Library and Information Studies
SLOs	Student Learning Outcomes
SSHRC	Social Sciences and Humanities Research Council
TAB	Technology Advisory Board
Tech-in-Ed	Technologies in Education
TRC	Truth and Reconciliation
UAlberta, the University	University of Alberta
UAL	University of Alberta Libraries
UAPPOL	University of Alberta Policies and Procedures On-Line
USRI	Universal Student Ratings of Instruction

INTRODUCTION

The University of Alberta

Established in 1908 in Edmonton, AB, the University of Alberta (UAlberta, the University) is one of Canada's top teaching and research universities, with over \$500 million in annual research funding, 91 Canada Research Chairs, and the most (41) 3M National Teaching Fellows (including Dr. Toni Samek, Chair the School of Library and Information Studies). The University is comprised of eighteen faculties on five campuses and offers 388 undergraduate and 500 graduate programs, of which the Master of Library and Information Studies (MLIS) is the largest, to over 40,000 students from 156 countries.

UAlberta is consistently recognized nationally and internationally. For example, the 2019 NTU Ranking placed the University in the top 90 in a world-ranking of research output and the resulting impact. Nationally, the University is ranked second in both graduate employment rate and employer-student connections nationally according to the [QS World University Rankings: Graduate Employability Rankings 2020](#), ranks fifth of the U15 Group of Canadian Research Universities for Canada Research Chairs, and also ranked fifth amongst [Maclean's 2020 University Ranking](#). The latest annual performance measures for the University are published in [For the Public Good: Annual Performance Measures](#).

The School of Library and Information Studies

The MLIS program at UAlberta is accredited by the American Library Association (ALA) Committee on Accreditation (COA), with the status of continued accreditation. The next comprehensive review visit is scheduled for Spring 2020.

The School of Library and Information Studies (SLIS, the School) housed in the Faculty of Education (the Faculty), offers the only MLIS program on the Canadian prairies. SLIS launched the first and only purely online MLIS teaching and learning offering in Canada in September 2013. The on-campus and online MLIS offerings signal the School's niche market innovation and

opportunity as the only MLIS program based in the Prairie Provinces and the only purely online MLIS opportunity in Canada. The School abides by its mandate to primarily serve the four western Canadian provinces through both the on-campus offering and online offering; at the same time, SLIS has expanded its footprint across Canada through the online offering of the MLIS program. The introduction of the online offering has helped to reduce spatial barriers for students not only from the four western Canadian provinces, but also from other regions of Canada.

The on-campus and online timetables are distinct; however, program requirements (discussed in the next paragraph) and course-level program objectives (discussed in *Standard 1.1.1*) align between the two offerings, with faculty and sessional instructors teaching across both modes. For the purposes of this accreditation review, it is to be understood that SLIS is home to one MLIS program that is offered in two modes of delivery and that this *Self-Study* is the first such documentation in the School's history to reflect inclusion of an online offering of the MLIS program. Since its inception, much has been achieved to develop the online offering to provide the same educational objectives and standards as the on-campus offering. As a historical accounting, this *Self-Study* documents this evolution, and only where contextually relevant, will discuss the offerings separately to distinguish differences or to demonstrate progress towards parity.

The MLIS program is generalist in nature, requiring students to complete five core courses and two information technology (IT) courses, with options to construct distinctive and focused programs of study. SLIS currently offers three master's programs including two combined degrees with other programs:

- Master of Library and Information Studies (MLIS)
- Master of Arts in Digital Humanities (DH)/Master of Library and Information Studies (MA/MLIS)
- Master of Business Administration (MBA)/Master of Library and Information Studies (MBA/MLIS)

The on-campus offering of the MLIS program has two routes: the course-based route requiring thirteen 3-credit single-term courses and an ePortfolio capping exercise, and the thesis-based route requiring ten 3-credit single-term courses and a thesis (subject to pending Government of Alberta Ministry of Advanced Education (Ministry) approval with respect to recent credit changes approved at the University). The online offering requirements mirror the structure of the on-campus course-based one. The online offering is designed for part-time students generally taking a maximum of two courses per term (although three courses can be taken with permission); on-campus course-based students may also complete the program by attending part-time. Course-based students have a maximum of six years to complete their degree; full-time students (i.e., those taking at least 9-credit hours in a term) are normally able to complete the degree requirements in two years. The thesis-based MLIS includes a residence requirement of two terms of full-time study and all requirements must be completed within four years. Further detail about the MLIS program can be found in the *Introduction to Standard II*.

The School has a full teaching complement of nine full-time equivalent (FTE) tenured and tenure-track faculty, complemented by carefully selected adjunct and sessional instructors, a process that is supported by sustained commitment to both recruitment and retention. The School's relatively small size is leveraged as a key strength, enabling a high level of team-based interaction among faculty members with shared commitment to program quality, which contributes to coherence in the curriculum and maximization of resources. Faculty is fully explored in *Standard III*.

The School has been an administrative unit within the Faculty of Education since July 1, 1991. At that time, it transitioned from a Faculty to a School but maintained many of the key governance and administrative responsibilities associated with Faculty standing, while benefitting from being a significantly autonomous School within a supportive faculty. The benefits of this relationship were recently strengthened with the School's move from a stand-alone location into the Education Centre North building and from an administrative personnel merger with the Department of Educational Policy Studies. Additionally, as one of over 500 graduate programs at the University, the School operates within the general policies, admission

guidelines, program regulations and requirements, and graduation processes of the Faculty of Graduate Studies and Research (FGSR), however final admission to SLIS is made by the FGSR only upon recommendation of the School. Thus, SLIS students are students in both faculties. Further information about the governance of SLIS within both the Faculty of Education and FGSR, as well as within the larger University, can be found in *Standard I.1*.

Proudly, the School celebrated its [50th anniversary](#) milestone in Fall 2018 and continues to be fully engaged in planning for the next 50 best years! A full chronology of the School's history can be found on its [website](#) and highlights of key events since the last accreditation are introduced in the next section.

The Canadian Context

With the 2015 publication of the [Truth and Reconciliation Final Report](#) by the Government of Canada, reconciliation between Indigenous peoples (First Nations, Métis, and Inuit) on Turtle Island (Canada) and settler Canadians occupies an important place in public conversation and has become an increasingly pressing public issue. Within that conversation, it is widely recognized that education is a central element of reconciliation. The School is committed to reconciliation with Indigenous communities including Indigenous students and instructors in the MLIS program. Discussed more fully in *Standard I*, this commitment flowing from the University and informed by the School's constituency groups, is reflected in the revised SLIS values and reiterated through diverse activities undertaken by SLIS outlined in [Table F – SLIS Reconciliation Initiatives](#) on page 71.

The School is committed to diversity, equity, and inclusion in the MLIS program objectives and teaches the professional responsibility to serve all client groups with respect and understanding throughout the curriculum. However, it does not formulate formal recruitment policies for diversity along the lines specified in these American-oriented standards. Canada is very different from the United States in this respect. The [Canadian Human Rights Act \(1977\)](#) prohibits discrimination on the grounds of: race, national or ethnic origin, colour, religion, sex, age, sexual orientation, gender identity or expression, marital status, family status, genetic

characteristics, disability, and conviction for an offence for which a pardon has been granted or in respect of which a record suspension has been ordered. As such, statistics about the diversity of the School's students, staff, and faculty cannot be collected and reported for the purposes of this *Self-Study*. Applicants to the University including the MLIS program, however, may *self-identify* as Indigenous with this data used for reporting purposes only at a group level without identifying individuals, unless they have explicitly given permission to do so. UAlberta's [Strategic Plan for Equity, Diversity and Inclusivity](#) highlights the University's work in this area.

Self-Study Process

SLIS was first accredited by the COA in 1970 and has maintained its accreditation as result of consistent and critical review and revision of its program during its 50-year history. The School was last accredited in 2013 and this *Self-Study*, undertaken in preparation of the COA's comprehensive review visit in Spring 2020, covers the period since the last accreditation until the present – generally July 1, 2013 to the date of *Self-Study* submission, and unless otherwise noted, data based on the academic reporting year will include the period July 1, 2013 – June 30, 2019 (Reporting Period), which allowed for meeting the November 11, 2019 *Draft Self-Study* deadline. This will be the first time that SLIS will be evaluated under the *Standards for Accreditation of Master's Programs in Library and Information Studies* adopted by approval of the Council of the American Library Association February 2, 2015 (*2015 Standards*).

Demonstrated sustained efforts by the School to continuously earn its recognition are carefully documented in its *Biennial Narrative Reports* and vetted by the COA. A *Plan for Self-Study*, the result of collaboration by all SLIS faculty members, the Chair, and select members of the administrative staff, was submitted to the COA on February 20, 2019. Feedback provided in a telephone conversation between SLIS Chair Toni Samek and Karen O'Brien at ALA and Dr. Lynne Howarth, the appointed accreditation External Review Panel (ERP) Chair, was enthusiastic with no changes required. A copy of this document can be found in APPENDIX I: PLAN FOR SELF-STUDY. A subsequent telephone conversation on December 13, 2019 providing feedback on a draft version of the *Self-Study* was accompanied by a *Compilation of ERP Comments and Requests for*

Additional Evidence Regarding the University of Alberta School of Library and Information Studies (“The Program”) Draft Self-Study, 2013-2020. This document with subsequent corrective actions is included in APPENDIX II: RESPONSES TO ERP DRAFT FEEDBACK. This *Self-Study* is a critical part of the actualization of that plan.

Unless stated otherwise, quantitative data was collected for the time period July 1, 2013 to June 30, 2019, coinciding with the University’s academic year-end, to ensure completeness of annual data and consistency of measurement.

Major Changes Since Last Accreditation Review

The leadership of the School has changed since the last review. Ernie Ingles completed his 2010-13 Interim Director role June 30, 2013. Dr. Anna Altmann succeeded him for the period 2013-15, during which time the role transitioned from Director to Chair. Dr. Altmann completed her role as Interim Chair June 30, 2015. Following an open international search in Fall 2014 resulting in three short-listed candidates, SLIS Professor Dr. Toni Samek was appointed Chair effective July 1, 2015. A detailed accounting of faculty and leadership changes can be found in [Table O - Chronology of SLIS Faculty and Faculty of Education and UAlberta Leadership Changes](#) the *Introduction to Standard III*.

Effective July 1, 2015, the University installed a new Provost and Vice-President, Academic (Dr. Steven Dew) and a New President and Vice-Chancellor (Dr. David H. Turpin). Effective July 1, 2017, the University installed a new Dean, Faculty of Education (Dr. Jennifer Tupper).

Three of the nine full-time faculty members have been appointed since the previous review. The advertising of each position was based on an assessment of the needs of the MLIS program and SLIS was fortunate in its hiring. The present full-time faculty complement is the same size (despite attrition and expiration of term appointments), however, more diverse in both background and expertise than it was in 2013. This substantial change in the full-time faculty was the result of a rigorous faculty renewal commitment in cooperation with the Faculty of Education to ensure the School’s sustainability and social responsibility.

First announced in January 2018 as part of a campus commitment to sustainability including space, the School was required to vacate the location that it had occupied since 1971 and re-integrate into the Faculty of Education's space footprint in their dedicated building on campus. The phased facilities move took place during the period May to September 2018, with the move complete for the Fall 2018 term and the School's 50th Anniversary celebrations. The move has proved to be advantageous to SLIS. The School is seen and felt to be in the 'heart' of the Faculty it joined in 1991, as evidenced in the way SLIS is prominently integrated into the Faculty of Education's new Strategic Plan 2019-24 entitled *Education for Public Good*.

Also, in its commitment to administrative sustainability, in April 2018, the Faculty of Education merged the administrative staff of SLIS and the Department of Educational Policy Studies, in line with a prior administrative merging within the Faculty (e.g., with the even larger departments of Elementary Education and Secondary Education). The Faculty of Education subsequently conducted a centralization of Human Resource (HR) and Financial support staff in November 2018 (as has occurred in other Faculties at UAlberta). Ultimately, SLIS has a larger administrative support complement than before these changes. SLIS now shares an Assistant Chair, Administration and six support staff with the Department of Educational Policy Studies. Further information about SLIS's administrative support staff can be found in *Standard V.5*. SLIS has hired a part-time Re-accreditation Administrator effective September 2018. SLIS is pleased to support sustainability at UAlberta in service of the public good.

Programmatically, a number of significant changes illustrate the continuous evolution of the MLIS program. Canada's first and only entirely online MLIS offering was launched in September 2013 with the first student completing the program in December 2015; a new combined MBA/MLIS admitted its first student September 2014; extensive work was done mapping Program Level Learning Outcomes (PLOs) and Student Learning Outcomes (SLOs) in relation to the culminating ePortfolio, the significantly revised *LIS 600: Capping Exercise*; in summer 2015, SLIS reframed *LIS 590: Practicum* as a pre-professional leadership opportunity for students to explore and develop personal leadership and self-leadership skills through self-awareness and professional socialization; effective January 2016, a stop was put on one-credit courses due to

low enrollment and bias to on-campus students; a formal and systematic curriculum review planning process got underway in 2017; and in 2019, a reduction of the total number of credits required to complete the course-based MLIS program was implemented. (The reduction of credits required from 39 to 30 for the thesis-based MLIS is pending Ministry formal approval, which has been delayed due to a change in government. Feedback indicates that there is no concern with the request, and the on-campus course-based reduction based on the same criteria has already been approved. There are no students impacted by this delay.)

STANDARD I: SYSTEMATIC PLANNING

Standard I.1 Addressing the Systematic Planning Standard

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

SLIS is highly engaged in systematic planning. The School is rigorously committed to responsibility, accountability, consultation, informed citizenry, appropriate scale and scope in its endeavours, and a capacity to change. SLIS communicates with its constituents, tracks its progress, exhibits forward momentum, links strategy to resources, and fosters incentives for success. Thus, the ethos of the MLIS program is designed to drive success and includes attention to purpose, process, milestones, allocation of human resources and team member responsibilities for optimal efficiency, an internal timeline for monitoring the status of tasks and incremental success, communication and participation, and inclusion of critical stakeholders and transparency.

Mission, Vision, and Values

The University

The direction set by UAlberta's first president, Henry Marshall Tory, in his first convocation address, has been the consistent direction of the University for over 100 years:

The modern state university has sprung from a demand on the part of the people themselves for intellectual recognition, a recognition which only a century ago was denied them. The result is that such institutions must be conducted in such a way as to relate them as closely as possible to the life of the people. The people demand that knowledge shall not alone be the concern of scholars. The uplifting of the whole people shall be its final goal.

Specifically, “ ... the uplifting of the whole people ... ” is a mantra revered within the academy and is a test against which many key institutional directions or intentions are assessed. Most

recently, the University's direction is stated with wisdom in its strategic plan 2016-20, [For the Public Good](#) with its [Vision, Mission, and Values](#) also posted on its website.

The Faculty of Education

The most recent expression of the Faculty of Education's direction is stated in its strategic plan 2019-24, [Education for the Public Good](#). SLIS is featured prominently in this plan, reflecting the participation of all SLIS faculty, staff, and a number of students in the Faculty of Education's strategic planning process; notably, the SLIS Chair had special opportunity to champion SLIS therein by virtue of her seat on the Dean's Advisory Committee (DAC).

The vision of the Faculty of Education is:

To be a flourishing, diverse, and sustainable Faculty of Education that excels, innovates, and transforms society through high quality, meaningful teaching, research, and service.

The Vision, Mission, and Values of the Faculty of Education are contained in the strategic plan reproduced in APPENDIX III: VISION, MISSION, AND VALUES – FACULTY OF EDUCATION for convenience.

Faculty of Graduate Studies and Research

In her welcoming message, recently appointed Vice-Provost and Dean, FGSR, Brooke Milne states the mission of FGSR to:

Support [students] by providing the highest quality service to ensure that [students] reach [their] full potential both as a scholar and a professional

and further, she challenges campus stakeholders such as SLIS to consider:

How do we build future-focused interdisciplinary and community-engaged graduate programs? How can we be thoughtful allies in the process of reconciliation, and work towards better supporting students from all of our diverse communities? How can we create healthier work and research environments for graduate students?

SLIS

SLIS Vision, Mission, Values

The School monitors the suitability of its [SLIS Vision, Mission and Values Statement](#) on an ongoing basis – typically at the time of Academic Council and School Council meetings and as part of the work at Academic Council retreats. As a gestalt, these are the School’s compass of direction and intent, and they are core to fulfilling its aims. Significant and robust changes to the School’s vision, mission, and values were approved at the October 5, 2012 meeting of School Council, near the end of the last accreditation period, and that rhetoric continued to serve the School very well for a number of years. Periodically, and usually occasioned by external influences such as the University’s and/or Faculty’s restatement or recommitment of its directions (such as above) and/or a change in leadership (as also occurred), a revisit, and perhaps, restatement of organizational intents, particularly if alignment is required, is necessary. Thus was the case at SLIS, with a refreshing restatement emerging after conversations and consultations in the period 2015-19.

The confluence of the revised University and Faculty of Education rhetoric combined with new leadership (e.g., University President and Provost, Faculty of Education Dean, and SLIS Chair) in this period, and significant faculty renewal in the School 2015-18, made such introspection necessary, but at the same time exciting. In keeping with the culture of the School, the new Chair felt strongly that the *Vision, Mission and Values Statement* as well as the School’s directions and its MLIS program outcomes had to reflect the community-engaged ethos within the University, the Faculty of Education, and at the School. The School then, naturally, refreshed its [SLIS Vision, Mission and Values Statement](#), which was endorsed at the May 28, 2019, School Council meeting in the current Reporting Period. The *SLIS Vision, Mission and Values Statement* cascades harmoniously from both University and Faculty of Education rhetoric, and is:

Vision, Mission, and Values Statement

SLIS VISION

A society which honours institutions and organizations that foster individual opportunity to engage rigorously with the world of information, education, imagination, and ideas for learning, citizenship, and connecting communities.

SLIS MISSION

Within a vibrant, supportive, and rigorous environment, the School develops diverse, reflective and inquiring library and information leaders through innovative, learner-centric teaching, research and scholarship, and community engagement for the public good.

SLIS VALUES

A diverse, inclusive, dynamic and collegial School which honours:

- Integrity, fairness, and respect;
- Equity, diversity and inclusion;
- Indigenous worldviews and bringing truth and reconciliation to our education;
- Excellence in teaching, research and scholarship, and citizenship;
- Mutual sense of responsibility and accountability;
- Pride in our history, traditions, communities, students, and alumni; and,
- Intellectual curiosity, academic freedom and intellectual freedom, imagination, and creativity.

Specifically in the Canadian context, it should be noted that the refreshed SLIS rhetoric is responsive to reconciliation with Indigenous peoples.

SLIS Strategic Directions

Following on invited SLIS engagement, as part of broad consultation, in the development of the University's strategic plan 2016-20, [For the Public Good](#), SLIS subsequently embarked on updating its own strategic pathway. By virtue of the chronology of new leadership, SLIS's strategic direction setting pre-dated the Faculty of Education's 2019-24 strategic plan, [Education for the Public Good](#) and therefore, the SLIS framework evolved directly from, and is aligned with the University's plan. During the Winter 2017 term and culminating at the SLIS

Academic Council retreat in May 2017, faculty members strove to optimize alignment with *For the Public Good* through a very thorough mapping exercise of each of the plan's objectives with SLIS initiatives and practices. Building on the work of a Graduate Research Assistant (GRA) with a strategic planning background, group members assessed current SLIS practices and strengths against each of the 23 Objectives of UAlberta's strategic plan and identified additional opportunities to align the School with the goals and objectives of the institution's plan. The group then drafted the resulting [SLIS Strategic Directions 2017-2020](#) and companion timeline to define the direction of the School's activities until June 2020. The School selected a target completion date of June 2020 to align with UAlberta's strategic plan, to allow for the vision of Chair Samek's successor effective July 1, 2020, and importantly, to be able to incorporate feedback from the COA after the spring 2020 accreditation review in setting the direction for the subsequent period. APPENDIX IV: STRATEGIC DIRECTIONS MAPPING EXERCISE documents the mapping exercise undertaken at the retreat and APPENDIX V: SLIS STRATEGIC DIRECTIONS TIMELINE AND PROGRESS itemizes the internal-facing timelines and steady progress to date. The resultant SLIS Strategic Directions 2017-20 are reproduced here:

2017-2018 Reflecting Sustainable Growth and Expansion

SLIS will adopt a recruitment statement, review its internal admissions process, administer a curriculum review, assess the longstanding 48-credit requirement for the MLIS degree, and hold the annual retreat on theme of sustainability (environmental, leadership, education and research, operations and infrastructure, community and culture, health and well-being).

SLIS will map its MLIS program learning outcomes to core courses, propose a cohesive online core course teaching strategy, and hold its annual teaching symposium with an emphasis on online pedagogy and instruction.

SLIS will evidence our diverse community engagement (including attention to international contexts), signal existing Indigenous-based activities, administer a survey of practicum site supervisor experiences, and further encourage student research and scholarship activities extending beyond the classroom/virtual classroom in tandem with enhancing student travel awards.

Status: Done

2018-2019 Reflecting 50th Anniversary of Continuously Earning Recognition

SLIS will launch its 50th Anniversary on Alumni Weekend, concomitantly mark the fifth year of the purely online teaching and learning stream, and host an anniversary lecture or debate series and other activities to critically engage the School's constituents in its diverse endeavours (as an important player in library and information studies research and scholarship, a stimulating model for educational advancement, and an intercultural hub for professional cooperation with a vibrant community). Visitors to the School and website will experience enhanced inclusive signage, spaces, and resources.

SLIS will introduce an Indigenous-based 3-credit MLIS course and produce an Indigenous initiatives report.

SLIS will enhance the extent to which the Employment Survey and/or Exit Survey maps to the program learning outcomes, express a vision for future joint programming, produce its accreditation *Program Presentation* plan, and hold its annual retreat on the theme of accreditation.

Status: Done

2019-2020 Reflecting Accreditation Readiness for Securing our Future

SLIS will produce its accreditation *Program Presentation* addressing the 2015 Standards for Accreditation (systematic planning; curriculum; faculty; students; administration, finances, and resources), host the accreditation site team visit, attend the accreditation deliberation at the American Library Association annual conference, and maximize opportunities to streamline efforts with preparations for an expected institutional Faculty of Education graduate program review in 2022-23.

Status: In Process

These strategic directions cascade directly from the University's institutional priorities identified in *For the Public Good* and set forth the action plan for SLIS's contribution to achieving them.

Specific examples include:

- Aligned with Objective #4 – Truth and Reconciliation, one of the University's [institutional priorities](#) and aligned with its [Indigenous Initiatives Portfolio](#), evidence of the School's concrete commitments to reconciliation with Indigenous communities and its ongoing and evolving commitment to Indigenous students is prominently [posted](#). The School's approach to Indigenous initiatives is demonstrative of its systematic and

continuous approach to needs identification, planning, and program improvement and is further examined in *Standard I.6*.

- Supporting *For the Public Good's* Objective #7 - Experiential Learning (identified as an upcoming priority), SLIS engaged in a rigorous examination of its longstanding 48-credit requirement for the MLIS degree. The decision to reduce the credit requirement was motivated, in large part, as an opportunity to facilitate more experiential learning in the MLIS program. The decision trajectory including the rationale, the consultation with constituents, and the governance process is documented in detail in *Standard I.6*.
- Community Connection, Objective #16, is supported through efforts such as the School's 50th Anniversary celebration and the implementation of the Practicum Supervisors Survey. Visitors to the School and website will be welcomed by enhanced inclusive signage, spaces, and resources.

The Strategic Directions set an accountable workplan, but alignment with the UAlberta plan is not limited to these initiatives; rather, the objectives of *For The Public Good* shape much of the decision-making at the School. For example: SLIS's online offering directly supports Objective #1 - National Recruitment Strategy by reducing geographical barriers to attract students from across Canada and internationally (see *Standard IV.1*); the implementation of an annual teaching symposium directly flows from Objective #14 – Excellence in Teaching (see *Standard III.2*); and projects such as The Digital Library North and DigitalNWT are examples of the type of initiatives described in Objective #16 - Community Connection (see *Standard I.6*). The School's Strategic Directions set the foundation for continual MLIS program improvement that aligns with the University's guiding objectives, responds to constituent expectations, and provides accountability for achieving program and student learning objectives in accordance with accreditation expectations.

Organizational and Governance Structure

As an administrative department offering a graduate program, SLIS operates within a number of layered and complimentary governance frameworks at the institutional, faculty, and department levels.

University-level

UAlberta governs itself with a bi-cameral governance structure, as set out in the [Alberta Post-Secondary Learning Act, Statutes of Alberta, 2003, Chapter P-19.5](#). The [Board of Governors](#) has authority for board governance and the [General Faculties Council](#) (GFC) has authority for academic governance. (The equivalent body to the GFC is often referred to as the University Senate in many post-secondary institutions.) Through legislation and under GFC delegation, authority for certain aspects of academic governance have been delegated to the faculties and schools. GFC final approval is required for curriculum matters, including most calendar changes (e.g., course titles; calendar descriptions; permanent course numbers; units of course weight; hours of instruction) and SLIS School Council decisions related to these areas are forwarded into the University-level governance stream to the Academic Planning Committee (APC), a standing committee of the GFC. Where matters involve issues within the purview of FGSR, such as the credit reduction application discussed in *Standard 1.6*, SLIS and FGSR will submit and present jointly to APC/GFC for approval.

The GFC is responsible for the general operating practices of the University found in the [University of Alberta Policies and Procedures On-Line](#) (UAPPOL), the [General Faculties Council Policy Manual](#), the [University Calendar](#), and [Staff Agreements](#).

The Faculty of Education is represented on the GFC by the Dean, academic staff, and student members. The SLIS Chair has previously served on a number of University-level committees including the GFC and a number of its standing committees, further delineated in *Standard V.3*. The Chair is currently a member of the Chairs' Council, an advisory body to the President, the Provost, the Board of Governors, and the GFC. A full list of the Chair's (and SLIS faculty, staff, and student) involvement in the decision making bodies at UAlberta can be found in [Table A - Governance Councils and Committees](#), below.

Faculty-level

Faculty of Education

Under the legislation and delegated authority of the GFC, the Education Faculty Council as the governing body of the Faculty of Education, has authority for programs of study, examinations, admissions, withdrawals, and granting of degrees subject to GFC standards and policies.

Approved by the GFC on June 24, 1991, the School became an administrative unit of the Faculty of Education effective July 1, 1991. Supporting documentation can be found in APPENDIX VI: GFC EXEC AND GFC MINUTES CONFIRMING SCHOOL STATUS - 1991. Due to its history as a stand-alone faculty and its terms of amalgamation, the Faculty of Education recognizes the School's distinctiveness and autonomy in and with respect to: vision, mission, values, program outcomes, and strategic directions; graduate program (within FGSR expectations) and curricular planning; admission policies (within FGSR expectations), standards and procedures; faculty and staff selection (subject to approval by the Dean of the Faculty); and independence of marketing and promotion. The School has a distinctive section in the University Calendar with courses labeled with a LIS-prefix; Faculty-level approval for items related to calendar changes (e.g., course titles; calendar descriptions; permanent course numbers; units of course weight; hours of instruction) rest with SLIS School Council. Unlike the graduate courses of the other Faculty of Education departments, curricular matters involving Library and Information Studies courses or programs are not submitted to the Faculty of Education Graduate Academic Affairs Council (GAAC) for discussion and approval, but go directly from SLIS School Council to the AFC/GFC of the University for final approval. This distinction has allowed the School to ensure diverse LIS stakeholders (as reflected in the composition of School Council) beyond faculty and students participate in shared governance related to curriculum. (See *Standard 1.6* for an illustrative example of the governance routing related to the program credit reduction.)

Nonetheless, the School actively participates fully in the affairs of the Faculty of Education. All continuing appointment academic staff (including the Assistant Chair, Administration) are members of the Faculty Council of the Faculty of Education. SLIS has statutory membership on

all Faculty of Education committees and boards on which the academic departments are represented. This includes: Dean's Pool for Advisory Selection Committees; Dean's Advisory Committee (DAC); Diversity, Equity and Respect Committee (DER); Election Committee; Faculty Evaluation Committee (FEC); GAAC; HT Coutts Library Advisory Committee; Master of Education in Educational Studies Advisory Board; and Technology Advisory Board (TAB). (The set of related Terms of References can be found [here](#).) Of these, the Chair of the School sits as the School's sole representative on DAC and the Master of Education in Educational Studies Advisory Board, and is the School's representative on the key FEC which is responsible for all decisions associated with annual performance and salary merit increments, tenure appointments and promotions to Associate Professor, promotions to Professor, and sabbatical approvals. The Associate Chair & Graduate Coordinator sits as the School's representative on GAAC.

As a school of the Faculty of Education, SLIS enjoys a level of governance autonomy within the faculty's governance framework and is an active and valued contributor to its strategic and operational decisions.

Faculty of Graduate and Research Studies

FGSR is responsible for the general administration of graduate programs, from admission and registration of graduate students through to convocation. SLIS offers one of the many master's programs in FGSR and operates within the general policies, admission guidelines, program regulations and requirements, and graduation processes of FGSR; however, final admission to SLIS is made by FGSR only upon the recommendation of the School. As evidenced in [Table EE - Comparison of SLIS and FGSR Admission Criteria](#) on page 234 and [Table GG - Entering and Graduating GPAs of SLIS Students, 2013-19](#) on page 236, SLIS is comfortable governing within the FGSR requirements, with policies and practices related to admissions, credit hours, and ethics training, exceeding FGSR minimums and averages. FGSR houses the documentation related to applications, admissions, programs, course final grades, examinations, and theses of MLIS students.

Every department with graduate programs at UAlberta has an Associate Chair Graduate and/or Graduate Coordinator or Graduate Program Director. SLIS Associate Chair & Graduate Coordinator, currently Dr. Ali Shiri, is the SLIS faculty member designated responsible for the School's graduate program. The Associate Chair & Graduate Coordinator is the official representative on FGSR Council. As indicated in [Table A - Governance Councils and Committees](#), the SLIS Associate Chair & Graduate Coordinator is also a member of the Faculty of Education's GAAC. Effective January 1, 2020, Dr. Shiri has been appointed as an Associate Dean, FGSR for a six-month term with a 50% time commitment; he will retain his duties as the SLIS representative on the FGSR Council and GAAC.

Organizational charts for UAlberta Senior Executive Responsibility Structure, Office of the Provost and VP (Academic), the Faculty of Education, FGSR, the SLIS/Department of Education Policy Studies Administrative Team, and SLIS are available in APPENDIX VII: Organization Chart – UAlberta, APPENDIX VIII: Organization Chart - Office of Provost and VP Academic, APPENDIX IX: Organization Chart - Faculty Of Education, APPENDIX X: Organization Chart - FGSR, APPENDIX XI: Organization Chart - SLIS /Educational Policy Studies Administrative Team, and APPENDIX XII: Organization Chart - SLIS, respectively.

School-level

SLIS draws strength from both the professional mandates of its co-host faculties and, as an academic unit of UAlberta, seeks to fulfill the mission of the University. SLIS has a high functioning governance structure with the School's councils and committees ensuring that the School's vision, mission, and values are aligned with those of its parent institution; that it executes to its fullest capabilities in implementing its strategic directions; that it delivers on its PLOs; that it meets the needs and expectations of constituents; and that it contributes to the Library and Information Studies (LIS) communities and the public good.

[School Council](#), consisting of the Chair and faculty, the Assistant Chair, Administration (or equivalent) from SLIS and various constituent groups including representatives of employers; adjuncts and sessionals; relevant University bodies; professional groups; alumni; government;

and elected representatives of current students¹, and is the chief governing and advisory body of the School. SLIS School Council advises on the processes by which the mission, goals, and objectives of the school are determined. Course and program changes must be reviewed and approved by SLIS School Council. School Council has the authority to reaffirm decisions made by the Academic Council and, when appropriate, has the authority to request Academic Council to review or reconsider decisions. Via Academic Council, other formal bodies including SLIS Admissions Committee; SLIS Curriculum Committee; and SLIS Scholarships, Awards, and Bursaries Committee feed into School Council in the shared governance model. As the main decision making body, [School Council minutes](#) are posted on the School's website.

The [Academic Council](#) is composed of all full-time faculty plus the SLIS Assistant Chair, Administration (or equivalent) and meets regularly to discuss, make decisions (within its purview), and make recommendations to School Council about program and curriculum development. Additional matters typical for consideration include, but are not limited to, challenges and opportunities for students, advising, supervision, teaching and learning, facilities, research and scholarship support, events (such as the 50th anniversary celebration), assessment results, and timetabling. Meetings of Academic Council include reports and recommendations from the various SLIS committees (e.g. Curriculum Committee; Admissions Committee; Awards, Scholarships, and Bursaries Committee). Annually or as required, the Academic Council participates in a retreat to engage in focused planning sessions on initiatives of a more strategic nature. Recent one-day sessions include the setting of strategic directions (2017), sustainability (2018), and accreditation (2019).

¹ SLIS constituents are well represented on School Council with voting membership consisting of SLIS academic staff and as well as representatives of other stakeholder groups including leaders from the President's office, Faculty, School, University Libraries (UAL), Edmonton Public Library, Provincial Archives of Alberta or Association of Records Managers and Administrators (ARMA) on a rotating basis, Library Services Branch of the Government of Alberta; representatives of sessional and adjunct instructors, alumni, students, doctoral students; representatives from faculties including Arts, Education, Business; and non-voting members including SLIS adjunct faculty and sessional instructors, and liaisons from UAL, Library Association of Alberta, and the Greater Edmonton Library Association (GELA).

The executive and administrative processes at SLIS are fulfilled, in part, by the work of the School's committees that handle preparations for all manner of decisions about the MLIS program and the functioning of the School overall. The work of the committees is bi-directional. Much of the direction comes from the Academic Council, but at the same time these committees help to provide direction and planning for School initiatives. The key to the effectiveness of the committees and their relationship to the Academic Council is the inclusiveness of the composition. The following key SLIS committees contribute to the development and delivery of the MLIS program and the work of SLIS overall.

The [Admissions Committee](#) is chaired by the SLIS Associate Chair & Graduate Coordinator, includes SLIS faculty members drawn from Academic Council as necessary, and is supported by the Graduate Administrator. Currently, all faculty members except the Chair, participate on this committee. This committee interprets, applies, and administers FGSR and SLIS admission requirements, regulations, and policies. This committee also reviews and evaluates applications from prospective students, selecting candidates to be admitted to the MLIS program.

The [Curriculum Committee](#) is chaired by a SLIS faculty member appointed by the Chair, three additional full-time SLIS faculty members, three elected or nominated students, and the Assistant Chair, Administration (or equivalent). This committee oversees the provision of an MLIS curriculum that is of the highest caliber, well planned, coordinated, implemented and evaluated, and based on the standards and principles such as the ALA's accreditation standards. It oversees the development of new courses, revision of existing courses, relationships between courses, and program balance as expressed in curriculum. Changes approved by the Curriculum Committee are forwarded to the Academic Council and recommended to the School Council for final approval. This may be an iterative process. Calendar and curriculum related decisions are further presented to the APC for GFC approval.

The [Awards, Scholarships and Bursaries Committee](#) is chaired by a SLIS faculty member, appointed by the SLIS Chair, and typically actively includes at least one other SLIS faculty member. Designated staff also provide appropriate levels of support to the Committee. (With

new Committee leadership and the merger of two administrative departments, this structure has been evolving in 2019, but there is no official change to the Committee's Terms of Reference as yet.) The committee determines procedures pertaining to graduate scholarships and awards, provides feedback to graduate student applicants, and makes award nominations as required including for graduate scholarships and awards available through the [UALberta FGSR Scholarships and Awards](#) program.

Student Participation in Governance

The Library and Information Studies Students' Association (LISSA) is the primary organization through which students participate and have voice in the workings of the School. Entirely student-run, LISSA represents all students in the MLIS program with elected representatives from both first-year and continuing students. Students elect their own officers, with the presiding President (a continuing student) and Vice-President/President-Elect (a first-year student) representing the student body at meetings of the School Council. The President of LISSA also serves on the Accreditation Advisory Committee.

[LISSA](#) participates in the selection of student representatives for other governance committees and councils across the Faculty of Education and the University more broadly. A SLIS student representative serves on the Faculty of Education's GAAC and on the University's Graduate Students' Association (GSA) Council. All SLIS students are eligible to stand for election to the Curriculum Committee; the GSA; a [number of committees](#) within the Education Faculty Council; and, to represent their fellow students within many [University committees](#). An example of a call for student service contributions for the Faculty of Education can be found online [here](#).

LISSA has its own set of [Bylaws](#) which outlines its responsibilities and procedures as well as a [Constitution](#), which is comprised of seven articles detailing its mandate as a student organization at SLIS. LISSA has engaged in bylaw review work, transparently vetted at its 2016 and 2017 Annual General Meetings, to accommodate the growth in student population, especially the increase in the number of online students. Online students have been integrated formally into student governance through representation, and informally through an online

forum. LISSA has been pro-active in recognizing the unique and enduring relationship that exists between Indigenous Peoples and traditional territories and have created, published, and practice the [LISSA Land Acknowledgement, Template for Personalization, Definitions, and Speaker Protocol](#).

Systematic Decision-Making

The following table indicates the extent to which SLIS faculty, staff, and students are involved in the decision making of the School, the Faculty of Education, FGSR, and in student organizations. This table only includes committees and councils where SLIS representatives have membership by virtue of their position in SLIS. All SLIS faculty, staff, and students may, and often do, engage in other decision-making bodies throughout the University.

Table A - Governance Councils and Committees

Committee & Mandate	Frequency	Members
SLIS		
<p><u>SLIS School Council</u> is the chief governing and advisory body of the School and advises on the processes by which the mission, goals and objectives of the school are determined. Course and program changes must be reviewed and approved by SLIS School Council. School Council has the authority to reaffirm decisions made by the Academic Council and, when appropriate, has the authority to request Academic Council to review or reconsider decisions.</p>	<p>Meets a minimum once per academic year, with additional meetings at the discretion of the Chair</p>	<p>Voting members including SLIS Chair; faculty; Assistant Chair, Administration; representatives of other constituent groups including leaders from the Faculty of Education, University Libraries (UAL), Edmonton Public Library (EPL); Provincial Archives of Alberta or Association of Records Managers and Administrators (ARMA) on a rotating basis; Library Services Branch of the Government of Alberta; representative of sessional and teaching adjunct instructors; LISAA (alumna) representative; 2 LISSA student representatives; doctoral student representative; faculty representatives from Arts, Education, and Business. Non-voting members including SLIS adjunct faculty and sessional instructors, UAL SLIS liaison, Library Association of Alberta, and the Greater Edmonton Library Association (GELA) representative.</p>

<p><u>SLIS Academic Council</u> discusses and makes decisions and recommendations (as appropriate) about program and curriculum development, as well as challenges and opportunities for students, advising, supervision, teaching and learning, facilities, research and scholarship support, events, assessment results, timetabling needs and other issues, and matters arising from within the School and brought to the Academic Council by the School Chair or by way of a SLIS standing committee.</p>	<p>Monthly</p>	<p>Chair and all full-time academic staff at SLIS, including those on leave, plus the SLIS Assistant Chair, Administration (or equivalent)</p>
<p>SLIS Academic Council Retreat is an opportunity for focused planning sessions on initiatives of a more strategic nature.</p>	<p>Annually, or as required</p>	<p>Chair, faculty, Assistant Chair, Administration (and guests, as appropriate)</p>
<p><u>SLIS Curriculum Committee</u> The SLIS Curriculum Committee oversees the provision of an MLIS curriculum that is of the highest caliber, well planned, coordinated, implemented and evaluated, internationally recognized, and based on established standards and principles such as the ALA accreditation standards. The Committee also oversees the provision of doctoral-level courses, as well as links between the MLIS program and other academic programs (e.g., MA in Digital Humanities; MBA).</p>	<p>Minimum once per Fall and Winter terms, with additional meetings as required</p>	<p>Four full-time SLIS faculty members, three elected or nominated students, Assistant Chair, Administration (or equivalent)</p>
<p><u>SLIS Admissions Committee</u> interprets, applies and administers FGSR and SLIS admission requirements, regulations, and policies. The Committee also reviews and evaluates applications from prospective students, selecting from those applications, candidates to be admitted for master's level programs.</p>	<p>Normally twice per year</p>	<p>Associate Chair & Graduate Coordinator and SLIS faculty (with the exception of the Chair); the Graduate Administrator supports the work of the Admissions Committee.</p>

<p><u>SLIS Scholarships, Awards, and Bursaries Committee</u> adjudicates and makes nominations for graduate scholarships and awards; provides feedback to graduate students; and determines procedures pertaining to graduate scholarships and awards.</p>	<p>As required</p>	<p>All full-time faculty members and the Graduate Administrator who supports the work of the Committee; typically chaired by a faculty member who works alongside another faculty member and who both then draw on the service of faculty colleagues ad hoc as necessary.</p>
<p>Chair Administration Meetings</p>	<p>Weekly</p>	<p>Chair and each of Assistant Chair, Administration; Program Assistant; and Associate Chair & Graduate Coordinator</p>
<p>Accreditation Advisory Committee - Established ad hoc and not feeding into the formal governance structure, an Accreditation Advisory Committee established to guide the development of this <i>Self-Study</i></p>	<p>As required</p>	<p>SLIS Chair, all faculty, the Assistant Chair, Administration, Graduate Administrator, Program Assistant, a specifically hired Re-accreditation Administrator, an Indigenous Advisor, the Vice Provost (Learning Services) and Chief Librarian, CEO of Edmonton Public Library as Advisor Employer, Library and Information Studies Alumni Association (LISAA) President, and LISSA President. Reporting to the Accreditation Advisory Committee, a Working Group comprised of the SLIS Chair, six full-time faculty (all those not on leave), the Assistant Chair, Administration, Graduate Administrator, a student Research Assistant, and the Re-accreditation Advisor was established to compile the <i>Self-Study</i> document.</p>

Faculty of Education		
<u>Faculty Council</u> - governing body of the Faculty of Education	Monthly	<i>SLIS Chair, faculty, Assistant Chair, Administration; Dean, Vice Dean, Associate Deans; representatives from Registrar's Office, government, other faculties, professional (teaching) associations, students, sessionals, UAL, and support staff</i>
<u>Dean's Advisory Committee</u> (DAC)– provides counsel and assistance to the Faculty of Education Dean	Monthly	<i>SLIS Chair; and Dean, Vice Dean, Associate Deans; Department Chairs/Directors; Assistant Dean, Finance and Administration</i>
<u>Faculty Evaluation Committee</u> (FEC) - determine standards and procedures related to performance, teaching assessment and improvement, promotions, tenure, probation, salary increments, sabbaticals	Monthly	<i>SLIS Chair; Dean and Department Chairs; elected tenured faculty members</i>
<u>Faculty of Education Graduate Academic Affairs Council</u> (GAAC) – matters related to calendar changes, new programs, interface with FGSR	Twice during each of Fall and Winter terms	<i>SLIS Associate Chair & Graduate Co-ordinator, SLIS LISSA President (currently in an elected student position); Associate Dean, Vice Dean/Associate Dean Academic, Graduate Co-ordinators of faculty departments; 5 graduate student representatives</i>
SLIS Advisory Selection Committee – recruitment for new faculty hires	As required	<i>SLIS Chair, two SLIS faculty members, and two Faculty of Education faculty members</i>
<u>Dean's Pool for Advisory Selection Committees</u> – reserve pool to serve on recruitment committees for other departments		Two faculty representatives from each Department

<u>Diversity, Equity and Respect Committee</u> (DER) - matters relating to diversity, equity, and respect within the Faculty of Education	As required – several times per year	<i>SLIS faculty member; academic, support, sessional, professional, student, library representation, and employment equity advisor</i>
<u>Master of Education in Educational Studies Advisory Board</u> – Advise the Dean of Education and the Master of Education in Educational Studies Director in all matters related to the Master of Education in Educational Studies program	Minimum twice per year	<i>SLIS Chair; Master of Education in Educational Studies Director; Associate Dean (Research and Graduate Studies); department Chairs; Dean</i>
<u>Election Committee</u> - To oversee the Faculty of Education annual election process for faculty elected committees	As required	<i>Faculty representative of each department in Faculty of Education</i>
<u>HT Coutts Library Advisory Committee</u> - facilitate appropriate communication and collaboration between the Library and the Faculty of Education	Approximately six times per year	<i>Faculty representative of each department in Faculty of Education; Assistant Dean, Ed Tech Services; Head Librarian, HT Coutts; two student representatives</i>
<u>Technology Advisory Board</u> (TAB)	The work of the Technology Advisory Board is suspended until further notice.	
Faculty Budget Committee - determine new Faculty budget model implementation	Semi-monthly	<i>SLIS Assistant Chair, Administration; Dean; Vice Dean; Elementary Chair; Assistant Dean, Finance and Administration</i>
Assistant Chair (APO) Committee – matters related to administration, policies, procedures and departmental budgets	Monthly	<i>SLIS Assistant Chair, Administration; Assistant Chairs of other Faculty of Education departments; Assistant Dean, Finance and Administration</i>
Records Management Committee – Faculty records management and electronic file storage planning and issues	Once per term	<i>SLIS Assistant Chair, Administration; Assistant Chairs of other Faculty of Education departments; Associate Dean; Assistant Dean</i>

FGSR		
FGSR Council - governing body of the FGSR	Monthly	<i>Associate Chair & Graduate Coordinator; President, Vice-Provost and Dean, VP (Research), Vice Dean FGSR, Senior Administration Officer FGSR Department representatives, Registrar, Chief Librarian, Associate Deans for departmentalized faculties; 20 graduate students</i>
University		
Chair's Council – advisory body to the President, the Board, GFC, and Dean's Council; includes matters related to performance, tenure, compensation	As required	President, Provost, all University Department Chairs including <i>SLIS Chair</i>
Graduate Program Administrator Committee – matters related to administration, policies, procedures of graduate programs	Monthly	<i>Graduate Program Administrators</i> from all University departments
Student Organizations		
LISSA – decision-making body for MLIS students at SLIS	Monthly	<i>All SLIS students, with elected Board members</i>
GSA Council - decision-making body for graduate students at UAlberta	Monthly	<i>SLIS Student Representative; department representatives and elected Board</i>
Chair/Student Meetings	Two or more times per term, as required	<i>SLIS Chair; LISSA President, LISSA Vice-President; LISSA Online Student Representative, and others as appropriate for planning (e.g., SLIS Program Assistant)</i>

Constituent Feedback

In addition to on-going program planning, review, and advancement that takes place through the School's councils and committees, a number of other mechanisms provide evidentiary feedback from the program's constituents that inform the School's decision-making process in providing an up-to-date and community-responsive learning environment for SLIS students.

[Table B - Feedback and Evaluation Mechanisms](#) provides an overview of feedback mechanisms and [Table C - Constituent Feedback Channels](#) highlights many of the communication channels the School has with its constituent groups.

Table B - Feedback and Evaluation Mechanisms

Student Demographics – Anonymously administered to the incoming class each year, the [Student Achievement Data](#) survey collects data related to the application process such as number of applicants, admissions, and registrations; academic measures including grade point averages (GPAs), undergraduate degrees, and universities; student demographics such as age, identified gender, and country of origin.

Course Evaluations - UAlberta's mandatory standardized online assessment [questionnaire](#), the Universal Student Ratings of Instruction (USRI), is administered at the end of each course. SLIS specific questionnaires can be found in APPENDIX XX: USRI QUESTIONS FOR MLIS COURSES. Anonymous confidential qualitative and quantitative feedback by students is used to systematically evaluate course quality, student satisfaction, and instruction quality. Results of these evaluations factor into sessional re-hiring decisions, and are used in annual performance reviews of faculty by the Chair, as well as in annual review and promotion decisions of faculty by FEC.

Practicum Assessment - The [Practicum Supervisor Survey](#), an addition to the list of formal feedback sources, is conducted with practicum supervisors to seek their feedback on practicum experiences, perspectives, and suggestions, and includes a question about student preparedness for the practicum placement. Students, of course, also complete USRIs for *LIS 590: Practicum*.

Employment Survey – The [Employment Survey of MLIS Graduates](#) is administered annually to understand graduates’ experiences in finding employment after graduation. The survey is administered approximately 12 -18 months after graduation and provides feedback about success in finding MLIS degree related employment, the type of work obtained, type of employers, and graduates’ assessment of the relationship between their MLIS education and their job requirements. Once complete and tabulated, results are provided to Academic Council and School Council as agenda items, broadcast in the SLIS News (on homepage of SLIS website), distributed to the community via the School’s Jerome-L community listserv, to students directly via the School’s mailing lists, and posted on the Program Assessment web page.

Exit Survey - The [SLIS Exit Survey](#), is administered bi-annually by the Faculty of Education with November and June convocations to graduating students to gain insight into their impressions and experiences related to the MLIS curriculum.

Curriculum Review – Undertaken periodically, normally once in each accreditation reporting period, the curriculum review is a formal and systematic investigation and review of the MLIS curriculum, including the analysis and review of core and elective courses, to inform the School’s decision-making process in the revision of current offerings and development of new courses and course content.

Forums - In-person and online forums are used to disseminate information and provide an interactive opportunity with constituents about unique or major program events such as credit reduction and accreditation.

Ad Hoc Surveys – Ad hoc surveys are used to solicit input on specific topics of relevance such as credit reduction and MBA/MLIS thesis.

Event Evaluations – To foster continuous improvement, ensure relevancy to constituents, and best use of resources, feedback is solicited post-completion on events such as student orientations, the Forum for Information Professionals (FIP) student-organized conference, and the SLIS Annual Teaching Symposium attended by faculty and sessional instructors.

The School thrives on its communities of people who form a rich matrix for its governance. Constituent input, whether formal or informal, solicited or offered, on-going or ad hoc, provides the foundation for strategic, programmatic, and operational planning and evaluation. Two associations, both of whom are represented on School Council, are particularly germane: LISSA, as previously discussed, whose membership includes all students at SLIS, and the Library and Information Studies Alumni Association (LISAA) whose membership of all SLIS graduates links to the professional community including employers and potential donors. In addition to the broad membership of the School's main decision-making body, School Council, the following table highlights many of the ways in which constituents are involved in shaping SLIS.

Table C - Constituent Feedback Channels

Administration: Weekly administration meetings of SLIS Chair with each of SLIS Assistant Chair, Administration, SLIS Program Assistant, and SLIS Associate Chair & Graduate Coordinator; SLIS Assistant Chair, Administration is a member of SLIS School Council, Academic Council, Curriculum Committee, Accreditation Advisory and Working Committees; Graduate Administrator supports SLIS Admissions Committee, is a member of Accreditation Advisory and Working Committees; Program Administrator also supports School Council, Academic Council, SLIS Curriculum Committee, SLIS Scholarship and Awards Committee, and Accreditation Advisory Committee.

Faculty: Service on School Council; Academic Council (with each meeting including an open call for agenda items); SLIS Admissions Committee; SLIS Curriculum Committee; SLIS Scholarships, Awards and Bursaries; formal and ad hoc meetings with the Chair including course evaluation feedback and annual performance reviews; SLIS Annual Teaching Symposiums; and, event evaluations.

University Colleagues: SLIS has statutory membership on all Faculty of Education committees and boards on which the academic departments are represented, including: Dean’s Pool for Advisory Selection Committees; DAC; DER; Election Committee; FEC; GAAC; HT Coutts Library Advisory Committee; Master of Education in Educational Studies Advisory Board; and TAB. Of these, the Chair sits on DAC, the Master of Education in Educational Studies Advisory Board, and FEC.

Students: Membership on SLIS School Council, Curriculum Committee, and Accreditation Advisory Committee; LISSA activity ongoing and Annual General Meeting; student leadership meetings with SLIS Chair ad hoc (normally two to three times per term); student groups (see *Standard IV.5*); student forums including listservs and chat sites; ongoing course evaluation contributions; Exit Survey contributions; on-campus and online new student orientations and evaluations; feedback invitations to participate in special SLIS surveys; curriculum review survey and focus group; student information sessions held on emerging topics such as credit reduction and accreditation; classroom discussion; meetings with faculty advisers; meetings with SLIS staff.

Alumni and Professional Community: School Council membership; adjunct and sessional teaching roles; LISAA executives; annual Alumni Brunch; Employment Survey contributions; the School’s Jerome-L listserv contributions; individual consultations with SLIS Chair; guest visits to SLIS Academic Council; practicum supervision and related survey contributions; formal mentoring such as with Partners’ Week; informal mentoring; professional development through SLIS activity and collaboration; professional and scholarly collaboration with SLIS faculty; interactions at academic and professional conferences; attendance and/or presentation at FIP; visits at SLIS recruitment booth at conferences; *Biennial Narrative Reports* and accreditation feedback from ALA.

Employers: Service on School Council; adjunct and sessional roles at SLIS; practicum supervision and related survey contributions; curriculum review; providing internships and residencies; welcome party hosted by UAL; formal and informal mentoring, such as with Partners' Week; professional development through SLIS activity and engagement; interactions at academic and professional conferences, attendance and/or presentation at FIP; career fairs at SLIS and elsewhere (the most recent held October 2019 - The Alberta Library Symposium held in the Education Centre); Jerome-L listserv contributions (often job postings); donations; sponsorships of SLIS activity such as conferences; visits at SLIS recruitment booth at conferences; informal discussions arising from conversations related to reference checks for hiring decisions, or seeking workplace flexibility for instructors or students to accommodate SLIS commitments.

Amongst these and additionally, the School, most often enacted by the Chair, engages in a number of ambassadorship opportunities that represents SLIS to its constituents and fosters two-way dialogue. Some of these include speeches and messaging at events (e.g., orientations, convocation lunches, graduation dinners, Alumni brunches, Forum for Information Professionals (FIP) conferences, the University of Alberta Libraries (UAL) Get Acquainted Party); lunches with stakeholders (such as Alumni Association President, CEO Edmonton Public Library; LIS professionals at conferences); and participation in University-wide events such as Alumni Week.

Standard I.1.1 Continuous Review and Revision

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

Vision, Mission, Values, and Strategic Directions

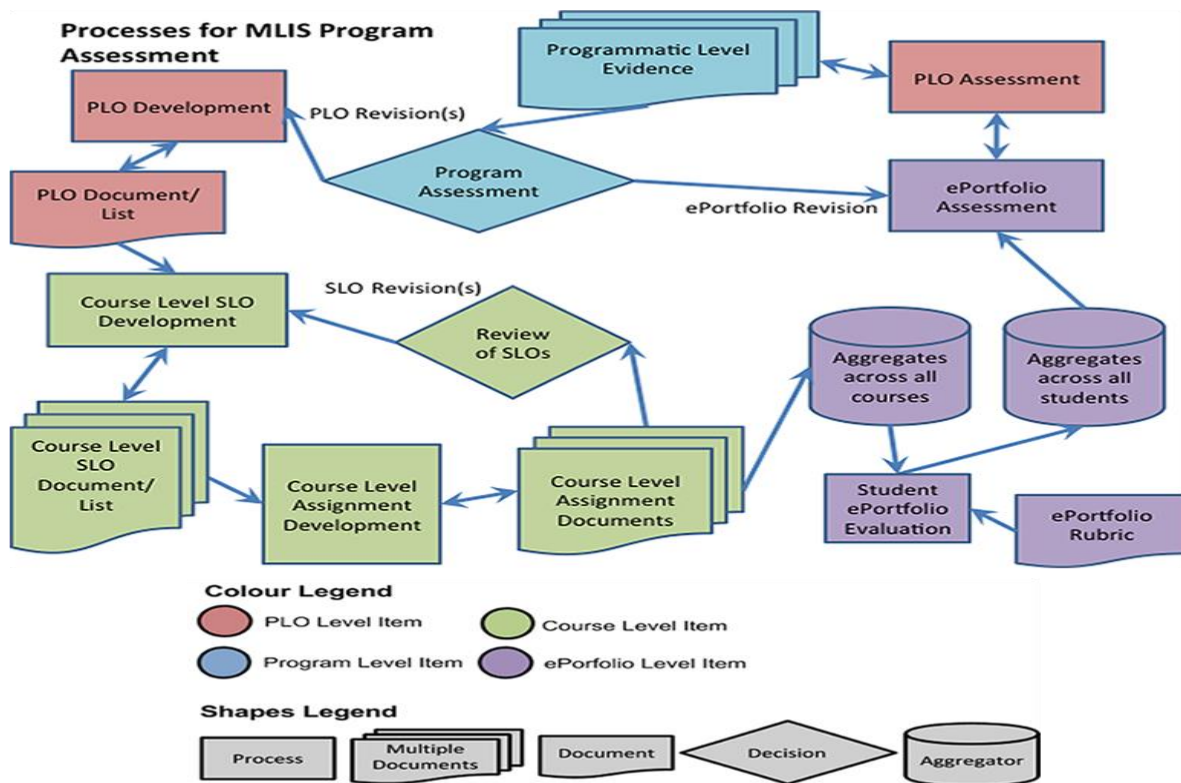
As discussed in *Standard I.1*, the School monitors the suitability of its [SLIS Vision, Mission and Values Statement](#) on an ongoing basis. SLIS engagement in the development of the institutional

strategic plan adopted in 2016, the Faculty’s strategic plan adopted in 2018, and the refreshed *SLIS Vision, Mission and Values Statement* endorsed in 2019 all involved rigorous reflection on the suitability of the SLIS vision, mission and values rhetoric. During the Reporting Period, based on on-going constituent feedback and data collection results, SLIS engaged in setting [Strategic Directions](#) which set out specific strategic priorities and timelines for incremental program improvement. At the time of writing this *Self-Study*, the only Strategic Direction items uncompleted were associated with this accreditation submission. APPENDIX V: SLIS STRATEGIC DIRECTIONS TIMELINE AND PROGRESS documents progress to date. The School is confident that its strategic directions have set the school in very good stead for its next Chair and its exciting future. The new Chair will be able to work immediately from a position of SLIS stability, sustainability, and earned trust from the professional community, the alumni community, and the higher education community. At the March and April 2020 Academic Council, members will collaborate on a list of topics for the new Chair’s consideration.

Program Goals, Program Objectives, and Student Learning Outcomes

The *SLIS Vision, Mission, and Values Statement*, and related strategic goals refresh is, of course, not the only output from the introspection at the School. The result of much thinking, discussion and revision in this Reporting Period by all SLIS faculty members, was a comprehensive [flowchart](#), reproduced below, of the processes for [MLIS Program Assessment](#), of which PLO and SLO assessment is an integral part. [Table E - Program Learning Outcomes and Objectives Mapped to Accreditation Standards](#) on page 61 lists the PLOs and they can also be found on the [Program Assessment](#) web page.

Figure 1 - Processes for MLIS Program Assessment



Given the iterative and ongoing nature of the process, there is no single starting point for the processes for MLIS program assessment shown in [Figure 1 - Processes for MLIS Program Assessment](#) but for the purpose of expressing the flowchart in brief narrative form, the process box in the upper left corner, “PLO Development”, has been chosen.

SLOs

Flowing naturally from the PLOs are MLIS course-level SLOs, resulting in SLOs for each course in the curriculum which inform the development of assignments in each course. The evaluation of the efficacy of assignments within a course leads to review of its SLOs which, in turn, leads back to revision of course level SLOs and assignments. The assessment and continued

documentation of SLOs, represented by the green sub-loop in [Figure 1 - Processes for MLIS Program Assessment](#) enables the School to respond nimbly and effectively to the evolving expectations of the field and to adjust both course content and course offerings to improve overall student success and achievement.

Evolution of SLO Assessment

A review and revision of the SLOs and, subsequently, corresponding course assignments, has taken place organically during this Reporting Period. SLOs for each course were crafted to be more specific, prescriptive, and rigorously calibrated to PLOs. This, in turn, ensured that course content and assignments were directly supportive of learning objectives at both the course and program levels. In accordance with COA recommendations, SLOs have been linked to PLOs and integrated into course outlines incrementally starting with core courses, then faculty-taught elective courses, and culminating in all electives. Effective January 1, 2019, all SLIS course outlines MUST include both PLOs and SLOs. (Archives of course outlines will be available on site.) To ensure compliance and to prompt review each time a course is offered, the School provides instructors a fillable course template which includes mandatory fields for both PLOs and SLOs. This template is available in APPENDIX XV: COURSE OUTLINE TEMPLATE.

PLOs

Exiting from the SLO sub-loop is the assessment of the collective achievement of the PLOs, indicated by the purple sub-loop, based on evidence attained from the ePortfolios that course-based students must complete in their final year. In 2016, PLOs were refreshed with slight wording changes, both reaffirming their core content and updating them to be more reflective of the current LIS environment.

Evolution of PLO Assessment

The format of *LIS 600: Capping Exercise*, a mandatory exercise for non-thesis MLIS students required by FGSR, was revised in light of the enlarged understanding of the assessment process with the goals of (1) assessing students' success in meeting the PLOs, and thereby the efficacy

of the underlying SLOs that feed into them, and (2) measuring data from the students' work to inform long-term, ongoing developmental review of the PLOs. With the re-design, students reflecting on their program as a totality, create an ePortfolio based on their numerous assignments which flow from course SLOs and extra-curricular experiences, collectively referred to as 'artifacts'. Students present and reflect upon how the chosen artifact meets the PLO, for each of the ten PLOs.

Data from each student's portfolio is aggregated to provide annual data (course, course type, artifact type, experience type) for each PLO which provides data for analysis of the relevance of each course and its associated SLOs to the achievement of established PLOs, as well as the types of assignment or experiences that students found most relevant in meeting the PLO.

The collection of this data has evolved. In 2016, a SLIS team comprised of Dr. Shiri, Dr. Worrall, and Ms. Carol Tonhauser (then SLIS's contract Educational Developer), designed the data collection form to meet the dual goals and to facilitate self-reporting by students. Data in this form has been collected since 2016 and first analyzed in 2018. Please see APPENDIX XVI: CAPPING DATA ANALYSIS (2018) and APPENDIX XVII: CAPPING DATA ANALYSIS (2019) for these analyses. Effective July 1, 2019, a further enhancement to the data collection form added two additional data points: (1) an indicator of whether the artifact was related to a core course, elective course, IT-designated course, or an experiential artifact; and (2) the type of artifact (e.g. audio, image, poster, text, video, presentation slides, web page, other). In [Figure 1 - Processes for MLIS Program Assessment](#), this annual PLO assessment is shown in purple and provides key evidence in assessing the PLO achievement, and, in turn, the MLIS program. APPENDIX XVIII: DATA COLLECTION FORM (PRIOR TO JUNE 2019) and APPENDIX XIX: DATA COLLECTION FORM (REVISED JUNE 2019) contain the old and current versions of the *LIS 600: Capping Exercise* forms, respectively. [Table I - Relationship Between PLOs and Current MLIS Courses](#) on page 95, maps the relationships between the MLIS program outcomes to all MLIS courses offered at SLIS using the data from the 2018 and 2019 *LIS 600: Capping Data Analysis* reports.

Programmatic Assessment

Purposefully crafted and continuously reassessed in light of the School's mission of developing diverse, reflective, and enquiring library and information leaders, the PLOs set the foundation of the MLIS program and provide the criterion against which programmatic choices are made – directly and indirectly. Feedback mechanisms, listed in [Table B - Feedback and Evaluation Mechanisms](#) are all intended to contribute to this evaluation, with the ePortfolio data providing a direct gauge of PLO attainment. Represented in blue in [Figure 1 - Processes for MLIS Program Assessment](#), and as a critical subset of the MLIS program concerned primarily with curriculum setting, the ePortfolio data analysis feeds back into PLO evaluation and directly drives curriculum decisions.

Recognizing PLOs as the nucleus of programmatic direction, SLIS continues to revise its feedback mechanisms to be able to directly measure PLO applicability such as with the re-design of the ePortfolio to directly align with PLOs. Additionally, cognisant that PLO validation and measurement of attainment must extend beyond an academic achievement into practical application, the Employment Survey has been revised to directly measure both the relevance of each PLO and students' preparedness in each, evaluated against applied application in an employment setting. The Employment Survey results are discussed in the next *Standard*.

Advancements to both the comprehensive articulation of SLOs and their relationship to PLOs, as well as to the ability to extract meaningful assessment data from the capping exercise and the Employment Survey, have been achieved incrementally, flexibly, and collaboratively over the Reporting Period while maintaining a stable MLIS program and honouring core commitments to the public good.

Standard I.1.2 Assessment of Attainment

Assessment of attainment of program goals, program objectives, and student learning outcomes

As [Figure 1 - Processes for MLIS Program Assessment](#) illustrates, and further supplemented by the additional instruments outlined in [Table B - Feedback and Evaluation Mechanisms](#), the School has a number of formal and informal assessment mechanisms to measure attainment of program and student goals and objectives.

Discussed in [Standard I.1.1](#), the end of program capping exercise is purposefully designed to measure students' success in meeting the PLOs, the efficacy of the underlying SLOs, and to inform long-term, ongoing developmental review of the MLIS PLOs. There have been two sets of analyses of this data which have provided critical evidence of the contribution of each course to the achievement of the PLOs. For example, the data demonstrated that all ten of the PLOs could be met by the core courses. The resultant mapping can be found in [Table I - Relationship Between PLOs and Current MLIS Courses](#) on page 95. The data also reveals the types of artifacts that students found most relevant, providing evidence about the type of assignments that should be incorporated into courses and the types of experiences that students should be encouraged to partake in. Decisions based on ePortfolio feedback are presented in [Standard I.1.3](#).

Critically, starting in 2016, the [Employment Survey](#) was revised to directly measure the applicability of the PLOs, thus bridging the gap between theoretical pertinency and real world relevance. In addition to measuring the relevancy of each PLO to attaining meaningful LIS employment, there is also feedback on how well the MLIS program prepares students in each of these areas. As a professional program, the contribution to the attainment of meaningful employment in the LIS field is critically important in defining the MLIS PLOs and driving the resultant program parameters.

[Table D - Relevance and Preparedness of PLOs in Employment Setting](#) provides an extract of Employment Survey results that reveal Critical thinking, analytical capacities, and problem-

solving abilities (PLO 3) and Professional communication (PLO 5) are critical PLOs highly sought in the professional community; conversely Familiarity with the history, philosophy, societal roles of librarianship (PLO 1) may require re-evaluation and/or re-alignment of SLOs that are more closely aligned to practical applications. It is cautioned that the relevance scores and the preparedness scores should not be directly compared against each other as they are each based on distinct measurement scales (indicated at the bottom of the table). The high, and improving, preparedness scores in all the PLOs affirm the emphasis placed on quality of teaching at the School.

Table D - Relevance and Preparedness of PLOs in Employment Setting

Knowledge & Competency Areas	Relevance			Preparedness		
	2016	2017	Change	2016	2017	Change
<i>Familiarity with the history, philosophy, societal roles of librarianship (PLO 1)</i>	2.48	1.74	↓	4.03	4.16	↑
<i>Ethical awareness in library and information environments (PLO 2)</i>	3.38	2.9	↓	4.28	4.28	
<i>Critical thinking, analytical capacities, and problem-solving abilities (PLO 3)</i>	4.21	4.57	↑	4.41	4.51	↑
<i>Leadership and management principles (PLO 4)</i>	3.66	3.67	↑	3.9	3.93	↑
<i>Professional communication (PLO 5)</i>	4.34	4.50	↑	4.17	4.40	↑
<i>Understanding of the information organization life cycle (PLO 6)</i>	3.07	3.23	↑	3.59	3.93	↑
<i>Awareness of cultural diversity in society and related information needs (PLO 7)</i>	3.66	3.66		4.17	4.42	↑
<i>Research methodologies in the library and information environment (PLO 8)</i>	3.14	3.21	↑	4.17	4.33	↑
<i>Continuing professional education and networking (PLO 9)</i>	3.41	3.42	↑	4.03	4.26	↑
<i>Role of technology in library and information environments (PLO 10)</i>	N/A	4.2		4.03	4.31	↑

Respondents were asked to assess the importance of these knowledge and competency areas in helping them secure their first positions and their current positions on a 5-point scale with 1 = 'Not important', 3 = 'Moderately important', and 5 = 'Very important'.

Preparedness at the time of graduation for each areas was assessed on a 5-point scale with 1 being 'Not At All', 3 being 'Somewhat' and 5 being 'Adequate'

Direct assessment of course content is received from the mandatory online assessment questionnaire, Universal Student Ratings of Instruction (USRI), completed by students at the end of each course. (Please see APPENDIX XX: USRI QUESTIONS FOR MLIS COURSES for questions

asked.) Results, accessible to the instructor, the SLIS Chair and FEC, may invoke constructive conversations about changes to course content, pedagogy, assessment, etc., and may prompt consideration of re-balancing between course offerings.

Complementing the iterative monitoring and adjustment to the program based on continuous feedback, a recent comprehensive review of the curriculum included a formal and systematic review of the entire MLIS curriculum with the intent of delivering an up-to-date and community-responsive learning environment for SLIS students, discussed in *Standard II.5*. Primary data for the review was collected from students, faculty, sessional instructors, alumni, practicum supervisors, and employers, with consideration of secondary data from professional organizations, other LIS schools, and special reports.

Assessment of attainment of program goals, program objectives, and student learning outcomes must necessarily extend beyond directly measurable correlations to a collective consideration of the extent to which the MLIS program is “develop[ing] diverse, reflective and inquiring library and information leaders” as envisioned by the SLIS mission.

Completed by the students for whom the program exists, the Exit Survey, administered at the time of convocation, directly solicits their opinion on whether the program met their needs in three broad categories:

- Overall, and as a recommendation to others.
- Quality and satisfaction of program components including instruction, scholarly experience, career relevance and appropriateness of courses, furtherance of career and professional development goals, attainment of personal and intellectual enrichment goals, and opportunities to grow and learn.
- Satisfaction with program resources and supports.

External validation of student achievement also provides confirmation of program effectiveness. Here, student success in program completion and post-graduate employment; attracting scholarships; winning awards; being selected for internships; and participation in the LIS community all signal program relevancy and student preparedness. These are further

explored in *Standard IV*. Student and faculty participation in various research domains and in real-world applications of knowledge also provide indirect external assessment of the relevance and currency of the School's programming. Faculty and student contributions to the professional realm, including specific examples are found in *Standards III.5* and *IV.5*.

Finally, FGSR, as stewards of the graduate student experience at UAlberta, with oversight in areas such as ethics training and thesis requirements, establish standards to guide optimal program structure.

Standard I.1.3 Data-based Program Improvement

Improvements to the program based on assessment of the data.

The [Program Assessment](#) page includes, but is not limited to: Exit Surveys, which continue to evidence that over 80% of respondents, on average, would recommend the SLIS MLIS program, and Employment Surveys which continue to evidence respondents are very successfully securing work (e.g., 96% of respondents in the 2017 Employment Survey have worked in the LIS sector since graduation; preliminary analysis of the 2018 Employment Survey results indicate 94% of respondents have worked in the LIS sector since graduation). These measures demonstrate confidence in the quality of MLIS education and the educational experience for MLIS students, while helping to identify constructive areas for improvement. Improvements to the MLIS program based on analysis of assessment have been continuous throughout the Reporting Period and with building momentum, as change naturally triggers more change.

As examples, analysis of the ePortfolio data provided evidence that artifacts from *LIS 598: Special Topic* pilot courses, *Emerging and Evolving Technologies* and *Information Architecture: Web Design for Usability*, were cited frequently in the attainment of PLOs. As a result, and with consideration of high enrollments in these courses, these courses have now been assigned permanent course numbers and feature in the MLIS course timetable. The ePortfolio data also revealed the extensive use of experiential artifacts to demonstrate PLO 1, PLO 5, and PLO 10 suggesting that students gain invaluable experience through non-programmatic work. Coupled

with feedback from stakeholders (students, practicum supervisors, and employers), this insight has prompted the compilation of [A Faceted Overview of Student Professional Development Activities](#) to better support experiential learning in the program.

The impact of experiential learning activities, and desire to provide more opportunity for them in the MLIS program, was also one of the drivers of the decision to reduce the number of total credits required to complete the MLIS degree. Further bolstered by an ad hoc survey of students, program benchmarking, and COA input, it was concluded that the benefit of more time available to partake in experiential activities would surpass any potential reduction of opportunity from classroom learning. Students may, if they wish, take more than the minimum mandated credit hours.

Recently identified in the Practicum Supervisor Survey published in October 2019, a drop in the number of students considered to be well-prepared, at the outset, for their placements from just over 80% in the previous survey to 2/3, has flagged an area of interest. As this data is somewhat inconsistent with the high overall program recommendation indicated in the Exit Survey and the high preparedness scores from the Employment Survey, the practicum instructor is initiating follow-up to determine whether supervisor expectations are consistent with program expectations, and if not, how to bring them into alignment through programmatic adjustments and/or improved communication of expectations.

Improvement efforts transcend traditional course and program areas such as the January 2019 document entitled [Effective Communication for Graduate Students: Best Practices](#) that was added to the resources page on the SLIS website in response to an identified need by faculty advisers and staff for students to receive support on how to have difficult conversations with other SLIS stakeholders (e.g., instructors). The need was identified through student course evaluations, as well as a series of discussions with students and advisers, students and instructors, the Chair and student leadership, and at Academic Council. The School also posted a new [Contact List and Communications Pathway for MLIS Students](#) on its website in January 2020.

As the LIS profession evolves, SLIS recognizes that not only does the MLIS program need to advance, so too do the assessment tools by which performance is measured and feedback is solicited. The expansion of the Employment Survey in 2016 further recognized a widened spectrum for library and information sectors signalled through the School's monitoring evolving set of statements of knowledge and competencies developed by relevant professional organizations such as [ALA's Core Competences of Librarianship](#), the Canadian Association of Research Libraries (CARL) [Core Competencies for 21st Century CARL Librarians](#), and the Special Libraries Association (SLA) [Competencies for Information Professionals](#); research and scholarship in LIS; and employment trends such as the San José State University School of Information's [MLIS Skills at Work](#). With a more precise and contemporary survey of LIS employment, program content can be updated to keep current with demand and opportunity.

We continue to openly post [Student Achievement Data](#) for each incoming class, most recently with one click access from the home page per COA compliance.

Standard I.1.4 Communication of Planning Policies and Processes to Program Constituents

Communication of planning policies and processes to program constituents. The program has a written mission statement and a written strategic or long-range plan that provides vision and direction for its future, identifies needs and resources for its mission and goals, and is supported by university administration. The program's goals and objectives are consistent with the values of the parent institution and culture and mission of the program and foster a quality of education.

As previously evidenced in this *Self-Study* and transparently posted on the School's website, the program has a written [SLIS Vision, Mission and Values Statement](#) and written [Strategic Directions](#) (and concomitant internal timeline) that provide vision and direction for its future; identifies needs and resources to achieve its aims; and is aligned with, and supported by, the institution. The program's aims are aligned consistently with the values of the parent institution, and the culture and mission of the program, to foster a quality of education the supports the public good. The School's [governance](#) frameworks, [minutes](#) from School Council

meetings, and a comprehensive slate of [program assessment data](#) are publicly available for examination by constituents on the SLIS website.

The School's listserv, Jerome-L, reaches 1,738 subscribers, including many constituent groups, and is commonly used as a vehicle to distribute information pertaining to planning activities. Similarly, the *Library and Information Studies Alumni Association (LISAA) Newsletters* regularly contain a report from the School's leadership. As evidenced in [Table C - Constituent Feedback Channels](#) on page 44, the School both continuously engages in evaluation and systematically communicates program changes through a variety of diverse mechanisms. Many constituents are participants in committees and meetings where planning policies and processes are vetted and decided upon; interactive events such as an orientation session for new students, and specialized information sessions on emerging topics such as credit reduction and accreditation, are held with relevant constituents with follow-up communication directly emailed (credit reduction) or posted on the website (accreditation) for greater dissemination; formal updates such as reports for the Dean or *Biennial Narrative Reports* are provided on a timely basis; and formal and informal networking opportunities by the Chair with students, faculty, adjuncts, sessionals, alumni, employers and practicum supervisors, professional colleagues, and donors, are all channels used to communicate with groups of constituents.

Standard 1.2 Student Learning Outcomes

Clearly defined student learning outcomes are a critical part of the program's goals. These outcomes describe what students are expected to know and be able to do by the time of graduation. They enable a faculty to arrive at a common understanding of the expectations for student learning and to achieve consistency across the curriculum. Student learning outcomes reflect the entirety of the learning experience to which students have been exposed. Student learning outcomes address:

- 1.2.1 The essential character of the field of library and information studies;*
- 1.2.2 The philosophy, principles, and ethics of the field;*
- 1.2.3 Appropriate principles of specialization identified in applicable policy statements and documents of relevant professional organizations;*
- 1.2.4 The importance of research to the advancement of the field's knowledge base;*
- 1.2.5 The symbiotic relationship of library and information studies with other fields;*
- 1.2.6 The role of library and information services in a diverse global society, including the role of serving the needs of underserved groups;*
- 1.2.7 The role of library and information services in a rapidly changing technological society;*
- 1.2.8 The needs of the constituencies that a program seeks to serve.*

As part of the 2013 ALA accreditation process, SLIS developed 10 PLOs which both serve to guide curriculum and assess student learning upon completion of the program. These PLOs and the associated student learning objectives, since refreshed, and their broad correlation to *Standards 1.2.1* through to *1.2.8* are presented in the following table:

Table E - Program Learning Outcomes and Objectives Mapped to Accreditation Standards

Program Level Learning Outcome	Objective	Accreditation Standard
Upon completion of MLIS program, students will:	Students will.....	
1. Demonstrate awareness of the histories, the philosophies, and the service orientations of libraries, librarianship, and related information environments; and understand the value of teaching, service, and research to the advancement of the field of library and information studies.	appreciate the functions of librarians and information professionals within larger societal frameworks, and the factors influencing the creation, dissemination, and use of knowledge, information, and data and the responsibility to serve all communities.	I.2.1 I.2.3
2. Evince complex and ethical awareness of issues, research, trends, and dilemmas in library and information studies.	within appropriate institutional, organizational, and professional constructs be ready to debate local, national, and global information issues and policies in a cross-disciplinary, analog, or digital context that includes, but is not limited to the responsibilities of librarians and information professionals with respect to the flow of ideas and access to information.	I.2.2 I.2.3 I.2.6
3. Demonstrate analytical capacities and problem-solving skills.	possess the theoretical knowledge and skills necessary to evaluate and improve library and information systems, services and technologies.	All standards I.2.1 through I.2.10

Program Level Learning Outcome	Objective	Accreditation Standard
4. Apply leadership and management principles to address diverse organizational contexts, needs, and challenges.	be knowledgeable about the theories and concepts of administration and organizational behaviour as they apply to the leadership and management of libraries and information organizations.	I.2.1 I.2.6 I.2.7
5. Communicate effectively and professionally.	be prepared to flexibly articulate and adapt their education and ongoing contributions to different local, national, and global environments in line with principles and practices governing professional communication in the field.	I.2.1 I.2.6 I.2.8
6. Show understanding of the knowledge, information, and data life cycle including production, publication, organization, distribution, access, reception, preservation, disposition, destruction, and retrieval practices of recorded knowledge, information and data resources.	be able to analyze and synthesize the concepts of knowledge, information, and communication; and to critically examine, assess, and make recommendations as to how these concepts and principles are applied in various information environments.	I.2.1
7. Locate, evaluate, analyze, and synthesize information sources, with respect for cultural diversity.	be able to effectively create, use, and manage user-centred information services, systems, and technologies to meet the information needs of established, emerging, and multiple communities.	I.2.1 I.2.6

Program Level Learning Outcome	Objective	Accreditation Standard
8. Utilize and examine a broad range of LIS and cognate research and understand processes and methods required to conduct scholarship.	be able to individually and collaboratively evaluate research and scholarship in library and information studies and other fields of knowledge, and apply principles and practices of research in library and information studies with an understanding of the relationships between LIS and other disciplines.	I.2.4 I.2.5
9. Examine historical, established, and emerging impacts, importance, and limitations of technologies in personal, professional, and social contexts as well as in library and information studies settings.	understand current and emerging information technologies as an integral part of the operations and services of libraries and information organizations.	I.2.1 I.2.7
10. Demonstrate awareness of the need for continuing professional engagement and service while developing and maintaining professional relationships.	be prepared to play an active role in professional associations and activities, as well as understand the importance of cooperation among librarians and information professionals and their organizations.	I.2.8

As noted earlier, effective January 1, 2019, the School demanded 100% compliance (as evidenced on its fillable form in APPENDIX XV: COURSE OUTLINE TEMPLATE) that all core and elective courses must include both SLOs and PLOs. This rigorous incremental approach has resulted in the full achievement of a robust program assessment model in this Reporting Period. PLOs and their accompanying objectives are aligned with Standards I.2.1 to I.2.8.

Standard 1.3 Value of Teaching and Service

Program goals and objectives incorporate the value of teaching and service to the field.

The value of teaching and service in the LIS field are recognized in the School's stated values which include "Excellence in teaching, research and scholarship, and citizenship" and extend to PLOs reinforcing *Standard 1.3*:

1. Demonstrate awareness of the histories, the philosophies, and the service orientations of libraries, librarianship, and related information environments; and understand the value of teaching, service, and research to the advancement of the field of library and information studies.

and

10. Demonstrate awareness of the need for continuing professional engagement and service while developing and maintaining professional relationships.

Evidenced in the [LIS 600 PLO to Course Mapping](#), these outcomes are reflected in the core courses (*LIS 501, LIS 504, LIS 505*) as well as in elective courses such as *LIS 541: LIS Services in Culturally Diverse Society; LIS 592: Intellectual Freedom and Social Responsibility in Librarianship; LIS 590: Practicum; and LIS 597: Advanced Scholarship and Research in LIS.*

Additionally, these values are communicated and role-modeled to students through advising; professional development; interactions with members of the LIS community in their education, educational experience, experiential learning, citizenship, and volunteerism. For faculty and student involvement in professional and academic associations, see *Standard III.2*, and particularly [Table U - Faculty Service and Participation in Professional or Scholarly Organizations](#) on page 184 and *Standard IV.5*, particularly FIP, a student-led conference where students give back to the LIS community through their teaching and learning.

Standard 1.4 & Standard 1.4.1 Assessment of Program's Goals and Objectives with Constituent Involvement

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

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

The School's governance structure ensures continuous evaluation of the attainment of objectives. The Curriculum Committee, which includes both faculty and student membership, is specifically tasked with reviewing and recommending improvements at both the course and program level. Furthermore, a governance structure whereby course and programing changes must be approved by School Council with its broad membership ensures constituent knowledge of, input into, and ownership of, program changes. In addition to the broad membership of the main decision-making body, School Council, [Table C - Constituent Feedback Channels](#) on page 44 highlights many of the ways constituents offer input into shaping SLIS. Input of constituents is purposely sought as part of the formal curriculum review process in which students, faculty, adjuncts, sessionals, employers, and alumni, provide direct assessment of program goals, objectives, and components. Program evaluation is also obtained on a regular basis. Students provide mandatory feedback after the completion of each course in ad hoc and Exit surveys, and as new alumni in Employment Surveys. Alumni, who are often also members of professional associations and/or employers, contribute evaluative feedback through LISAA, and, as applicable, participate in Practicum Supervisor Surveys and through formal or informal mentoring.

SLIS uses the results of its evaluations for broad-based, continuous program planning and improvement, self-assessment, and overall development.

Standard 1.5 Documented Evidence of Ongoing Decision-making Processes

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

As illustrated in [Table C - Constituent Feedback Channels](#) on page 44 and [Table B - Feedback and Evaluation Mechanisms](#) on page 42, SLIS solicits and receives constituent feedback for evidentiary decision-making and to evaluate its attainment of program mission, goals, and objectives.

As part of the School's commitment to transparency, SLIS ensures that all published statements and documentation, within the limits of provincial and national privacy legislation, are publicly available and accessible. The MLIS [Program Assessment Page](#) on the SLIS website houses many of these documents including compliance with publicly accessible student achievement data. The [Governance](#) page includes the Terms of Reference for each of the School's decision making bodies, as well as the minutes from School Council, the principal decision-making body. Minutes from SLIS committee meetings are available on site via access to a team drive. Public accountability is evidenced by the posting of [Vision, Mission, and Values](#); the [Strategic Directions](#) with concomitant timelines and progress status; and information related to the [PLOs](#) including [Processes for MLIS Program Assessment](#), the [Mapping of MLIS Core Courses to PLOs](#) and the related [Mapping MLIS PLOs to Core Courses and Capping ePortfolio](#). Aligned with the strategic direction of the University, Faculty, SLIS, and Truth and Reconciliation Commission (TRC) efforts, the School holds itself accountable for concrete commitments to reconciliation with Indigenous communities and the School's commitment to Indigenous students, posting a list of its [Indigenous activities](#). Website monitoring, assessment, and development is continuously performed to ensure appropriate documentation may be easily found.

Standard I.6 Systematic Use of Evaluation Results to Improve Program

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

The deliberate patterns of the School ensure that a number of feedback loops are in place and maintained to provide timely evaluative information to support the systematic planning function and troubleshoot issues if required. The Assistant Chair and staff have group meets bi-weekly to review work assignments and upcoming needs (e.g., facilities, events). Select activities are reviewed weekly. For example: administrative meetings between the Chair and the Assistant Chair, Associate Chair, and Program Assistant, as well as between the Associate Chair and Graduate Administrator. Website updates often flow from these weekly meetings, thus ensuring that our website is kept up-to-date. Select activities are reviewed bi-monthly. For example, meetings between the Chair and student leadership, as well as between the Chair and Assistant Professors. (Check-ins between the Chair and tenured Associate Professors and Professors are normally scheduled at the varying points of mutual need related to teaching, research, and service endeavours, as well as professional development opportunities and career planning.) On a monthly basis, there is a call for agenda items and meeting minutes approval for Academic Council. The Curriculum Committee meets at least once per term, and usually more often as required. Select activities are reviewed by term such as the review of teaching evaluations/USRIs, final grades, capping, and thesis completions (re exit interview). Convocation activity and concomitant November and June Exit Survey work occurs twice a year. Multiple activities are revisited annually. These include, but are not limited to: calendar compliance; compilation of statistics reports for both COA and ALISE (Association for Library and Information Science Education); student data achievement compliance with COA; performance reviews of faculty and staff; sabbatical proposals; promotion applications; faculty teaching assignments; timetabling; capping data analysis, official budget meeting with the Dean; the Employment Survey; Alumni Brunch; FIP; online and on-campus orientations; the SLIS Annual Teaching Symposium, Academic Council retreat, admissions decisions; and, the annual commitments made in our strategic directions. School Council is a regular activity occurring at

minimum annually (more often as needed.) Finally, the writing of the COA Biennial Narratives provides an additional opportunity to review and reflect on performance across the five Standards.

Two examples are presented to demonstrate the School's systematic use of evaluation results and constituent input to improve its current program offering and recognize future requirements. The first illustrates the School's comprehensive and continuous approach to needs identification, planning, and program improvement related to its Indigenous initiatives and in alignment with its guiding principles. The second outlines the rigorous decision and approval process for the implementation of the program's credit reduction.

Indigenous Initiatives

The School's multi-layered efforts to develop Indigenous initiatives evolved in accord with stated commitments to reconciliation by the field, the University, and the Faculty of Education.

In her November 14, 2014 invited public talk in the Faculty of Education, as part of her competing as a short-listed candidate in the SLIS Chair search, Dr. Samek stressed the importance of "working alongside" individuals and communities to support Indigenous initiatives in LIS education. She noted "Aboriginal recruitment of faculty, staff and students", for example, as a challenge and a priority for the School. She spoke of the *Royal Society of Canada's Expert Panel on the Status and Future of Canada's Libraries, Archives and Museums* (November 10, 2014), directly referencing Recommendations 54 and 56 as important evidence that our field was in need of critical advancement. Dr. Samek affirmed her vision for SLIS included critical work to systematically engage in Indigenous initiatives that would contribute to inclusivity for Indigenous peoples and perspectives in the Canadian educational landscape for library and information studies and that would be accountable to identified needs now and as they evolved. Dr. Samek's notes for this public presentation are time-stamped and date-stamped in her records and will be available to the ERP on site. Dr. Samek was the successful candidate for the SLIS Chair term 2015-2020.

The School's engagement with Indigenous activities has flowed incrementally, reflectively, and continuously throughout Dr. Samek's term as Chair. Her identification of a need in her November 2014 presentation on the future of the School was in tune to, and reflective of, a collective will for change in Canada. In 2015 the TRC released its final report, including 94 calls to action. The full report and other materials can be found at the [National Centre for Truth and Reconciliation](#) website, which includes the [Truth and Reconciliation Commission Calls to Action](#). Supportive work was taken up in higher education, reflected in UAlberta's [Indigenous Initiatives](#) and the Faculty of Education's action-oriented [Mission Statement](#) which begins with a land acknowledgment and includes the statement: "For us, education is in essence, education for life's sake and working towards more just and equitable societies." Political will is, of course, also embraced overtly by our field as demonstrated by the [CFLA-FCAB Truth & Reconciliation Committee Recommendations](#). The Committee's mandate is to:

work with Indigenous (First Nations, Metis and Inuit) people to address issues related to libraries, archives and cultural memory institutions; to promote initiatives in all types of libraries by advancing and implementing meaningful reconciliation as addressed by the Truth and Reconciliation Commission report and in the Calls to Action ([English](#)) ([French](#)) to implement the recommendations of the CFLA-FCAB Truth and Reconciliation Committee report; to monitor ongoing progress in those areas; and to promote collaboration in these issues across Canadian libraries, archives, and cultural memory institutions.

2015 was a milestone year at the School in this context with the first UAL sponsored Indigenous Intern joined the SLIS community as an MLIS student. Momentum was building on a positive trajectory. When the School set its strategic directions for 2017-2020, they included the stated commitment to "signal existing Indigenous-based activities in the year 2017-18" (through a dedicated page on our website), demonstrating SLIS's affirmation of the value of accountability and transparency and providing a concrete offering for the basis of ongoing engagement including feedback.

Meanwhile, at DAC in Fall 2017, Dean Tupper asked each Chair in the Faculty to submit an internal-facing Indigenous initiatives report in 2017. Chair Samek submitted the SLIS Indigenous Initiatives Status Report on November 15, 2017. As stated at the top of the report:

This report was created for Dean Jennifer Tupper by SLIS Research Assistant Kayla Lar-Son [and Indigenous Intern] and SLIS Chair Dr. Toni Samek. The report is designed to help evidence the School's commitment to reconciliation with Indigenous communities and the School's commitment to Indigenous students on and off campus. This report does not capture the complete reach of activity, as new efforts are being initiated on a rapid trajectory. We are pleased to submit periodic reports into the future.

The report is available in APPENDIX XIV: INDIGENOUS INITIATIVES REPORT - NOVEMBER 2017 and is on record with the Dean's Office. It proved immensely helpful to demonstrating alignment with interests in the Faculty of Education and to informing the external-facing SLIS Indigenous activities webpage.

SLIS's ethos of commitment to Indigenous initiatives has been inherent in recognizing that Edmonton, Alberta is home to the second largest urban Indigenous population in Canada² and that over half of Canada's Indigenous population live in the four western provinces³, the School recognizes that its mandate as the only MLIS program based in the Prairie Provinces and the only purely online MLIS opportunity in Canada with reach into remote regions, provides the opportunity - indeed the responsibility – to be reflective and supportive of reconciliation efforts. This commitment, attuned to society, the field, the University, the Faculty, and informed by the School's constituency groups, is reflected in the revised *SLIS Vision, Mission, and Values Statement* and the School's action-oriented Strategic Directions, and is actualized through diverse activities undertaken by SLIS during the Reporting Period and transparently tracked on the School's dedicated website page. The SLIS efforts outlined below stem from a clearly identified need that has been taken up in responsible ways in a community of people and that occur within a matrix of shared commitments. Importantly, the School's activities have

² Aboriginal peoples in Canada: Key results from the 2016 Census (October 2017). Available at <https://www150.statcan.gc.ca/n1/daily-quotidien/171025/dq171025a-eng.htm>

³ Aboriginal Peoples Highlight Tables, 2016 Census (February 2019). Available at <https://www12.statcan.gc.ca/census-recensement/2016/dp-pd/hlt-fst/abo-aut/Table.cfm?Lang=Eng&T=101&S=99&O=A>

been grounded in the contributions and regular feedback of Indigenous peoples. Our Accreditation Advisory Group includes Indigenous adviser Kirk MacLeod.

Chronological Summary

Table F – SLIS Reconciliation Initiatives provides a chronological summary of the School’s reconciliation efforts. These initiatives and achievements are discussed throughout the *Self-Study*, with a selected sampling of these activities highlighted after the table to illustrate their relationship to the elements of Schools’ guiding principles.

Table F – SLIS Reconciliation Initiatives

November 2014	As part of the SLIS Chair search process, Dr. Samek spoke to the need for Indigenous initiatives in her vision for the School.
2014-18	Led by Dr. Shiri as Principal Investigator and Dr. Rathi as Co-Principal Investigator in a collaboration between UAlberta and Inuvialuit Cultural Research Centre, development of Digital Library North , a digital library infrastructure to address information needs in Canada’s northern regions.
2015	SLIS partnered with UAL to launch a unique and innovative Indigenous Internship designed for Indigenous MLIS students at SLIS. (Interns are funded by UAL to take their MLIS at SLIS.)
2016	Dr. Tough (Faculty of Native Studies) joined SLIS as an Adjunct Professor and taught a special one-credit LIS course entitled <i>Archives, Research and Reconciliation: Litigation of Aboriginal and Treaty Rights in Canada</i> .
2017	SLIS Strategic Directions commit to “signal existing Indigenous-based activities in the year 2017-18”.
2017	Dr. Allard, who has significant experience working with Indigenous communities, joined the School as an Assistant Professor.
2017	LISSA and the SLIS collaborated with Reconciliation in Solidarity Edmonton to hold a blanket exercise . Invitations included all SLIS students, faculty, and staff, as well as colleagues at UAL.
2017	Submission of “SLIS Indigenous Initiatives Status Report November 2017” to Dean Tupper.

2017	In line with all Faculty of Education departments, SLIS hung on its walls a framed copy of the 2008 Government of Canada Statement of apology to former students of Indian Residential Schools .
2017-18	Indigenous Intern Lorisia MacLeod was SLIS's first Indigenous student to serve as LISSA's President, and also broke ground as the ALA's first second generation Spectrum Scholar.
2017-18	Kirk MacLeod was SLIS's first Indigenous alumna to serve as Library and Information Studies Alumni Association President (and was a previous ALA Spectrum Scholar).
2017-	Dr. Samek serves on the Indigenous Matters Committee Red Team on Indigenous Curriculum, Canadian Federation of Library Associations.
2018	SLIS launched a three-credit Indigenous LIS course in Fall 2018 co-taught by two graduates of the Indigenous Internship endeavour - Tanya Ball (MLIS 2017) and Kayla Lar-Son (MLIS 2018). This course is the first of its kind in Canada.
2018-	Dr. McNally serves as Co-Lead, Indigenous Curriculum Working Group, Indigenous Matters Committee, Canadian Federation of Library Associations.
2018-19	Kirk MacLeod served on UAlberta's Board of Governors.
2018-19	Dr. McNally, as Co-Principal Investigator, partnered with the Gwich'in Tribal Council to deliver a series of digital literacy workshops in the remote northern communities in 2018, followed up with the creation of digital literacy student workbooks and a facilitator guide.
2018-19	Positioned a document entitled Indigenous Activities on the School's website which includes a listing of both reconciliation efforts made as well as opportunities ready to pursue.
2018 & 2019	A number of students presented posters at Indigenous Librarianship Research Day.
2019	Dr. Rathi has received GRA funding for the pilot project titled, A Study to Develop a Framework to Assess and Document Decolonizing and Reconciliation Efforts by Libraries for the initial phase of a proposed project to develop a framework to undertake facet-based assessment of organizations such as libraries and archives in their decolonization and reconciliation efforts.

2019	LISSA creates and publishes the LISSA Land Acknowledgement, Template for Personalization, Definitions, and Speaker Protocol that recognizes the unique and enduring relationship that exists between Indigenous Peoples and traditional territories.
2019	SLIS Chair, select SLIS faculty and sessionals, and Indigenous Interns participated in a CFLA Indigenous Matters Committee invitation-only special gathering on Canadian education in the library, archives, and museum sector. Dr. Michael McNally co-hosted with Dr. Camille Callison (former Committee Chair). Current Committee Chair, Collette Poitras, Manager, Indigenous Public Library Outreach, Alberta Municipal Affairs, attended and organized the use of space at the Public Library Services Branch in downtown Edmonton.
2019-20	Indigenous Intern Kaia MacLeod elected into role of LISSA VP
2019-22	Building on previous work, Dr. McNally received funding for <i>DigitalNWT</i> , a multi-year, federally-funded project to run a series of Train-the-Trainer and end-user digital literacy workshops across the NWT.
2019-23	Dr. Shiri was awarded a Social Sciences and Humanities Research Council's (SSHRC) Insight Grant for his research project titled: Inuvialuit Voices: Cultural Heritage Preservation and Access through Digital Storytelling in Digital Libraries to work on a digital storytelling interface for the Inuvialuit Digital Library.
Spring 2020	<i>LIS 598: Special Topics: (Indigenous Contexts for Library and Information Studies in Canada)</i> will be offered online.

Relationship to Guiding Principles:

Vision: *A society which honours institutions and organizations that foster individual opportunity to engage rigorously with the world of information, education, imagination, and ideas for learning, citizenship, and connecting communities.*

SLIS partnered with UAL to launch a unique and innovative [Indigenous Internship](#) designed for Indigenous MLIS students at SLIS. (Interns are funded by UAL to take their MLIS at SLIS.) As of 2019, the Internship has attracted seven Indigenous interns, five of whom have successfully completed the program and two of whom are still in attendance. In 2016, Dr. Tough (Faculty of Native Studies) joined SLIS as an Adjunct

Professor and taught a special one-credit LIS course entitled *Archives, Research and Reconciliation: Litigation of Aboriginal and Treaty Rights in Canada*. The Faculty of Native Studies continues to partner with SLIS in the recruitment of Indigenous students.

Mission: *Within a vibrant, supportive, and rigorous environment, the School develops diverse, reflective and inquiring library and information leaders through innovative, learner-centric teaching, research and scholarship, and community engagement for the public good.*

Notably, Indigenous Intern Lorisia MacLeod was SLIS's first Indigenous student to serve as LISSA's President, and also broke ground as the ALA's first second generation Spectrum Scholar. Her father, Kirk MacLeod was SLIS's first Indigenous alumna to serve as Library and Information Studies Alumni Association President (and was a previous ALA Spectrum Scholar). He also achieved a seat on the UAlberta Board of Governors. Two graduates of the Indigenous Internship endeavour - Tanya Ball (MLIS 2017) and Kayla Lar-Son (MLIS 2018) co-taught the first Indigenous LIS course in Canada.

Values: *A diverse, inclusive, dynamic and collegial School which honours..... Indigenous worldviews and bringing truth and reconciliation to our education.*

Indigenous reconciliation efforts at SLIS are directly aligned with this value, while less specifically but just as importantly, are intertwined within and driven by all the values that define SLIS as illustrated by the following key areas:

- Recruitment - Through targeted recruitment; on-going support of Indigenous students through internships, financial aid, and connection with external opportunities; and accessibility through online access, SLIS has recruited and retained the vast majority of Indigenous LIS students in Canada, and has twice the concentration of Indigenous students as other graduate programs at UAlberta, with 7% of the Fall cohort self-identifying as Indigenous. Drawing on data tracked by the University, Dr. Shiri (Chair of the SLIS Admissions Committee) has reported regularly throughout the Reporting Period on self-identified Indigenous student statistics at SLIS orientations, Academic Council, and School Council. Chair Samek also reports this data at the annual Alumni Brunch and other venues. Several times in the Reporting Period, SLIS has engaged in recruitment of

candidates participating in Indigenous scholarship, however, has not attracted a self-identified Indigenous scholar to the SLIS faculty. In the short term, this is being addressed through SLIS Indigenous graduates and their recruitment and retention into the SLIS teaching and learning pool, and by collaborating with the broader community. *Equity, diversity, and inclusion* within the student and teaching populations continue to define recruitment efforts.

- Teaching and Learning - The School's support of reconciliation efforts extends far beyond the recruitment and retention of Indigenous students and is part of larger efforts to prepare students to be aware of the culturally diverse composition of society, and of the responsibility to serve all client groups with *integrity, fairness, respect* and promote understanding of *equity, diversity and inclusion*. The first course of its kind in Canada, *LIS 598: Special Topics (Indigenous Contexts for Library and Information Studies)* has been piloted twice and in Winter 2020 will be recommended by the Curriculum Committee for a permanent course number. The course is also scheduled to be offered online, for the first time, in Spring/Summer 2020.
- Experiential Learning - LISSA created and published the highly rigorous [*LISSA Land Acknowledgement, Template for Personalization, Definitions, and Speaker Protocol*](#) that recognizes the unique and enduring relationship that exists between Indigenous Peoples and traditional territories. It is a model document that recognizes *pride in the history, traditions, communities* of the nation and of the School.
- Research, Scholarship, and Community Engagement - Commitments to reconciliation encompass a number of practical applications to serve Canada's Indigenous communities, in alignment with a *mutual sense of responsibility and accountability*. The Digital Library North Project contributed to the storage and preservation of the cultural heritage of Canada's northern Inuvialuit Settlement Region, provided accessibility to these artifacts by overcoming barriers to participation in the digital economy; and can serve as a model for northern, remote, and/or rural regions, eventually forming a pan-Canadian system. Dr. Shiri and his team have recently received additional funding to add digital storytelling features to the Inuvialuit Digital Library, including the design of a

prototype audio-recording interface. Dr. Shiri's work is featured by the Faculty of Education [here](#). In another set of projects serving Canada's remote north, Dr. McNally, in collaboration with Dr. Rob McMahon of UAlberta's Faculty of Extension, partnered with the Gwich'in Tribal Council to deliver a series of digital literacy workshops in the communities of Aklavik, Tetlit Zeh and Inuvik in 2018, followed up with the creation of digital literacy student workbooks and a facilitator guide. Building on this work, funding has been received for *DigitalNWT*, a multi-year, federally-funded project to run a series of Train-the-Trainer and end-user digital literacy workshops across the NWT, with the first session held August 2019. SLIS Indigenous student-led initiatives include presentations; publications on and by Indigenous Interns and Indigenous students; and, Indigenous Interns joint conference presentations in Alberta and beyond.

- Service - Representation of faculty, students and sessionals on the CFLA Indigenous Matters Committee reflect *intellectual curiosity, academic freedom and intellectual freedom* valued by the SLIS community.
- Responsibility and Accountability – Authenticating a *mutual sense of responsibility and accountability*, the School positioned a document entitled [Indigenous Activities](#) on the School's website which includes a sample of reconciliation efforts made as well as opportunities where SLIS can improve Indigenous initiatives and/or where new initiatives can be created. The School's commitment to reconciliation with Indigenous communities including Indigenous students and (future) instructors, to the benefit of all constituents and an improved MLIS program, will continue to evolve.

Strategic Directions: *SLIS will signal existing Indigenous-based activities, AND introduce an Indigenous-based 3-credit MLIS course and produce an Indigenous initiatives report.*

All of these have been realized (and discussed in *Standard 1.1*). Indigenous based activities are listed on the School's website; APPENDIX XIV: INDIGENOUS INITIATIVES REPORT - NOVEMBER 2017 contains the report submitted to the Dean.

Credit Reduction

The School's extensive MLIS credit reduction process demonstrates significant systematic planning involving collaboration, informal and formal consultation, successive stages of data gathering and analysis, rationale iteration, and multiple layers of formal shared governance. The process began in 2015 when the new SLIS Chair spoke informally with faculty and staff about an identified need to assess the longstanding MLIS 48 credit load in light of shifts in the higher education landscape and the related fact that FGSR only requires a minimum of 24 credits. She noted that since she joined the School in 1994, there had not been a reassessment of credit load. Meanwhile, many other professional masters' programs were offered at significantly less than 48 credits, both within and without the field (and within and without UAlberta), as evidenced by program requirements publicly available on university websites, including UAlberta's.

The School's extensive MLIS credit reduction process demonstrates significant systematic planning involving collaboration, informal and formal consultation, successive stages of data gathering and analysis, rationale iteration, and multiple layers of formal shared governance.

The seed for the process was planted in spring 2015. In carefully reviewing multiple *Program Presentations* (the term that was used before *Self-Study*) from the School's various accreditation cycles in preparation for her administrative role as Chair, Dr. Samek was concerned that there had not been a reassessment of the MLIS credit load for decades. With support from the Graduate Administrator, she located concrete evidence that many other professional masters' programs were offered at significantly less than 48 credits, both within and without the field (and within and without UAlberta), as demonstrated by diverse program requirements publicly available on university websites, including UAlberta's. Thus, the identified need to put the status of the credit load at SLIS to a test was grounded in a thorough examination of the School's prior accreditation documentation in tandem with an environmental scan of program requirements for the MLIS (or equivalent) and other professional graduate programs.

The findings were unsettling. With consideration of rising tuition costs in higher education, the implication was that the MLIS degree was more costly and would take longer to complete than many other professional graduate programs. Recognizing the historically gendered history of the profession in North America (as well established in the LIS literature) and SLIS’s own historical and consistent 90% female graduate student cohort (determined by SLIS-held longitudinal data sets from surveys of newly admitted cohorts of MLIS students in which they self-identified their gender), this was a consideration that could not be ignored. Talented applicants are everywhere, but they do not all have equity of access to MLIS programs. Length of program and cost of program are inherently connected to the School’s Vision for:

A society which honours institutions and organizations that foster individual opportunity to engage rigorously with the world of information, education, imagination, and ideas for learning, citizenship, and connecting communities.

Given MLIS students comprise one of the largest cohort of graduate students in FGSR at UAlberta, as well as being a highly feminized cohort of graduate students, SLIS has an onus to the public good to be responsible to its rhetoric and its reality.

The extensive decision-making and implementation process that resulted in a reduced credit requirement effective July 1, 2019 for course-based students is chronologically summarized in the following table. (As noted earlier, the reduction of credits required from 39 to 30 for the thesis-based MLIS is pending Ministry formal approval, which has been delayed due to a change in government, with no students impacted.) Documentation related to the credit reduction can be found in APPENDIX XIII: CREDIT REDUCTION DOCUMENTATION.

Table G – Credit Reduction Chronology and Governance Process

April to July 2015	Examination of <i>Program Presentations</i> and a scan of website listings for professional graduate program credit requirements. First informal discussions involving SLIS Chair, faculty, and staff, recognizing the need to assess current practice.
July 2015	First informal discussions involving SLIS Chair, faculty, and staff recognizing the need to assess current practice.

Sept 2015	GRA Andrea Johnson submits credit requirements data report that summarizes MLIS (or sister degree) credit requirements at Canadian, and select US, ALA-accredited universities. Results indicate 48-credit requirement is the norm in Canada, with typically lower requirements for US institutions.
Nov 2016	Data gathering repeated by Graduate Program Administrator to compare 2016 to 2015 results – no significant change in findings. Now early in her second year as Chair, and having allowed a year for further data verification and informal conversations, Dr. Samek felt it timely to move the matter to a more formal discussion at Academic Council.
Dec 2016	Formal item on Academic Council agenda to discuss optimal number of credits in MLIS program. Recognition of FGSR’s minimum requirement of 24 credits and ALA’s accreditation of programs with less than 48 credits. It was determined that ongoing conversation should continue and that the School should consider the credit load in relation to recruitment and tuition and as a mechanism to bring extra attention to rigour and quality (vs. quantity) of credits. Consensus was reached and this topic became part of an Academic Council strategic planning project.
May 2017	Agenda item for Academic Council Retreat. Through a survey of Academic Council member preferences and results tallied at the outset of the retreat, respondent preferences for target number of required credits ranged from 36 to 48, with 39 having the strongest support. Academic Council commits to decision by January 31, 2018. Emerging from the retreat, the SLIS Strategic Directions 2017-2020 is inclusive of the stated commitment to “assess the longstanding 48-credit requirement for the MLIS degree” in the year 2017-2018.
Spring 2017	GRA Cheryl Trepanier conducts thorough core course comparison of all Canadian, and select US, ALA-accredited MLIS programs for the dual purpose of preparing for Curriculum Review and credit reduction evaluation. Results corroborate previous analyses that 48 credits are standard for Canadian schools with a lesser threshold at American Schools.
Nov 2017	After data review, Academic Council votes to pursue credit reduction. Agreement to determine appropriate level of credits to be decided in 2018.
May-June 2018	Graduate Program Administrator reviews the program progress of each enrolled student to determine potential impact of credit reduction on their programs. Data set formed.

Aug 29, 2018	Further review of data and discussion at Academic Council meeting to arrive at consensus of 39 credits as the appropriate credit requirement. Motion passed. Range of supporting information identified to be used to formulate rationale for presentation to students where their feedback will be solicited.
Sept 14, 2018	Academic Council drafts motion with rationale to School Council. Draft sent to Academic Council members to allow for additional feedback before finalizing for School Council meeting.
Sept 24, 2018	After feedback window closes, Chair polishes draft to incorporate feedback from Academic Council members.
Sept 24 – Oct 3, 2018	Survey for (on-campus and online) students administered. Total number of responses: 190. Yes: 159 (84%). Maybe: 21 (11%). No: 10 (5%). Associate Chair advises Academic Council of results. Results will be used to support initiative at School Council and at APC/GFC
Sept 22, 2018	Chair transparently announces credit reduction possibility at Alumni Brunch, with multiple conversations resulting in supportive feedback.
Oct 2, 2018	Graduate Program Administrator advises students that based on the student survey results, credit reduction initiative will be proceeding to School Council, through FGSR, and the Ministry, for target effective date of July 1, 2019.
Oct 4, 2018	Online forum created to answer student questions. In conjunction with on-campus forum, meets APC/GFC request for documentation demonstrating that online and on-campus students had opportunity to voice their opinion.
Oct 12, 2018	School Council unanimously approves motion to reduce the number of required credits of the MLIS program from the current 48 credits to 39 credits effective July 1, 2019.
Oct 15-16, 2018	Associate Chair and administration staff prepare documentation for FGSR vetting – includes School Council approval and student survey results to support application. FGSR will be co-presenter on application to APC/GFC.
Oct 23, 2018	Lunch-time information session held by Associate Chair and Graduate Program Administrator to discuss MLIS credit reduction and any potential impacts on students. In conjunction with online forum, fulfils APC/GFC request for documentation demonstrating that online and on-campus students had opportunity to voice their opinion.
Oct 24, 2018	Associate Chair and Graduate Program Administrator meet with FGSR representatives to clarify details in preparation for APC/GFC application.

Oct 30, 2018	Graduate Program Administrator sends all students a Google Doc with all the Q &As that were discussed at the information forum to ensure all students are informed.
Nov 13, 2018	Chair updates Karen O'Brien of ALA of intent to proceed with credit reduction through UAlberta governance channels and requests letter of support. Letter stating <i>"Confirming: 39 credits is a usual norm for ALA-accredited programs"</i> received the next day.
Nov 19, 2018	Associate Chair and Graduate Program Administrator further update application document as per FGSR request.
Nov 23, 2018	FGSR advises that thesis-based application cannot be submitted, because the language of the motion does not accurately reflect the nature of change for the thesis-based route. It is decided to go ahead with the course-based application for the December 12 APC meeting and create a revised motion for the thesis-based application, which will have to go through the next School Council. FGSR provides exact wording needed to avoid any unnecessary delay. Associate Chair confirms that there is currently only one thesis student and gets FGSR affirmation that the student will be accommodated under proposed credit reduction framework.
Dec 12, 2018	APC/GFC approves motion that <i>"the proposed revisions to the Master of Library and Information Studies (MLIS) course-based program in the School of Library and Information Studies, as proposed by the Faculty of Graduate Studies & Research, and as set forth in Attachment 1, to be effective for admissions to July 1, 2019 (to be published in the 2020-2021 Calendar)"</i> . The Office of the Provost takes responsibility for attaining Ministry approval based on the SLIS submission to APC/GFC.
Jan 2019	Associate Chair re-affirms thesis-based credit reduction motion language.
January 31, 2019	Email ballot vote sent to School Council to vote on thesis-based motion.
Feb 13, 2019	FGSR notifies SLIS that: <i>"Advanced Education has approved the University of Alberta's proposal to change the load of the Master of Library and Information Studies (course-based program) to 39 credits, effective July 1, 2019."</i> Students and faculty advisers are notified of approval.
Feb 19, 2019	School Council unanimously approves email ballot vote on thesis-based motion.

Feb 28, 2019	In further consultation with FGSR, Associate Chair finalizes the proposal and submits it to be considered for inclusion in the March 27 APC Committee meeting agenda.
March 1, 2019	Chair provides update to Karen O'Brien of ALA of intent to seek approval for thesis-based credit reduction and requests letter of support. Letter is provided the next day.
March 4 - 6, 2019	Co-ordination between Associate Chair and FGSR to prepare submission to APC/GFC.
March 27, 2019	<p>APC/GFC approves motion that <i>"the proposal for revisions to the curriculum of the Master of Library and Information Studies (MLIS) thesis-based program in the School of Library and Information Studies, as proposed by the Faculty of Graduate Studies & Research, and as set forth in Attachment 1, to take effect July 1, 2019 (to be published in the 2020- 2021 Calendar)"</i>.</p> <p>The Office of the Provost takes responsibility for attaining approval based on the SLIS submission to APC/GFC.</p>
May 2019	Welcome letters to newly admitted students provided sample schedules based on reduced credit requirement.
August 2019	In preparation for start of Fall term, program sheets updated to reflect reduced credit requirement. Related website information checked for accuracy and updated as required.

Rationale for this decision was discussed, debated, and refined during the process. Support for the credit reduction was based on a number of factors including:

- The MLIS program should be assessed, sustained, and valued by measures of rigour and quality, not quantity of courses. Capping data analysis indicates that all 10 PLOs can be attained by the current offering of core courses which will not be altered by the credit reduction.
- Professional graduate education is deepened by experiential learning and professional development activities. SLIS advances that the reduction of required credits will allow MLIS students to benefit from a wider range of professional development activities and experiential learning opportunities.

- Iterative benchmarking with other graduate programs indicates that the 48-credit requirement (and concomitant tuition cost) far exceeds FGSR requirements and other graduate programs at UAlberta. Some of these programs also give 3-credits for capping within the smaller credit load.
- Other ALA-accredited masters' programs offer less than 48 credits (and some have reduced their required credits) and maintain their accreditation status without issue. ALA is supportive of reduced credit levels and confirms that norm for other programs.
- The MLIS program allows students to take up to three 3-credit courses outside the program to diversify their educational and professional opportunities.

Notably, the School is the first in Canada to align with the US norm of 36-39 credits. Chair Samek has collegially shared the UAlberta experience with the heads of the other Canadian programs. Legacy work on the credit reduction process is now well documented in the School's records, including, helpfully, in this *Self-Study*, and provides the impetus, groundwork, and process for periodic review of optimal credit load.

Both examples presented in *Standard 1.6* demonstrate a clear case for the COA's insistence that the SLIS MLIS program comply with the expectation that results of evaluation are systematically used to improve the program and to plan for the future.

Summary and Conclusions

SLIS systematic planning aligns with the parent institution. As such, the School embraces without hesitation, and indeed finds an extremely comfortable place allied with, the University's *For the Public Good*. The School's current *Vision, Mission and Values Statement*, Strategic Directions, MLIS program outcomes, and 50th anniversary milestone reflect how SLIS is positioned into its next best years of contribution to the public good. These publicly define the School to all its constituents and stakeholders and are the transparent accountability framework in which the MLIS program is, and will be, delivered.

The multifaceted ongoing assessment of the School's curriculum and its mapping to PLOs, consistent data-gathering from students, regular gathering of opinions and preferences from employers and alumni, the periodic evaluation of School policies and procedures, and authentic connection to the professional literature (to which SLIS faculty and students contribute), ensures that SLIS faculty members and staff have the information needed to ensure that the School remains up-to-date and responsive to client (student and employer) needs. The high quality of student applicants and the very dynamic relationship the Schools sustains with the LIS community indicate that the School is on the right course.

The status of the MLIS program at SLIS reflects the totality of the School's accomplishment and learning environment. The School and the continuing evolution of the MLIS program is inspired by rigorous reflection on its history, matrix, and trajectory. SLIS will continue to acknowledge that it is located on Treaty 6 territory, and respect the history, languages, and cultures of the diverse Indigenous peoples whose presence continues to enrich the School's vibrant community. SLIS will continue to be responsible, accountable, consultative, informed, attune to scope and scale of the MLIS program and demonstrate the enduring capacity to change.

Areas for Future Development

A School that endures and thrives is a School that consciously evolves. It is evident that SLIS has had, and will continue to have, intelligent work to do both through, and subsequent to, the current accreditation period. The nature of this necessary and natural activity will be responsive to feedback from the Spring 2020 accreditation process; reflective of ongoing constituent consultation and feedback; and informed by the expected FGSR graduate program review process in 2022-23, with work underway. Specific initiatives include:

- Recruitment and supportive succession of the SLIS Chair effective July 1, 2020 with an appointment reflective of appropriate qualifications and the ability to lead, articulate vision, foster consensus and collegiality, have comfort with conflict and change, be community engaged, and ultimately continue the positive momentum. The search for the next Chair is actively underway; the position was posted in December 2019 with a

January 31, 2020 closing date. The job posting can be found in APPENDIX XXXIII: SLIS CHAIR RECRUITMENT. Dean Tupper has designed the timeline of the Chair search to culminate by April 2020 to allow for several months of transition time between Dr. Samek and her successor.

- The School is committed to reconciliation with Indigenous communities including Indigenous students in the MLIS program. The School's commitment is reflected in the revised SLIS values and reiterated through diverse activities undertaken by SLIS. SLIS has identified a number of areas where SLIS can improve Indigenous initiatives and/or where new initiatives can be created in future.

STANDARD II: CURRICULUM

Introduction

The MLIS program at SLIS is a coherent and learner-centric generalist program committed to developing reflective and inquiring library and information leaders. The curriculum is based upon a robust theoretical framework, defined by the PLOs and associated objectives listed in [Table E - Program Learning Outcomes and Objectives Mapped to Accreditation Standards](#) on page 61, with opportunity for specialization and practical application threaded throughout both core and elective courses. SLIS graduates are equipped with foundational knowledge that can be applied and developed in diverse library and information service settings.

The School's relatively small size is leveraged as a key strength, enabling a high level of interaction among faculty members, contributing to coherence in the curriculum and maximization of resources; a high level of interaction among students, encouraging informal learning and collaboration; and a high level of interaction between faculty and students, supporting individualized learning and program specialization.

The number and range of courses at SLIS reflects evolving and emerging developments in the field, providing students with the opportunity to develop individualized learning experiences and coherent programs of study. A number of revisions to the curriculum have taken place during the Reporting Period, with details documenting these changes included throughout this *Standard* and summarized below. For reference, APPENDIX XXVI: MLIS COURSES OFFERED, FALL 2013-FALL 2019 contains a dataset that includes courses offered, instructors, and enrollments during the Reporting Period.

Structure of the Program

The program requires students to complete five core courses and two IT courses, with options to construct distinctive and specialized programs of study.

Course and Thesis Routes

The course-based route, which can be taken on-campus or online, full-time or part-time, requires 39 credits for completion including five core courses, two IT courses, and a final capping exercise. Students must complete the degree requirements within six years.

The thesis-based route requires students to be on-campus on a full-time basis and to complete 30 credits including five core courses, two IT courses, and thesis completion. Thesis students are not required to complete a capping exercise. Students must complete the degree requirements within four years. The reduction of credits required from 39 to 30 is pending Ministry formal approval which has been delayed due to a change in government. Feedback indicates that there is no concern with the request, and the on-campus course reduction based on the same criteria has already been approved. There are no students impacted by this delay.

Online Offering

The online offering requirements mirror the on-campus course-based offering. The online offering is a part-time offering with students generally taking a maximum of two courses per semester (although three courses can be taken with permission).

Core Courses

- *LIS 501: Foundations of Library and Information Studies* is intended to provide the broad context for all of the other courses in the program and is a pre-requisite or co-requisite for the other required courses, therefore must be taken in the first semester of a program.
- *LIS 502: Organization of Information*
- *LIS 503: Reference and Information Services*
- *LIS 504: Leadership and Management Principles for Libraries and Information Services*
- *LIS 505: Introduction to Research in Library and Information Studies*

Calendar course descriptions for the core courses and their associated SLOs can be found in

[*Table H - Core Courses with SLOs.*](#)

Capping – ePortfolio

The required [LIS 600: Capping Exercise](#) for course-based MLIS students is an ePortfolio representing examples of the student’s course work, leadership and innovation potential, communication skills, and involvement in professional life. Normally students are expected to begin developing their ePortfolio during their second semester and it must be completed and submitted during their final term of coursework. The purpose of the ePortfolio is to demonstrate that the student has met the PLOs of the MLIS degree. To complete the course, students must demonstrate, through the use of programmatic and experiential artifacts, that they have met each of the ten PLOs, and they must complete a reflection that articulates how their experience at SLIS has allowed them to engage in SLIS’s values. The ePortfolio and its relationship to the MLIS PLOs and SLOs was previously discussed in *Standard I.1.1*.

IT Courses

Students are required to take two IT-designated courses, with the flexibility of being able to choose one of these from outside of the School-offered LIS courses. IT-designated courses offered at SLIS include:

- *LIS 533: Database Design for Information Management*
- *LIS 534: Information Architecture: Web Design for Usability*
- *LIS 538: Digital Libraries*
- *LIS 539: Emerging and Evolving Technologies*
- *LIS 598: Special Topics (Technology, Information, and Society)*

Course listings are available on the [website](#), full calendar descriptions are found in the Calendar, and course outlines will be available on site.

Independent Study

A maximum of two Directed Studies may be completed during the MLIS program. This course is currently restricted to on-campus offering students, in part to support thesis work, and requires instructor’s consent and SLIS approval.

Practicum

A 3-credit elective course (credit/no-credit grade designation) involving 100 hours of workplace experience for senior MLIS students in either the online or the on-campus offerings of the MLIS program. Information about the [LIS 590: Practicum](#) can be found on the School's website.

Courses outside of the MLIS program

Thesis-route students may take two, and course-based students may take three, graduate-level courses outside of SLIS, at UAlberta or at other institutions.

Joint Degree Programs

- Master of Arts in Digital Humanities (DH)/Master of Library and Information Studies ([MA/MLIS](#))
- Master of Business Administration (MBA)/Master of Library and Information Studies ([MBA/MLIS](#))

Major Program Advances During the Reporting Period

- 2013 - The online offering which had been approved during the previous reporting period was operationalized in September 2013, with the first online students graduating in December 2015.
- 2014 - Combined degree MBA/MLIS was launched, with the first cohort of students beginning in September 2014.
- 2013 - *LIS 508: Information Technologies in LIS Environments* was piloted as a core course, then discontinued as it was determined that the existing framework requiring students to complete two IT-designed courses gave students more flexibility to develop IT-related skills personalized to their needs. In 2019, further flexibility was added by allowing for one of the IT courses to be chosen from courses outside of SLIS.
- 2014 - *LIS 600: Capping Exercise* was redeveloped to feature an ePortfolio with dual goals of (1) assessing students' success in meeting the MLIS PLOs, and (2) measuring

data from the students' work to inform long-term, ongoing developmental review of the PLOs.

- 2015 - SLIS reframed *LIS 590: Practicum* as a pre-professional leadership opportunity for students to explore and develop personal leadership and self-leadership skills through self-awareness and professional socialization.
- 2016 - A stop was put on one-credit courses due to low enrollment and bias to on-campus students.
- 2017-19 - Curriculum review undertaken.
- 2019 - Completion of PLO mapping of all elective courses (in addition to core courses) to fully complete phased integration of PLOs into all course outlines.
- 2019 - Implementation of program credit reduction from 48 credits to 39 credits for course-based offering, and from 39 to 30 credits for thesis-based offering (pending Ministry approval for thesis-based).
- New elective courses were adopted as permanent courses in the MLIS curriculum, including: *Human Information Interaction; Emerging and Evolving Technologies; Technology, Information and Society; Issues and Trends in Public Libraries* (with a title change to *Issues and Trends in Public Librarianship*); *Government Information and Information Policy* (with a title change to *Selected Topics in Information Policy*). Electives in the process of being piloted include topics such as: *Knowledge Production, Dissemination and Reception* and SLIS's most recent (2018-19), *Indigenous Contexts in Library and Information Studies in Canada* – the first of its kind in Canada.

Standard II.1 Curriculum Based on Evolving Goals and Objectives

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

Systematic Curriculum Planning

The SLIS MLIS curriculum is broadly based on the SLIS mission statement:

Within a vibrant, supportive, and rigorous environment, the School develops diverse, reflective and inquiring library and information leaders through innovative, learner-centric teaching, research and scholarship, and community engagement for the public good

which is infused throughout the program's objectives and learning outcomes. Discussed in *Standard I.1.1*, advancements to both the comprehensive articulation of SLOs and their relationship to PLOs, as well as to the ability to extract meaningful assessment data from the ePortfolio capping requirement and the Employment Survey, have been achieved incrementally, flexibly, and collaboratively over the Reporting Period. The framework for the continuous planning, evaluation, and ongoing improvement of the MLIS curriculum is represented in [Figure 1 - Processes for MLIS Program Assessment](#) on page 48.

The following table provides examples of descriptions of SLOs from the five core courses; course outlines for all courses will be available on site.

Table H - Core Courses with SLOs

Core Courses with Student Learning Outcomes
<p>LIS 501: Foundations of Library and Information Studies</p> <p>An introduction to the historical, current, and potential roles of libraries and of library and information professionals in western society. Required course.</p>
<p><i>LIS 501 STUDENT LEARNING OUTCOMES:</i></p> <ul style="list-style-type: none">• After critical readings in the foundations of the field, students will demonstrate an understanding of the personal contributions, historical development, and diversity of the profession and discipline through small group discussions, activities, a multimedia presentation and a written assignment.• After critical examination of library and information policies and competency statements, students will interpret and critique professional ethics, values and standards through participation in exercises and small group discussions.• After a library observation and critical readings in the field, students will demonstrate an understanding the physical and virtual spaces, the collections, services, programs, promotion, special events and basic governance structure of a library of their choice.• After critical examination of library and information studies (and related) literature, students will identify and analyze major issues and trends in the LIS community through small group discussions, a literature review and a virtual seminar.• After readings and guest lectures, students will identify trends in LIS scholarship and research through activities and small group discussions.

Core Courses with Student Learning Outcomes

LIS 502: Organization of Information

An introduction to the organization of knowledge and information focusing on theory and principles for application in a variety of settings. Required course.

LIS 502 STUDENT LEARNING OUTCOMES:

- Students will be able to analyze and synthesize the concepts of knowledge, Information and communication through the completion of a reflective paper.
- After being introduced to the principles and practices of the organization and representation of information, students will critically examine, assess and make recommendations as to how these concepts and principles are applied in various information environments, including the Web.
- Students will acquire and apply descriptive and evaluative skills and methods to organize information and to create metadata records for a variety of information resources.
- Students will demonstrate their knowledge of the key concepts and principles of information organization.

LIS 503: Reference and Information Services

An introduction to reference and information services and resources. Includes history and varieties of reference services, user populations, instruction, ethics, access issues, the reference interview, search strategies, evaluation of services, and the organization, selection, evaluation, and use of major information resources. Required course.

LIS 503 STUDENT LEARNING OUTCOMES:

- Drawing on information behaviour theory, students will be able to provide consultation, mediation and guidance to a range of individuals and communities in locating and using information.
- Through in-class discussion and exercises as well as assignments, students will be able to evaluate and synthesize both online and print resources to provide relevant information in response to diverse user needs, communities and preferences.
- Following an examination of search strategies, students will be able to conduct comprehensive information searches using a wide variety of systems and techniques.
- Through in-class discussion and exercises, students will be able to identify, describe, and evaluate a range of diverse information services and service delivery models.

Core Courses with Student Learning Outcomes

LIS 504: Leadership and Management Principles for Library and Information Services

An introduction to principles and practices of leadership and management in the professional lives of librarians, archivists and other information services practitioners. Required course.

LIS 504 STUDENT LEARNING OUTCOMES:

- Through discussion, lectures, literature review and reflection on experiences, students will be able to demonstrate comprehension of various management related topics and concepts as relevant in different context(s).
- After examining literature, learning from discussion and reviewing of case examples, students will be able to critically analyze, discuss and present on different management issues, concepts and theories.
- Drawing on reported research, published information, case examples, discussions and experiences (individual and group), students will be able to critically evaluate, reflect and communicate on managerial and leadership roles and responsibilities.

LIS 505: Introduction to Research in Library and Information Studies

An introduction to the fundamental concepts, approaches, methodologies and uses of research in library and information environments. Includes research design, proposal writing, identifying and defining research problems, critically evaluating and analyzing research, and applying research findings to solve practical problems in libraries and information centres. Required course.

LIS 505 STUDENT LEARNING OUTCOMES:

- Drawing upon course content, students will demonstrate an understanding of the research process by preparing a research proposal to study a user-centered problem in LIS;
- After critically engaging with LIS literature, students will demonstrate their knowledge and comprehension of the core constituent elements of research by critiquing a relevant LIS research article; and
- After reading diverse research articles, students will demonstrate their ability to locate, evaluate, and synthesize research by writing an academic literature review on a user-centered problem in LIS

The ePortfolio represents a distillation of important measurable learning outcomes of the MLIS program and provides opportunity for the direct and continuous assessment of the MLIS program. The ePortfolio as a measurement tool for student success in meeting PLOs and as a source of data to inform long-term, ongoing developmental review of MLIS PLOs, is profiled in

Standard I.1.1. Based on the 2018 and 2019 *LIS 600: Capping Exercise* data analysis reports, [Table I - Relationship Between PLOs and Current MLIS Courses](#) maps the relationships between the PLOs and all MLIS courses. These reports are internal-facing documents as they reflect current course offerings only and because the posted version of this data differs slightly. SLIS will evolve the reports as more iterations of data become available (next data analysis is occurring in winter 2020) and aims to develop external-facing reports to be published on the School's website.

Table I - Relationship Between PLOs and Current MLIS Courses

MLIS PLOs	MLIS Courses
<p>1. LIS Organizations, Society and Values</p> <p>Students will critically Demonstrate awareness of the histories, the philosophies, and the service orientations of libraries, librarianship, and related information environments; and understand the value of teaching, service, and research to the advancement of the field of library and information studies.</p>	<p>Core Courses</p> <p><i>LIS 501: Foundations of Library and Information Studies</i> <i>LIS 502: Organization of Information</i> <i>LIS 503: Reference and Information Services</i> <i>LIS 505: Introduction to Research in Library and Information Studies</i></p> <p>Electives</p> <p><i>LIS 515: Materials for Young Adults</i> <i>LIS 516: Canadian Literature for Young People in Schools and Libraries</i> <i>LIS 518 Comic Books and Graphic Novels in School and Public Libraries</i> <i>LIS 520: Information Resources in Specialized Fields</i> <i>LIS 531: Collection Management</i> <i>LIS 541: LIS Services in Culturally Diverse Society</i> <i>LIS 546: Marketing Library and Information Services</i> <i>LIS 580: Contemporary Theories and Practices of Reading</i> <i>LIS 585: Multimedia Literacies</i> <i>LIS 586: History of the Book</i> <i>LIS 590: Practicum</i> <i>LIS 591: Publishing</i> <i>LIS 592: Intellectual Freedom and Social Responsibility in Librarianship</i> <i>LIS 593: Archives Administration*</i> <i>LIS 598: Special Topics (Human Information Interaction)</i> (Assigned permanent course number <i>LIS 543: Human Information Interaction</i>) <i>LIS 598: Special Topics (Issues and Trends in Public Libraries)</i></p>

MLIS PLOs	MLIS Courses
<p>2. LIS Ethics, Issues and Trends</p> <p>Students will critically evince ethical awareness of major issues, research, trends, and dilemmas in library and information studies.</p>	<p>Core Courses</p> <p><i>LIS 501: Foundations of Library and Information Studies</i> <i>LIS 503: Reference and Information Services</i> <i>LIS 505: Introduction to Research in Library and Information Studies</i></p> <p>Electives</p> <p><i>LIS 510: Storytelling</i> <i>LIS 516: Canadian Literature for Young People in Schools and Libraries</i> <i>LIS 518 Comic Books and Graphic Novels in School and Public Libraries</i> <i>LIS 520: Information Resources in Specialized Fields</i> <i>LIS 526: Instructional Practices in Library and Information Services</i> <i>LIS 531: Collection Management</i> <i>LIS 538: Digital Libraries (IT)</i> <i>LIS 541: LIS Services in Culturally Diverse Society</i> <i>LIS 542: Library Preservation, Security, and Risk Management</i> <i>LIS 546: Marketing Library and Information Services</i> <i>LIS 585: Multimedia Literacies</i> <i>LIS 586: History of the Book</i> <i>LIS 590: Practicum</i> <i>LIS 591: Publishing</i> <i>LIS 592: Intellectual Freedom and Social Responsibility in Librarianship</i> <i>LIS 593: Archives Administration*</i> <i>LIS 594: Records Management</i> <i>LIS 597: Advanced Scholarship and Research in LIS</i> <i>LIS 598: Special Topics (Information Policy)**</i> <i>LIS 598: Special Topics (Issues and Trends in Public Libraries)**</i></p>

MLIS PLOs	MLIS Courses
<p>3. Critical Thinking and Evaluation</p> <p>Students will critically demonstrate analytical capacities and problem-solving skills.</p>	<p>Core Courses</p> <p><i>LIS 501: Foundations of Library and Information Studies</i> <i>LIS 502: Organization of Information</i> <i>LIS 503: Reference and Information Services</i> <i>LIS 504: Leadership and Management Principles for Library and Information Services</i> <i>LIS 505: Introduction to Research in Library and Information Studies</i></p> <p>Electives</p> <p><i>LIS 507: Introduction to Knowledge Management</i> <i>LIS 510: Storytelling</i> <i>LIS 515: Materials for Young Adults</i> <i>LIS 516: Canadian Literature for Young People in Schools and Libraries</i> <i>LIS 518: Comic Books and Graphic Novels in School and Public Libraries</i> <i>LIS 520: Information Resources in Specialized Fields</i> <i>LIS 526: Instructional Practices in Library and Information Services</i> <i>LIS 531: Collection Management</i> <i>LIS 532: Metadata</i> <i>LIS 534: Information Architecture: Web Design for Usability</i> <i>LIS 538: Digital Libraries (IT)</i> <i>LIS 541: LIS Services in Culturally Diverse Society</i> <i>LIS 546: Marketing Library and Information Services</i> <i>LIS 580: Contemporary Theories and Practices of Reading</i> <i>LIS 587: Facilities Planning for Libraries and Information Centres</i> <i>LIS 590: Practicum</i> <i>LIS 593: Archives Administration</i> <i>LIS 594: Records Management</i> <i>LIS 597: Advanced Scholarship and Research in LIS</i> <i>LIS 598: Special Topics (Emerging and Evolving Technologies)</i> (Assigned permanent course number <i>LIS 539: Emerging and Evolving Technologies</i>) <i>LIS 598: Special Topics (Information Policy)**</i> <i>LIS 598: Special Topics (Technology, Information and Society)**</i> <i>LIS 598: Special Topics (Issues and Trends in Public Libraries)**</i></p>

MLIS PLOs	MLIS Courses
<p>4. Leadership and Management</p> <p>Students will critically apply leadership and management principles to address diverse organizational contexts, needs, and challenges.</p>	<p>Core Courses <i>LIS 504: Leadership and Management Principles for Library and Information Services</i></p> <p>Electives <i>LIS 531: Collection Management</i> <i>LIS 545: Management of Human Resources</i> <i>LIS 590: Practicum</i> <i>LIS 593: Archives Administration*</i> <i>LIS 594: Records Management</i></p>
<p>5. Professional Communication</p> <p>Students will critically communicate effectively and professionally.</p>	<p>Core Courses <i>LIS 501: Foundations of Library and Information Studies</i> <i>LIS 503: Reference and Information Services</i> <i>LIS 504: Leadership and Management Principles for Library and Information Services</i> <i>LIS 505: Introduction to Research in Library and Information Studies</i></p> <p>Electives <i>LIS 510: Storytelling</i> <i>LIS 520: Information Resources in Specialized Fields</i> <i>LIS 526: Instructional Practices in Library and Information Services</i> <i>LIS 531: Collection Management</i> <i>LIS 541: LIS Services in Culturally Diverse Society</i> <i>LIS 585: Multimedia Literacies</i> <i>LIS 587: Facilities Planning for Libraries and Information Centres</i> <i>LIS 590: Practicum</i> <i>LIS 592: Intellectual Freedom and Social Responsibility in Librarianship</i> <i>LIS 593: Archives Administration*</i> <i>LIS 597: Advanced Scholarship and Research in LIS</i> <i>LIS 598: Special Topics (Management of Financial Resources)</i> <i>LIS 598: Special Topics (Human Information Interaction)</i> (Assigned permanent course number <i>LIS 543: Human Information Interaction</i>)</p>

6. Production of Knowledge

Students will critically show understanding of the knowledge, information, and data life cycle including production, publication, organization, distribution, access, reception, preservation, disposition, destruction, and retrieval practices of recorded knowledge, information and data resources.

Core Courses

LIS 502: Organization of Information

LIS 503: Reference and Information Services

LIS 505: Introduction to Research in Library and Information Studies

Electives

LIS 507: Introduction to Knowledge Management

LIS 510: Storytelling

LIS 515: Materials for Young Adults

LIS 516: Canadian Literature for Young People in Schools and Libraries

LIS 518: Comic Books and Graphic Novels in School and Public Libraries

LIS 520: Information Resources in Specialized Fields

LIS 526: Instructional Practices in Library & Information Services

LIS 531: Collection Management

LIS 532: Metadata

LIS 533: Database Design for Information Management

LIS 534: Information Architecture: Web Design for Usability

LIS 538: Digital Libraries (IT)

LIS 541: LIS Services in Culturally Diverse Society

LIS 542: Library Preservation, Security, and Risk Management

LIS 580: Contemporary Theories and Practices of Reading

LIS 585: Multimedia Literacies

LIS 586: History of the Book

LIS 590: Practicum

LIS 591: Publishing

*LIS 593: Archives Administration**

LIS 594: Records Management

LIS 597: Advanced Scholarship and Research in LIS

LIS 598: Special Topics (Emerging and Evolving Technologies)

(Assigned permanent course number LIS 539: Emerging and Evolving Technologies)

*LIS 598: Special Topics (Information Policy)***

*LIS 598: Special Topics (Technology, Information and Society)***

LIS 598: Special Topics (Knowledge Production, Diffusion, and Reception in LIS)

LIS 598: Special Topics (Human Information Interaction)

(Assigned permanent course number LIS 543: Human Information Interaction)

*LIS 598: Special Topics (Issues and Trends in Public Libraries)***

MLIS PLOs	MLIS Courses
<p>7. Information Retrieval</p> <p>Students will critically locate, evaluate, analyze, and synthesize information sources, with respect for cultural diversity.</p>	<p>Core Courses</p> <p><i>LIS 502: Organization of Information</i> <i>LIS 503: Reference and Information Services</i></p> <p>Electives</p> <p><i>LIS 515: Materials for Young Adults</i> <i>LIS 526: Instructional Practices in Library and Information Services</i> <i>LIS 531: Collection Management</i> <i>LIS 532: Metadata</i> <i>LIS 533: Database Design for Information Management</i> <i>LIS 534: Information Architecture: Web Design for Usability</i> <i>LIS 538: Digital Libraries</i> <i>LIS 590: Practicum</i> <i>LIS 594: Records Management</i> <i>LIS 598: Special Topics (Government Information)**</i> <i>LIS 598: Special Topics (Human Information Interaction)</i> (Assigned permanent course number <i>LIS 543: Human Information Interaction</i>) <i>LIS 598: Special Topics (Issues and Trends in Public Libraries)**</i></p>
<p>8. Research</p> <p>Students will critically utilize and examine a broad range of LIS and cognate research and understand processes and methods required to conduct scholarship.</p>	<p>Core Courses</p> <p><i>LIS 501: Foundations of Library and Information Studies</i> <i>LIS 503: Reference and Information Services</i> <i>LIS 504: Leadership and Management Principles for Library and Information Services</i> <i>LIS 505: Introduction to Research in Library and Information Studies</i></p> <p>Electives</p> <p><i>LIS 507: Introduction to Knowledge Management</i> <i>LIS 534: Information Architecture: Web Design for Usability</i> <i>LIS 542: Library Preservation, Security, and Risk Management</i> <i>LIS 545: Management of Human Resources</i> <i>LIS 586: History of the Book</i> <i>LIS 597: Advanced Scholarship and Research in LIS</i> <i>LIS 598: Special Topics (Emerging and Evolving Technologies)</i> (Assigned permanent course number <i>LIS 539: Emerging and Evolving Technologies</i>) <i>LIS 598: Special Topics (Information Policy)**</i> <i>LIS 598: Special Topics (Government Information)**</i></p>

MLIS PLOs	MLIS Courses
<p>9. Information Technologies</p> <p>Students will critically examine historical, established, and emerging impacts, importance, and limitations of technologies in personal, professional, and social contexts as well as in library and information studies settings.</p>	<p>Core Courses <i>LIS 501: Foundations of Library and Information Studies</i> <i>LIS 503: Reference and Information Services</i></p> <p>Electives <i>LIS 520: Information Resources in Specialized Fields</i> <i>LIS 532: Metadata</i> <i>LIS 533: Database Design for Information Management</i> <i>LIS 534: Information Architecture: Web Design for Usability</i> <i>LIS 538: Digital Libraries</i> <i>LIS 590: Practicum</i> <i>LIS 593: Archives Administration*</i> <i>LIS 598: Special Topics (Emerging and Evolving Technologies)</i> (Assigned permanent course number <i>LIS 539: Emerging and Evolving Technologies</i>) <i>LIS 598: Special Topics (Technology, Information and Society)**</i></p>
<p>10. Professional Engagement</p> <p>Students will critically demonstrate awareness of the need for continuing professional engagement and service while developing and maintaining professional relationships.</p>	<p>Core Courses <i>LIS 504: Leadership and Management Principles for Library and Information Services</i></p> <p>Electives <i>LIS 541: LIS Services in Culturally Diverse Society</i> <i>LIS 590: Practicum</i> <i>LIS 597: Advanced Scholarship and Research in LIS</i></p>
<p style="text-align: right;"><i>*This course has been approved for a title change</i></p> <p style="text-align: right;"><i>**These courses have been approved for permanent numbers yet to be assigned</i></p>	

Other curriculum-related assessment inputs are presented in *Standard I.1.2* including feedback from students in course evaluations; from recent graduates in Exit and Employment Surveys; from Practicum Supervisor Surveys; from informal input from students, alumni, practitioners, and employers; from the broader University community such as FGSR requirements; and from periodic formal and systematic curriculum reviews. A strong governance model includes student and faculty representation in the Curriculum Committee where many curriculum-related ideas are incubated, through to vetting by Academic Council that includes all faculty,

and with decision-making by a diverse and comprehensive group of LIS constituents at School Council. Additionally, formal curriculum reviews are conducted for comprehensive consideration of the curriculum framework and its offerings.

Since its formation in 1968, SLIS has undertaken regular curriculum reviews and revisions, with the most recent comprehensive review occurring in 2017-19. Prior to this, the comprehensive review of the curriculum was conducted in 2008-09. The Curriculum Review Working Group (CRWG) undertook a comprehensive curriculum review starting in 2017 to systematically review the entire MLIS curriculum over the 2013-18 period to advise the School's decision-making process in revision of its current offering, and to recommend the development of new courses and course content. Ultimately, the intended outcome of the revision was to ensure delivery of a high quality (e.g., rigorous, up-to-date, community-responsive) curriculum for MLIS students that serves the needs of a professional graduate master's program offered in a large research Canadian university and with accreditation standards that transcend the institution and the Canadian context. The curriculum review and associated *Curriculum Review Project (2013-18) (CRWG Report)* by the CRWG is fully discussed in *Standard II.5*; the *CRWG Report* can be found in APPENDIX XXI: CURRICULUM REVIEW PROJECT (2013-2018).

Standard II.2 Curriculum Content

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

The SLIS MLIS curriculum is designed to provide the knowledge, understanding, and skills sufficient for the reflective and ethical practice of library and information service at a basic or entry professional level, including the foundation upon which further competence and specialization may be built. With over forty different three-credit offerings including pilot courses currently on the roster under the *LIS 598: Special Topics* banner, the ALA curricular

areas outlined in *Standard II.2* are embedded and addressed throughout the MLIS curriculum.

Table J – Core and Elective Courses Per Year provides a snapshot of the mix of core and elective courses offered at SLIS. APPENDIX XXVI: MLIS COURSES OFFERED, FALL 2013-FALL 2019 provides further detail about courses offered.

Table J – Core and Elective Courses Per Year

Core and Elective Courses per Academic Year								
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20*	Total
Core	11	17	17	17	18	15	9	104
Electives	<u>40</u>	<u>51</u>	<u>44</u>	<u>49</u>	<u>38</u>	<u>37</u>	<u>14</u>	<u>273</u>
Total	51	68	61	66	56	52	23	377

**2019-20 Academic Year only includes Fall 2019 semester*

Table K - Alignment of MLIS Core and Elective Courses with Standard II Curriculum Areas

highlights the alignment of the *Standard II* curricular areas with core and elective courses in the MLIS program. The table includes active *LIS 598: Special Topics* that have been offered more than once during the Reporting Period with subject areas indicated in brackets. A list of [courses](#) including numbers, titles, and calendar description is available on the SLIS website. LIS course outlines will be available on site.

Table K - Alignment of MLIS Core and Elective Courses with Standard II Curriculum Areas

Standard II Curriculum Area	MLIS Courses (3-Credit)
Information and Knowledge Creation	<p>Core Courses <i>LIS 502: Organization of Information</i> <i>LIS 505: Introduction to Research in Library and Information Studies</i></p> <p>Electives <i>LIS 507: Introduction to Knowledge Management</i> <i>LIS 526: Instructional Practices in Library and Information Services</i> <i>LIS 532: Metadata</i> <i>LIS 533: Database Design for Information Management</i> <i>LIS 545: Management of Human Resources</i> <i>LIS 538: Digital Libraries</i> <i>LIS 543: Human Information Interaction</i> <i>LIS 590: Practicum</i> <i>LIS 591: Publishing</i> <i>LIS 597: Advanced Scholarship and Research in LIS</i> <i>LIS 598: Special Topics (Indigenous Contexts for Library and Information Studies in Canada)</i> <i>LIS 598: Special Topics (Information Policy)**</i> <i>LIS 598: Special Topics (Technology, Information and Society)**</i> <i>LIS 598: Special Topics (Knowledge Production, Diffusion, & Reception in LIS)</i> <i>LIS 599: Directed Study</i></p>

Standard II Curriculum Area	MLIS Courses (3-Credit)
Communication	<p>Core Courses</p> <p><i>LIS 501: Foundations of Library and Information Studies</i> <i>LIS 503: Reference and Information Services</i> <i>LIS 504: Leadership and Management Principles for Library and Information Services</i> <i>LIS 505: Introduction to Research in Library and Information Studies</i></p> <p>Electives</p> <p><i>LIS 510: Storytelling</i> <i>LIS 526: Instructional Practices in Library and Information Services</i> <i>LIS 543: Human Information Interaction</i> <i>LIS 545: Management of Human Resources</i> <i>LIS 546: Marketing Library and Information Services</i> <i>LIS 580: Contemporary Theories and Practices of Reading</i> <i>LIS 585: Multimedia Literacies</i> <i>LIS 590: Practicum</i> <i>LIS 591: Publishing</i> <i>LIS 592: Intellectual Freedom and Social Responsibility in Librarianship</i> <i>LIS 597: Advanced Scholarship and Research in LIS</i> <i>LIS 598: Special Topics (Information Policy)**</i> <i>LIS 598: Special Topics (Knowledge Production, Diffusion, & Reception in LIS)</i> <i>LIS 599: Directed Study</i></p>
Identification, Selection and Acquisition	<p>Core Courses</p> <p><i>LIS 503: Reference and Information Services</i></p> <p>Electives</p> <p><i>LIS 507: Introduction to Knowledge Management</i> <i>LIS 515: Materials for Young Adults</i> <i>LIS 516: Canadian Literature for Young People in Schools and Libraries</i> <i>LIS 518: Comic Books and Graphic Novels in School and Public Libraries</i> <i>LIS 520: Introduction to Health Sciences Librarianship</i> <i>LIS 531: Collection Management</i> <i>LIS 538: Digital Libraries</i> <i>LIS 539: Emerging and Evolving Technologies</i> <i>LIS 590: Practicum</i> <i>LIS 593: Archives Administration*</i> <i>LIS 594: Records Management</i> <i>LIS 598: Special Topics (Government Information)**</i> <i>LIS 598: Special Topics (Indigenous Contexts for Library and Information Studies in Canada)</i> <i>LIS 599: Directed Study</i></p>

Standard II Curriculum Area	MLIS Courses (3-Credit)
Organization and Description	<p>Core Courses <i>LIS 502: Organization of Information</i></p> <p>Electives <i>LIS 531: Collection Management</i> <i>LIS 532: Metadata</i> <i>LIS 534: Information Architecture: Web Design for Usability</i> <i>LIS 538: Digital Libraries</i> <i>LIS 590: Practicum</i> <i>LIS 593: Archives Administration*</i> <i>LIS 594: Records Management</i> <i>LIS 599: Directed Study</i></p>
Storage and Retrieval	<p>Core Courses <i>LIS 502: Organization of Information</i> <i>LIS 503: Reference and Information Services</i></p> <p>Electives <i>LIS 507: Introduction to Knowledge Management</i> <i>LIS 532: Metadata</i> <i>LIS 533: Database Design for Information Management</i> <i>LIS 538: Digital Libraries</i> <i>LIS 590: Practicum</i> <i>LIS 594: Records Management</i> <i>LIS 598: Special Topics (Knowledge Production, Diffusion, & Reception in LIS)</i> <i>LIS 599: Directed Study</i></p>
Preservation and Curation	<p>Core Courses <i>LIS 502: Organization of Information</i></p> <p>Electives <i>LIS 507: Introduction to Knowledge Management</i> <i>LIS 520: Introduction to Health Sciences Librarianship</i> <i>LIS 531: Collection Management</i> <i>LIS 532: Metadata</i> <i>LIS 533: Database Design for Information Management</i> <i>LIS 538: Digital Libraries</i> <i>LIS 586: History of the Book</i> <i>LIS 587: Facilities Planning for Libraries and Information Centres</i> <i>LIS 590: Practicum</i> <i>LIS 593: Archives Administration*</i> <i>LIS 594: Records Management</i> <i>LIS 599: Directed Study</i></p>

Standard II Curriculum Area	MLIS Courses (3-Credit)
Analysis, Interpretation, Evaluation, Synthesis, and Dissemination	<p>Core Courses</p> <p><i>LIS 501: Foundations of Library and Information Studies</i></p> <p><i>LIS 503: Reference and Information Services</i></p> <p><i>LIS 504: Leadership and Management Principles for Library and Information Services</i></p> <p><i>LIS 505: Introduction to Research in Library and Information Studies</i></p> <p>Electives</p> <p><i>LIS 520: Introduction to Health Sciences Librarianship</i></p> <p><i>LIS 543: Human Information Interaction</i></p> <p><i>LIS 539: Emerging and Evolving Technologies</i></p> <p><i>LIS 590: Practicum</i></p> <p><i>LIS 597: Advanced Scholarship and Research in LIS</i></p> <p><i>LIS 598: Special Topics (Indigenous Contexts for Library and Information Studies in Canada)</i></p> <p><i>LIS 598: Special Topics (Information Policy)**</i></p> <p><i>LIS 598: Special Topics (Government Information)**</i></p> <p><i>LIS 598: Special Topics (Technology, Information and Society)**</i></p> <p><i>LIS 598: Special Topics (Knowledge Production, Diffusion, & Reception in LIS)</i></p> <p><i>LIS 599: Directed Study</i></p>

Standard II Curriculum Area	MLIS Courses (3-Credit)
Use and Users	<p>Core Courses</p> <p><i>LIS 501: Foundations of Library and Information Studies</i></p> <p><i>LIS 503: Reference and Information Services</i></p> <p><i>LIS 505: Introduction to Research in Library and Information Studies</i></p> <p>Electives</p> <p><i>LIS 507: Introduction to Knowledge Management</i></p> <p><i>LIS 510: Storytelling</i></p> <p><i>LIS 515: Materials for Young Adults</i></p> <p><i>LIS 516: Canadian Literature for Young People in Schools and Libraries</i></p> <p><i>LIS 518: Comic Books and Graphic Novels in School and Public Libraries</i></p> <p><i>LIS 520: Introduction to Health Sciences Librarianship</i></p> <p><i>LIS 526: Instructional Practices in Library and Information Services</i></p> <p><i>LIS 534: Information Architecture: Web Design for Usability</i></p> <p><i>LIS 541: LIS Services in Culturally Diverse Society</i></p> <p><i>LIS 543: Human Information Interaction</i></p> <p><i>LIS 580: Contemporary Theories and Practices of Reading</i></p> <p><i>LIS 585: Multimedia Literacies</i></p> <p><i>LIS 590: Practicum</i></p> <p><i>LIS 592: Intellectual Freedom and Social Responsibility in Librarianship</i></p> <p><i>LIS 593: Archives Administration*</i></p> <p><i>LIS 598: Special Topics (Indigenous Contexts for Library and Information Studies in Canada)</i></p> <p><i>LIS 598: Special Topics (Technology, Information and Society)**</i></p> <p><i>LIS 598: Special Topics (Knowledge Production, Diffusion, & Reception in LIS)</i></p> <p><i>LIS 598: Special Topics (Issues and Trends in Public Libraries)**</i></p> <p><i>LIS 599: Directed Study</i></p>

Standard II Curriculum Area	MLIS Courses (3-Credit)
Management of Human and Information Resources	<p>Core Courses</p> <p><i>LIS 501: Foundations of Library and Information Studies</i></p> <p><i>LIS 504: Leadership and Management Principles for Library and Information Services</i></p> <p>Electives</p> <p><i>LIS 507: Introduction to Knowledge Management</i></p> <p><i>LIS 515: Materials for Young Adults</i></p> <p><i>LIS 516: Canadian Literature for Young People in Schools and Libraries</i></p> <p><i>LIS 518: Comic Books and Graphic Novels in School and Public Libraries</i></p> <p><i>LIS 520: Introduction to Health Sciences Librarianship</i></p> <p><i>LIS 531: Collection Management</i></p> <p><i>LIS 532: Metadata</i></p> <p><i>LIS 538: Digital Libraries</i></p> <p><i>LIS 541: LIS Services in Culturally Diverse Society</i></p> <p><i>LIS 545: Management of Human Resources</i></p> <p><i>LIS 546: Marketing Library and Information Services</i></p> <p><i>LIS 586: History of the Book</i></p> <p><i>LIS 587: Facilities Planning for Libraries and Information Centres</i></p> <p><i>LIS 590: Practicum</i></p> <p><i>LIS 591: Publishing</i></p> <p><i>LIS 592: Intellectual Freedom and Social Responsibility in Librarianship</i></p> <p><i>LIS 594: Records Management</i></p> <p><i>LIS 598: Special Topics (Management of Financial Resources)</i></p> <p><i>LIS 599: Directed Study</i></p>
	<p style="text-align: right;"><i>*This course has been approved for a title change</i></p> <p><i>**These courses have been approved for permanent numbers yet to be assigned</i></p>

Collectively, the five core courses and the two required IT courses meet the objectives in *Standards II.2.1-II.2.6*. Elective courses provide further opportunity for students to obtain the knowledge and hone the skills outlined in these objectives.

In addition to formal course work, students are provided with many opportunities to develop knowledge and skills relevant to the LIS profession. [Table L – MLIS Courses Mapped to ALA Standards II.2.1 – II.2.6](#) provides the correlation between ALA requirements and the MLIS curriculum.

Table L – MLIS Courses Mapped to ALA Standards II.2.1 – II.2.6

Standard II.2	Course Number
<p>II.2.1 Fosters development of library and information professionals who will assume a leadership role in providing services and collections appropriate for the communities that are served</p>	<p>All Core Courses, and <i>LIS 510: Storytelling</i> <i>LIS 515: Materials for Young Adults</i> <i>LIS 516: Canadian Children's Literature for Young People in Schools and Libraries</i> <i>LIS 518: Comic Books and Graphic Novels in School and Public Libraries</i> <i>LIS 519: Introduction to Children's Literature</i> <i>LIS 531: Collection Management</i> <i>LIS 541: LIS Services in Culturally Diverse Society</i> <i>LIS 545: Management of Human Resources</i> <i>LIS 546: Marketing Library and Information Services</i> <i>LIS 548: Library Services to Children and Young Adults</i> <i>LIS 580: Contemporary Theories and Practices of Reading</i> <i>LIS 585: Multimedia Literacies</i> <i>LIS 590: Practicum</i> <i>LIS 593: Archives Administration*</i> <i>LIS 598: Special Topics (Government Information)**</i></p>
<p>II.2.2 Emphasizes an evolving body of knowledge that reflects the findings of basic and applied research from relevant fields</p>	<p><i>LIS 501: Foundations of Library and Information Studies</i> <i>LIS 503: Reference and Information Services</i> <i>LIS 504: Leadership and Management Principles for Library and Information Services</i> <i>LIS 505: Introduction to Research in Library and Information Studies</i> <i>LIS 507: Introduction to Knowledge Management</i> <i>LIS 539: Emerging and Evolving Technologies</i> <i>LIS 580: Contemporary Theories and Practices of Reading</i> <i>LIS 586: History of the Book</i> <i>LIS 590: Practicum</i> <i>LIS 591: Publishing</i> <i>LIS 593: Archives Administration*</i> <i>LIS 597: Seminar in Advanced Research</i> <i>LIS 598: Special Topics (Information Policy)**</i> <i>LIS 598: Special Topics (Government Information)**</i> <i>LIS 599: Directed Study</i></p>

Standard II.2	Course Number
II.2.3 Integrates technology and the theories that underpin its design, application, and use	<i>LIS 502: Organization of Information</i> <i>LIS 507: Introduction to Knowledge Management</i> <i>LIS 532: Metadata</i> <i>LIS 533: Database Design for Information Management</i> <i>LIS 534: Information Architecture: Web Design for Usability</i> <i>LIS 538: Digital Libraries</i> <i>LIS 539: Emerging and Evolving Technologies</i> <i>LIS 580: Contemporary Theories and Practices of Reading</i> <i>LIS 585: Multimedia Literacies</i> <i>LIS 590: Practicum</i> <i>LIS 594: Records Management</i> <i>LIS 598: Special Topics (Technology, Information and Society)**</i> <i>LIS 599: Directed Study</i> <i>LIS 600: Capping Exercise</i>
II.2.4 Responds to the needs of a diverse and global society, including the needs of underserved groups	<i>LIS 501: Foundations of Library and Information Studies</i> <i>LIS 503: Reference and Information Services</i> <i>LIS 517: Government Publications</i> <i>LIS 520: Introduction to Health Sciences Librarianship</i> <i>LIS 532: Collection Management</i> <i>LIS 534: Information Architecture: Web Design for Usability</i> <i>LIS 541: LIS Services in Culturally Diverse Society</i> <i>LIS 580: Contemporary Theories and Practices of Reading</i> <i>LIS 585: Multimedia Literacies</i> <i>LIS 587: Facilities Planning for Library and Information Centres</i> <i>LIS 591: Publishing</i> <i>LIS 592: Intellectual Freedom & Social Responsibility in Librarianship</i> <i>LIS 598: Special Topics (Indigenous Contexts for Library and Information Studies)</i> <i>LIS 599: Directed Study</i>

Standard II.2	Course Number
<p>II.2.5 Provides direction for future development of a rapidly changing field</p>	<p><i>LIS 503: Reference and Information Services</i> <i>LIS 504: Leadership and Management Principles for Library and Information Services</i> <i>LIS 507: Introduction to Knowledge Management</i> <i>LIS 526: Instructional Strategies for Library and Information</i> <i>LIS 531: Collection Management</i> <i>LIS 533: Database Design for Information Management</i> <i>LIS 538: Digital Libraries</i> <i>LIS 539: Emerging and Evolving Technologies</i> <i>LIS 543: Human Information Interaction</i> <i>LIS 545: Management of Human Resources</i> <i>LIS 580: Contemporary Theories and Practices of Reading</i> <i>LIS 585: Multimedia Literacies</i> <i>LIS 591: Publishing</i> <i>LIS 592: Intellectual Freedom and Social Responsibility in Librarianship</i> <i>LIS 598: Special Topics (Indigenous Contexts for Library and Information Studies)</i> <i>LIS 598: Special Topics (Management of Financial Resources)</i> <i>LIS 598: Special Topics (Technology, Information and Society)**</i> <i>LIS 598: Special Topics (Government Information)**</i> <i>LIS 598: Special Topics (Information Policy)**</i></p>

Standard II.2	Course Number
II.2.6 Promotes commitment to continuous professional development and lifelong learning, including the skills and competencies that are needed for the practitioner of the future.	All <i>Core Courses</i> , and <i>LIS 533: Database Design for Information Management</i> <i>LIS 534: Information Architecture: Web Design for Usability</i> <i>LIS 538: Digital Libraries</i> <i>LIS 539: Emerging and Evolving Technologies</i> <i>LIS 541: LIS Services in Culturally Diverse Society</i> <i>LIS 545: Management of Human Resources</i> <i>LIS 590: Practicum</i> <i>LIS 592: Intellectual Freedom and Social Responsibility in Librarianship</i> <i>LIS 597: Seminar in Advanced Research</i> <i>LIS 598: Special Topics (Technology, Information, and Society)**</i> <i>LIS 598: Special Topics (Government Information)**</i> <i>LIS 598: Special Topics (Information Policy)**</i>
<p style="text-align: right;"><i>*This course has been approved for a title change</i></p> <p style="text-align: center;"><i>**These courses have been approved for permanent numbers yet to be assigned</i></p>	

Standard II.2.1 Leadership

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

Fostering the development of LIS professionals who will become the leaders of tomorrow is of paramount importance to SLIS, as articulated in the SLIS Mission:

... the School develops diverse, reflective and inquiring library and information leaders through innovative, learner-centric teaching, research and scholarship, and community engagement for the public good

and underscored in PLO 4:

Students will apply leadership and management principles to address diverse organizational contexts, needs, and challenges.

Both curriculum and non-curriculum focused activities foster the development of students. The School's core and elective courses are designed and presented in ways that both inform students of important leadership and service issues, and that offer numerous ways of practicing and reflecting on ethical practice. SLIS faculty and other instructors consult with each other on a regular basis to ensure a balanced range of assignments and exercises to foster attitudes and experiences that support leadership such as collaboration on group assignments and giving presentations. The required course, *LIS 504: Leadership and Management Principles for Library and Information Services*, introduces students to the principles and practices of leadership and management in the professional lives of librarians, archivists, and other information service practitioners. Other elective courses such as *LIS 531: Collection Management*, *LIS 545: Management of Human Resources*, *LIS 590: Practicum*, *LIS 593: Archives Administration*, and *LIS 594: Records Management* also provide opportunity for students to develop and hone their leadership skills in accordance with PLO 4, as demonstrated by students' self-reporting in their capping exercise, the ePortfolio. (See [Table 1 - Relationship Between PLOs and Current MLIS Courses.](#))

Often taught by sessionals, the management-related electives allow opportunities for students to interact with, and be mentored by, instructors who are renowned leaders in the Canadian library and information professions. For example: Dr. Kathleen De Long and Dr. Margaret Law , two longstanding senior level UAL colleagues (Dr. Law retired from UAL in this Reporting Period); Dr. Margaret Shane, a practicing archivist and records manager, past-president of the Edmonton Chapter of ARMA and published author, mentor, and community volunteer; and, Jason Openo who currently serves as the Director of Teaching and Learning at Medicine Hat College, which includes Library Services and Centre for Innovation and Teaching Excellence, and who possesses twelve years of experience teaching leadership and management at MacEwan University. A Curriculum Vitae (CV) set for sessional instructors during the Reporting Period can be found in APPENDIX XXIX: SESSIONAL CVs.

Students also develop and gain valuable leadership skills through experiential learning opportunities. Students, for example, participate in different School, Faculty, and University governance committees, listed in [Table A - Governance Councils and Committees](#) on page 36, including leadership positions in LISSA, positions on the SLIS Curriculum Committee, School Council, and GSA Council. [Table LL - Student Organized Events](#) on page 259 summarizes a number of events that students organize and participate in such as Partners' Week, where students have an opportunity to observe librarians and information professionals in the workplace, and [FIP](#), an annual one-day student organized conference that consists of discussion of current topics in librarianship and the information professions and includes a variety of research presentations. Volunteer and community work with associations of which students are members, such as the [Greater Edmonton Library Association](#) (GELA), also provides an opportunity for student participation in a leadership capacity. In addition, there are research assistant opportunities for students to work on faculty-driven research projects. Such opportunities help students to not only gain valuable research experience, but also acquire and hone leadership-relevant skills in different areas such as project management, collaborative work management, and professional and scholarly communication including dissemination through conference presentations, posters, and proceedings. GRA opportunities such as the experience highlighted in this [January 2020 article](#), are more fully discussed in *Standard IV.1*, and examples of faculty/student collaborations are discussed in *Standard III.6*. See APPENDIX XXII: CONFERENCE PRESENTATIONS BY STUDENTS AND FACULTY and APPENDIX XXIII: PUBLICATIONS CO-AUTHORED BY STUDENTS AND FACULTY for listings of collaborations.

Standard II.2.2 Research

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

PLO 8 expresses SLIS's commitment to research:

Students will utilize and examine a broad range of LIS and cognate research and understand processes and methods required to conduct scholarship.

Again, core courses, electives, and extra-curricular activities provide a comprehensive grounding in this key area. *LIS 505: Introduction to Research in Library and Information Studies* introduces students to basic and applied research and methods relevant to the professional lives of librarians, archivists, and other information service practitioners. Assignments including reflective papers in other core courses such as *LIS 501: Foundations of Library and Information Studies* and *LIS 503: Reference and Information Services* require students to review and reflect on research work done in relevant domains. Similar requirements are also found in electives such as *LIS 507: Introduction to Knowledge Management*, *LIS 539: Emerging and Evolving Technologies*, and *LIS 598: Special Topics* courses (e.g., *Information Policy*). Students also have the option to take research specific courses such as *LIS 597: Advanced Scholarship and Research in LIS* and/or *LIS 599 Directed Study* (on-campus students only) in which students undertake a self-developed research project often related to thesis work, and can choose the thesis-option MLIS for in-depth research into a particular subject. Additionally, depending upon the project requirement, students may work on practicum-site driven research-oriented projects.

The research and scholarly expertise and experience of the faculty permeate the curriculum. As discussed in *Standard III.5*, SLIS faculty members, including the SLIS Chair, are active researchers and scholars fully engaged in the research community. They are involved in a wide variety of academic and professional organizations and associations; connected and engaged in local, national, and international professional communities; and their diverse backgrounds ensure a well-rounded and multi-disciplinary approach to research. As such, SLIS faculty members are consistently aware of developing trends in LIS and of current research findings in the field. The expertise and experience of the faculty feed into the curriculum with LIS course content updated and/or modified to reflect the most current developments in the LIS field. Many SLIS sessionals hold PhDs, and some are in the process of taking a PhD, and are active researchers.

A research culture is further promoted at the School with guest speakers introducing their research in courses and invited speakers presenting at various events such as the SLIS [Research Colloquia](#) and SLIS [Speaker's Corner](#) series which attract strong student attendance. FIP further encourages interaction between students and leaders in the field as well as providing students

with the opportunity to share their own findings. Highlighted in *Standard IV.5.2*, SLIS students are active researchers - through collaboration with faculty via research assistant opportunities or of their own accord, often flowing from course-work - publishing and presenting in a number of venues. For example, SLIS students are regular contributors at the annual Alberta Library Conference and the annual Canadian Association for Information Science (CAIS) conference (part of the Congress of the Humanities and Social Sciences). Notably, this year, a number of students presented posters at the Indigenous Librarianship Research Day. APPENDIX XXIV: SELECTED STUDENT POSTER PRESENTATIONS provides a list of student posters presented at these two venues, while APPENDIX XXII: CONFERENCE PRESENTATIONS BY STUDENTS AND FACULTY provides a list of conference presentations by students and faculty and APPENDIX XXIII: PUBLICATIONS CO-AUTHORED BY STUDENTS AND FACULTY provides a list of publications co-authored by students and faculty.

Standard II.2.3 Technology

Integrates technology and the theories that underpin its design, application, and use

The MLIS is a technologically-intensive program that prepares students for positions of responsibility across the information professions. SLIS's emphasis on technology is stated in *PLO 9*:

Students will examine historical, established, and emerging impacts, importance, and limitations of technologies in personal, professional, and social contexts as well as in library and information studies settings.

The MLIS program adopts a critical approach to the theoretical and practical issues of technology in the context of work, education, and culture. Students make use of a broad range of technologies in their assignments and contextualize the role, implications, limitations, and applications of technology in various library and information settings. Information technology (IT) skills are developed and integrated throughout the MLIS curriculum. To prepare themselves for LIS careers in the 21st century, students are expected to have, or to obtain, basic IT skills such as virtual collaborative skills for document management inherent to group work; digital fluency with the Internet, e-mail and electronic databases prior to starting the MLIS program;

and are required to complete two designated IT courses during their program. The School offers a number of courses, listed below. Based on a recent recommendation from the curriculum review, students may take one of the two IT courses from outside the faculty to enable them to pursue an IT topic of personal interest and professional relevance. The curriculum review also reinforced the two designated IT course requirement. The following are designated IT courses offered by SLIS:

- *LIS 533: Database Design for Information Management*
- *LIS 534: Information Architecture: Web Design for Usability*
- *LIS 538: Digital Libraries*
- *LIS 539: Emerging and Evolving Technologies*
- *LIS 598: Special Topics (Technology, Information and Society)*

Non-IT designated courses in the MLIS program also provide opportunities for students to engage with technology. The ePortfolio data reported the use of technology in courses such as *LIS 501: Foundations of Library and Information Studies*, *LIS 503: Reference and Information Services*, *LIS 520: Information Resources in Specialized Fields*, *LIS 532: Metadata*, and *LIS 590: Practicum*. A list of [technology tools](#) used by students in their practicum experiences has been compiled by the *LIS 590: Practicum* instructor, and is updated regularly, to provide insight into current technologies that are relevant in the workplace.

Faculty members participate in, and inform the discussion of, technology issues at both the Faculty of Education and the University levels, and these discussions also inform both curricular and pedagogical directions in the MLIS program. Where relevant, faculty members and instructors introduce emerging and evolving technologies into course content. SLIS faculty members make use of eClass, an open-source online learning management system that supports student learning and interaction, while students use Mahara, an open source ePortfolio management application to complete their capping exercise.

Standard III.4 of this *Self-Study* outlines the technological competence of the faculty and *Standard V.II* provides an accounting of the technology resources and supports available to faculty and students for curricular integration.

Standard II.2.4 Diverse and Global Society

Responds to the needs of a diverse and global society, including the needs of underserved groups

SLIS's commitment to preparing students to serve to a diverse society is reflected in *PLO 1* and *PLO 2*:

Students will demonstrate awareness of the histories, the philosophies, and the service orientations of libraries, librarianship, and related information environments; and understand the value of teaching, service, and research to the advancement of the field of library and information studies.

Students will evince complex and ethical awareness of issues, research, trends, and dilemmas in library and information studies.

and is infused in the SLIS values:

A diverse, inclusive, dynamic and collegial School which honours - Integrity, fairness, and respect; Equity, diversity and inclusion; Indigenous worldviews and bringing truth and reconciliation to our education; ...

as well as those of Canada's national library association,

The Canadian Federation of Library Associations (CFLA-FCAB) believes that a diverse and pluralistic society is central to our country's identity. Libraries have a responsibility to contribute to a culture that recognizes diversity and fosters social inclusion. Libraries strive to deliver inclusive service. Canada's libraries recognize and energetically affirm the dignity of those they serve, regardless of heritage, education, beliefs, race, religion, gender, age, sexual orientation, Libraries understand that an acceptance of differences can place individual and collective values in conflict. Libraries are committed to tolerance and understanding. Libraries act to ensure that people can enjoy services free from any attempt by others to impose values, customs or beliefs.

Beginning with *LIS 501: Foundations of Library and Information Studies* and branching into the various courses offered by the School, students are instilled with an awareness of the needs of a diverse society, and the targeted needs of underserved populations. A number of courses, such as *LIS 503: Reference and Information Services*, *LIS 518: Comic Books and Graphic Novels in School and Public Libraries*, *LIS 541: LIS Services in Culturally Diverse Society*, *LIS 592: Intellectual Freedom and Social Responsibility in Librarianship*, and *LIS 598: Special Topics (Indigenous Contexts for Library and Information Studies in Canada)*, engage students in teaching and learning about how library and information services can effectively and sustainably improve access to information for a diverse society, including commonly underserved groups such as Indigenous, multicultural, and multilingual communities. Students are expected to be aware of the culturally diverse composition of society, and of the responsibility to serve all client groups with respect and understanding of equity, diversity and inclusion.

The *CRWG Report* also underscored the importance of preparing students to serve Indigenous communities. Recognizing that Edmonton, Alberta is home to the second largest urban Indigenous population in Canada⁴ and that over half of Canada's Indigenous population live in the four western provinces⁵, the report recommended:

Drawing upon the CFLA and TRC recommendations and stakeholders' perspectives, we recommend building on the momentum of SLIS course offerings and other work being done by SLIS, the Faculty of Education, and the University of Alberta in this area.

Fulfilling one of its strategic directions, the School introduced a pilot 3-credit *LIS 598: Special Topics (Indigenous Contexts for Library and Information Studies)* course into the MLIS curriculum, further reflecting on SLIS's commitment towards educating future information

⁴ Aboriginal peoples in Canada: Key results from the 2016 Census (October 2017). Available at <https://www150.statcan.gc.ca/n1/daily-quotidien/171025/dq171025a-eng.htm>

⁵ Aboriginal Peoples Highlight Tables, 2016 Census (February 2019). Available at <https://www12.statcan.gc.ca/census-recensement/2016/dp-pd/hlt-fst/abo-aut/Table.cfm?Lang=Eng&T=101&S=99&O=A>

professionals (Indigenous and non-Indigenous) to work in and alongside Indigenous communities in library and information settings in the Prairie region of Canada and beyond.

The research, scholarship, and project work of faculty members, often including student GRAs, draws attention to social issues and inequalities on both a local and global basis with a focus on addressing the issue of underserved groups. Some examples include:

- Dr. Samek and Dr. Lynette Shultz, editors. (2017). *Information Ethics, Globalization and Citizenship: Essays on Ideas to Praxis*. Jefferson, NC: McFarland & Company, Inc., Publishers. 196 p – with editing assistance by SLIS GRAs Andrea Johnston and Christina Palech.
- Dr. McNally, in collaboration with Dr. Rob McMahon, partnered with the Gwich'in Tribal Council to deliver a series of digital literacy workshops in the remote northern communities of Aklavik, Tetlit Zeh and Inuvik in 2018, followed up with the creation of digital literacy student workbooks and a facilitator guide. Building on this work, funding has been received for *DigitalNWT*, a multi-year, federally-funded project to run a series of Train-the-Trainer and end-user digital literacy workshops across the NWT. Kendra Cowley (MA/MLIS student) was involved as an instructor in the first Train-the-Trainer session held August 2019 in Inuvik, NWT.
- Dr. Rathi has received GRA funding for the pilot project titled, *A Study to Develop a Framework to Assess and Document Decolonizing and Reconciliation Efforts by Libraries* for the initial phase of a proposed project to develop a framework to undertake facet-based assessment of organizations such as libraries and archives in their decolonization and reconciliation efforts.
- Dr. Oliphant and Dr. Allard and GRA Angela Lieu have been researching third party sexual harassment in public libraries.

Standard II.2.5 Rapidly Changing Field

Provides direction for future development of a rapidly changing field

The MLIS curriculum provides a solid foundation in the social, legal, political, economic, cultural and technological contexts of libraries and information services, providing a well-rounded and coherent foundation for future LIS professionals. Community needs analysis, policy development, advocacy, and proactive planning feature across the curriculum, and emerging and evolving technologies are incorporated into course content, providing the skills for students to recognize and thrive in dynamic environments. The constant review and analysis of core and elective courses with evidence-based changes in the curriculum, including the addition of new courses (See *Standard II.5*), is reflective of the School's awareness of, and commitment to, ensuring that the diverse body of SLIS graduates will contribute to charting the future of the field. The recent comprehensive curriculum review is further evidence of the School's commitment to providing informed direction for the future development of the LIS field.

SLIS faculty members, through their research activities, personal study, ongoing professional development, and engagement with diverse professional communities, constantly strive to incorporate new and emergent developments in the field into course content, orienting students to new findings and potential future developments. As an example, a recent assignment in *LIS 598: Special Topics (Information Policy)* invited students to make a meaningful contribution to a public policy consultation or proceeding. MLIS/MA Digital Humanities combined student Kris Joseph was awarded the [CRTC Prize for Excellence in Policy Research](#) for his submission to the Canadian Radio-television and Telecommunications Commission.

Further discussed in *Standard III.1*, the School has engaged in purposeful recruitment and retention of faculty with targeted areas of expertise to ensure both a diversity of knowledge and broad coverage of the LIS landscape as demonstrated in the range of faculty research areas in [Table P - Current SLIS Full-Time Faculty and Their Research Profiles](#) on page 153. From *Standard II.2.2*, faculty (and students) are active researchers with institutional support, allowing them to remain leaders in their field and to delve into new ones. The School's full-time faculty

are complemented by highly skilled professionals and leaders who bring significant experience and unique subject matter expertise to the MLIS program in a part-time teaching capacity as sessional instructors. These appointments enable the School to benefit from the contributions of scholars, researchers, practitioners, and leaders from the broader LIS community who bring a current, expert, and real-world perspective to their teaching.

SLIS continues to be at the forefront of MLIS program innovation in Canada. Introduced in 2013 and attracting students from all Canadian provinces and two territories, the SLIS online offering remains the only purely online MLIS opportunity in Canada. Notably, this innovation has enabled SLIS to recruit and retain the vast majority of Indigenous LIS students in the country. (Per sharing of information between the LIS program heads at the eight Canadian universities who form the Canadian Council of Information Schools/CCIS.) Also, the first in Canada, and following a detailed, consultative decision-making process described in *Standard I.1* that included online and on-campus students, consultation with the COA, and governance at the school, faculty, university, and government levels, the reduced credit requirement for course-based students became effective July 1, 2019.

Standard II.2.6 Professional Development and Lifelong Learning

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

SLIS affirms its commitment to these principles in *PLO 10*:

Demonstrate awareness of the need for continuing professional engagement and service while developing and maintaining professional relationships.

Continuous professional growth is reflected in the academic and practical aspects of the curriculum, including the broad array of courses offered by SLIS. The small size of the School fosters particularly close, meaningful, trusted, and sustained relationships with the local professional community, many of whom are SLIS alumni. For SLIS, ongoing engagement with regional, national, and international communities of practice is conditional to the success of the MLIS program.

In courses such as *LIS 501: Foundations of Library and Information Studies* and *LIS 504: Leadership and Management Principles*, students become familiar with the significance of continuous professional development through examining and participating in a broad array of professional and organizational activities to facilitate a solid understanding of the value and importance of lifelong professional learning. Activities may include networking with LIS professionals, visiting various library and information service settings, and/or participating in professional development events and activities. To complete their ePortfolio and the requirements of the MLIS program, students must demonstrate evidence of participation in a leadership role in a student or community organization and engagement with the profession beyond the curriculum.

In addition to a number of events that connect students with professional communities such as [FIP](#), the [Research Colloquia](#), [Speaker's Corner](#), and Partners' Week, and re-enforce the importance of lifelong and professional learning, professional groups connect with future LIS professionals through SLIS. The Canadian Association of Professional Academic Librarians (CAPAL) has a [University of Alberta CAPAL Student Chapter](#) that includes both on-campus and online MLIS students; the [Edmonton Law Libraries Association](#) (ELLA) is active on-campus recruiting student members; the [Library Association of Alberta](#) provides a low-cost student membership to SLIS students and considers them for funding grants; and GELA's [Prison Libraries Project](#) provides an opportunity for local MLIS students to engage in library and information-based social justice volunteerism. Additional information about student participation in external groups can be found in *Standard IV.5*. Furthermore, SLIS has a close and visible relationship with its alumni association, LISAA, and SLIS students automatically become members of this professional community upon graduation.

Standard II.3 Programs of Study

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

SLIS students can construct coherent programs of study based upon the framework of completing five core courses, two IT-designated courses, and, for course-based students, a capping exercise, augmented by the variety of elective courses that SLIS offers. As indicated in the *Introduction*, students have a number of options of how they choose to meet this requirement: course vs. thesis-based; online vs. on-campus; full-time vs. part-time; and MLIS vs. combined degree. There is also flexibility and breadth in program content to allow students to build a program of study that aligns with their professional aspirations. [Table M – Core and Elective Course Enrollments](#) summarizes students’ participation in core and elective courses to construct their programs of study. APPENDIX XXVI: MLIS COURSES OFFERED, FALL 2013-FALL 2019 provides further detail about enrollment in specific courses.

Table M – Core and Elective Course Enrollments

Course Enrollments (# of students)			
	Core Courses	Electives	Total
2013-14	328	563	891
Fall 2013	210	182	392
Spring 2014		60	60
Summer 2014		96	96
Winter 2014	118	225	343

Course Enrollments (# of students)			
	Core Courses	Electives	Total
2014-15	377	644	1021
Fall 2014	270	182	452
Spring 2015		25	25
Summer 2015		165	165
Winter 2015	107	272	379
2015-16	473	696	1169
Fall 2015	289	183	472
Spring 2016		166	166
Summer 2016		15	15
Winter 2016	184	332	516
2016-17	416	818	1234
Fall 2016	259	254	513
Spring 2017		199	199
Summer 2017		10	10
Winter 2017	157	355	512
2017-18	469	679	1148
Fall 2017	300	209	509
Spring 2018		209	209
Summer 2018		16	16
Winter 2018	169	245	414
2018-19	365	578	943
Fall 2018	176	257	433
Spring 2019		164	164
Winter 2019	189	157	346
2019-20*	198	164	362
Fall 2019	198	164	362
Grand Total	2626	4142	6768
<i>*2019-20 Academic Year only includes Fall 2019 semester</i>			

Students are encouraged to make program choices in partnership with their Academic Program Advisors (APAs). More information about program advisement and the process of constructing a coherent program of study can be found in *Standard IV.4*.

Thematic Areas of Interest

The MLIS curriculum is designed to produce well-rounded general practitioners for entry-level positions in the LIS professions. All courses at SLIS are organized into seven broad thematic areas – knowledge and information organization, materials and collection, critical issues, management, technology, user services, research - with experiential learning, critical thinking, and values entwined throughout all the broad thematic areas. These themes set the foundation to develop diverse competencies and provide a robust philosophical, historical, and theoretical foundation, as illustrated in *Figure 2 - MLIS Curriculum Areas of Interest*.

Figure 2 - MLIS Curriculum Areas of Interest

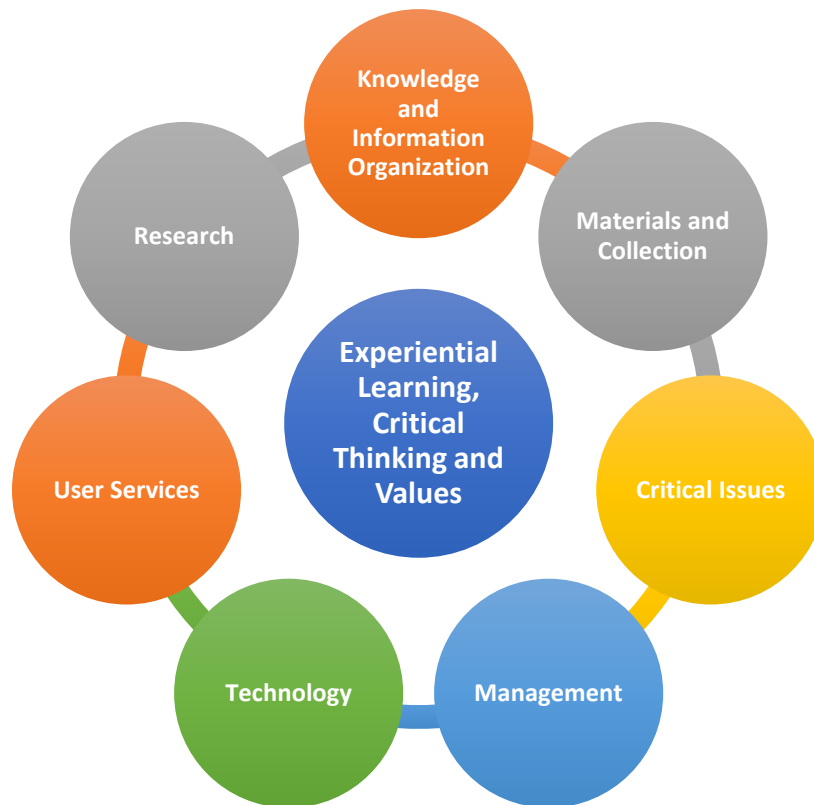


Table N - MLIS Courses Mapped to Thematic Areas of Interest maps all courses currently offered at SLIS with the School's established areas of interest and is used by APAs advising students in the construction of individualized programs of study.

Table N - MLIS Courses Mapped to Thematic Areas of Interest

Area of Interest	Course Number & Title
Knowledge Organization	<p><i>LIS 502: Organization of Information</i> <i>LIS 532: Metadata</i> <i>LSI 590: Practicum</i> <i>LIS 593: Archives Administration*</i> <i>LIS 594: Records Management</i> <i>LIS 599: Directed Study</i></p>
Critical Issues	<p><i>LIS 501: Foundations of Library and Information Studies</i> <i>LIS 541: LIS Services in Culturally Diverse Society</i> <i>LIS 586: History of the Book</i> <i>LIS 590: Practicum</i> <i>LIS 591: Publishing</i> <i>LIS 592: Intellectual Freedom and Social Responsibility in Librarianship</i> <i>LIS 598: Special Topics (Knowledge Production, Diffusion, and Reception in LIS)</i> <i>LIS 598: Special Topics (Indigenous Contexts for Library and Information Studies in Canada)</i> <i>LIS 598: Special Topics (Technology, Information and Society)**</i> <i>LIS 598: Special Topics (Government Information)**</i> <i>LIS 598: Special Topics (Information Policy)**</i> <i>LIS 599: Directed Study</i></p>
Research	<p><i>LIS 505: Introduction to Research in Library and Information Studies</i> <i>LIS 597: Advanced Scholarship and Research in LIS</i> <i>LIS 590: Practicum</i> <i>LIS 599: Directed Study</i></p>
Management	<p><i>LIS 504: Leadership and Management for Library and Information Services</i> <i>LIS 507: Introduction to Knowledge Management</i> <i>LIS 542: Library Preservation, Security, and Risk Management</i> <i>LIS 545: Management of Human Resources</i> <i>LIS 546: Marketing Library and Information Services</i> <i>LIS 587: Facilities Planning for Libraries and Information Centres</i> <i>LIS 590: Practicum</i> <i>LIS 594: Records Management</i> <i>LIS 598: Special Topics (Management of Financial Resources)</i> <i>LIS 599: Directed Study</i></p>

Area of Interest	Course Number & Title
Materials	<i>LIS 515: Materials for Young Adults</i> <i>LIS 516: Canadian Literature for Young People in Schools and Libraries</i> <i>LIS 518: Comic Books and Graphic Novels in School and Public Libraries</i> <i>LIS 520: Information Resources in Specialized Fields</i> <i>LIS 531: Collection Management</i> <i>LIS 585: Multimedia Literacies</i> <i>LIS 586: History of the Book</i> <i>LIS 590: Practicum</i> <i>LIS 591: Publishing</i> <i>LIS 599: Directed Study</i>
Technology	<i>LIS 533: Database Design for Information Management</i> <i>LIS 534: Information Architecture: Web Design for Usability</i> <i>LIS 538: Digital Libraries</i> <i>LIS 539: Emerging and Evolving Technologies</i> <i>LIS 590: Practicum</i> <i>LIS 598: Special Topics (Technology, Information, and Society)**</i> <i>LIS 599: Directed Study</i>
User Services	<i>LIS 503: Reference and Information Services</i> <i>LIS 510: Storytelling</i> <i>LIS 526: Instructional Practices in Library and Information Services</i> <i>LIS 543: Human Information Interaction</i> <i>LIS 580: Contemporary Theories and Practices of Reading</i> <i>LIS 585: Multimedia Literacies</i> <i>LIS 590: Practicum</i> <i>LIS 599: Directed Study</i>
<p style="text-align: right;"><i>*This course has been approved for a title change</i></p> <p style="text-align: center;"><i>**These courses have been approved for permanent numbers yet to be assigned</i></p>	

The following concept maps illustrate the relationship between the thematic areas and courses available to students to pursue specialized study in each area. The first [Figure 3 - SLIS Courses and Thematic Areas](#) depicts the relevant SLIS courses and reflects the same information as [Table N - MLIS Courses Mapped to Thematic Areas of Interest](#) and the second [Figure 4 - External Courses and Thematic Areas](#) considers courses offered at UAlberta, but outside of SLIS, that contribute to learning in the critical themes.

Figure 3 - SLIS Courses and Thematic Areas

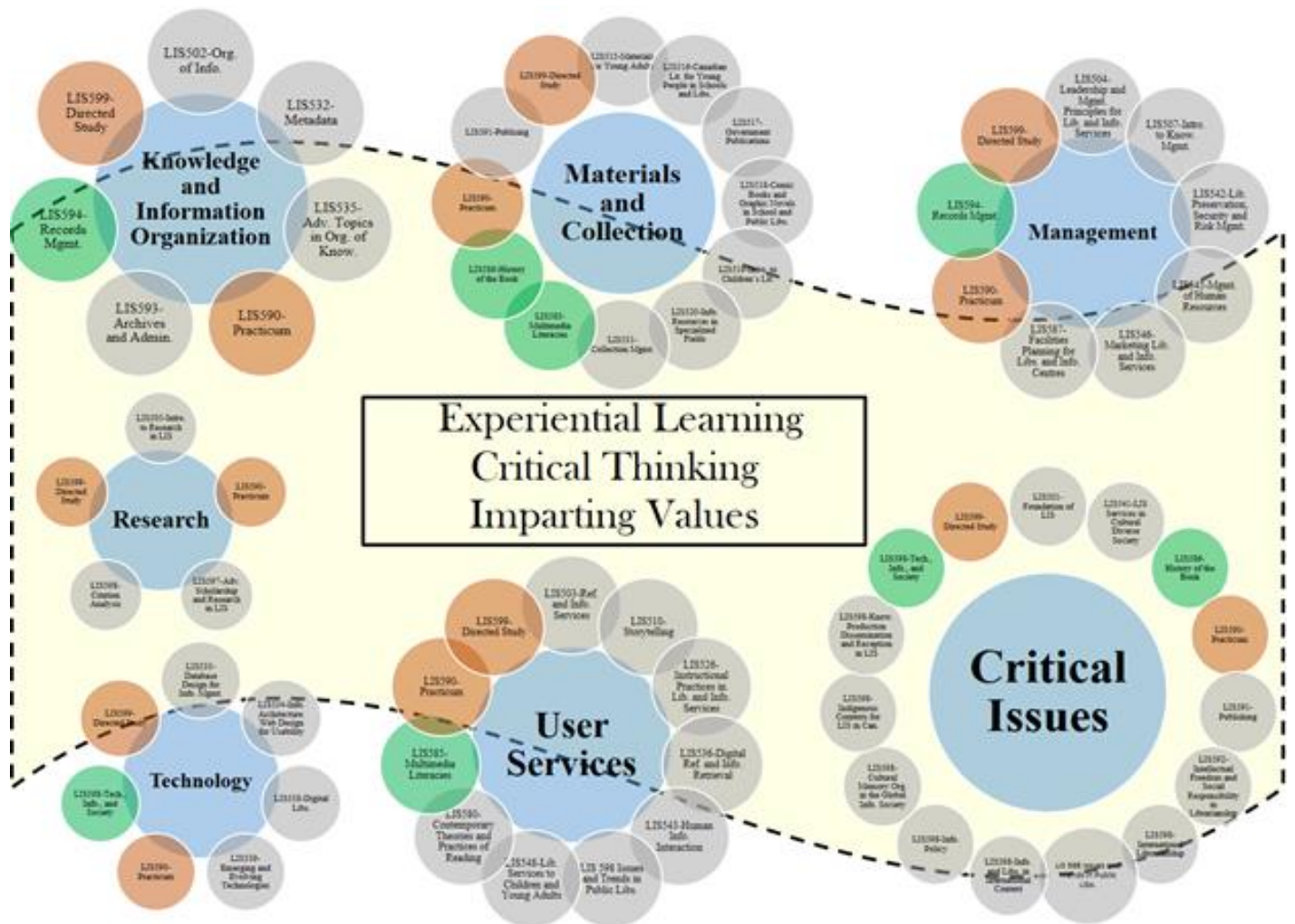
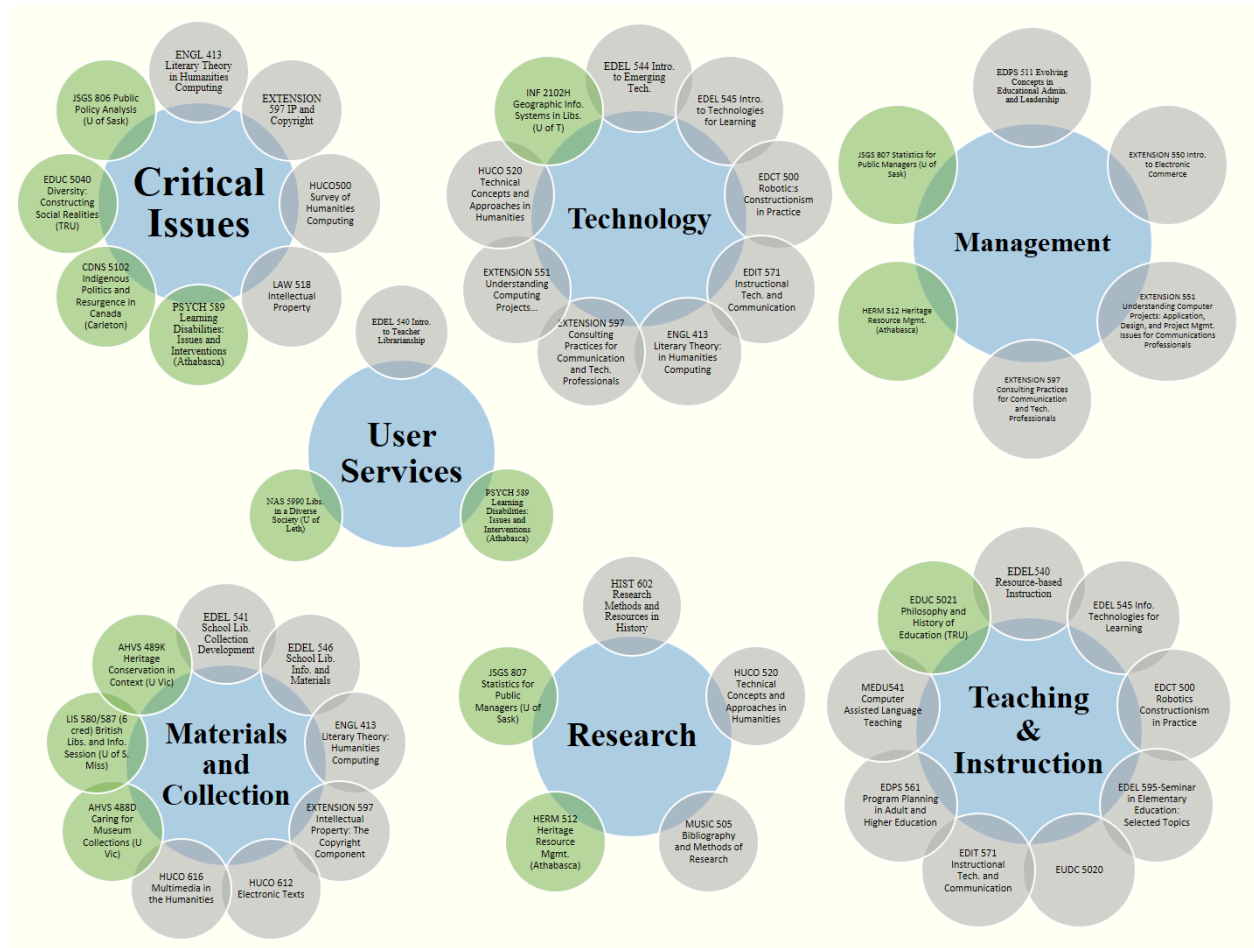


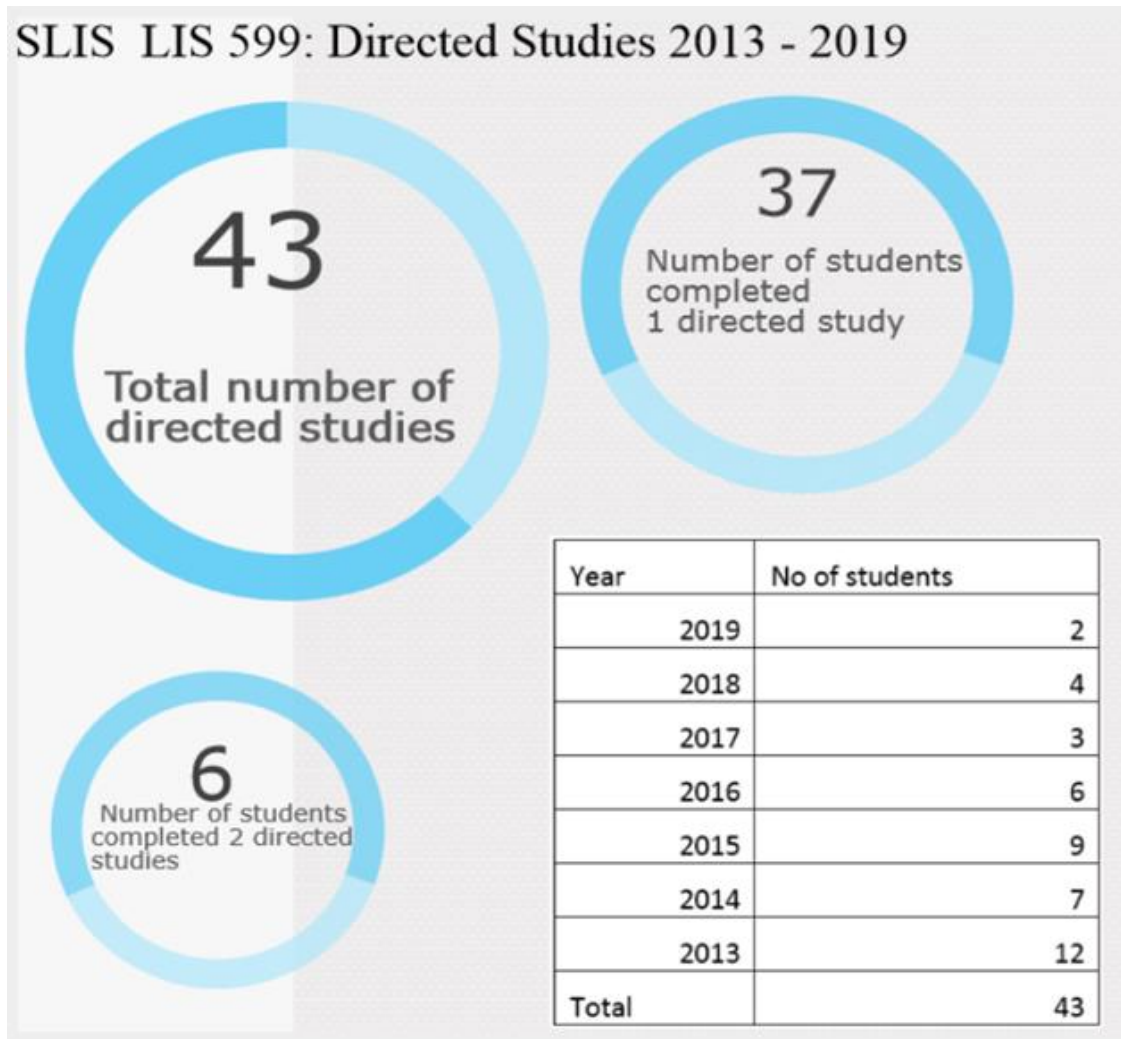
Figure 4 - External Courses and Thematic Areas



Directed Study

The opportunity for in-depth and specialized study is also available through the *LIS 599: Directed Study* course which provides opportunity for further study of special topics and issues based on knowledge acquired in previous courses or on significant prior experience. A maximum of two *LIS 599: Directed Study* courses may be completed during the MLIS program. This course is currently restricted to on-campus offering students, and requires instructor's consent and SLIS approval, by submitting this [form](#). *Figure 5 - Directed Studies Completed 2013-19* illustrates the number of students pursuing *Directed Studies* during the Reporting Period.

Figure 5 - Directed Studies Completed 2013-19



A small number of SLIS students and all students in the MLIS/MA Digital Humanities combined program have completed a thesis. APPENDIX XXV: MLIS & MLIS/DH THESES provides a list of all the MLIS and MLIS/MA Digital Humanities combined program theses completed during the Reporting Period.

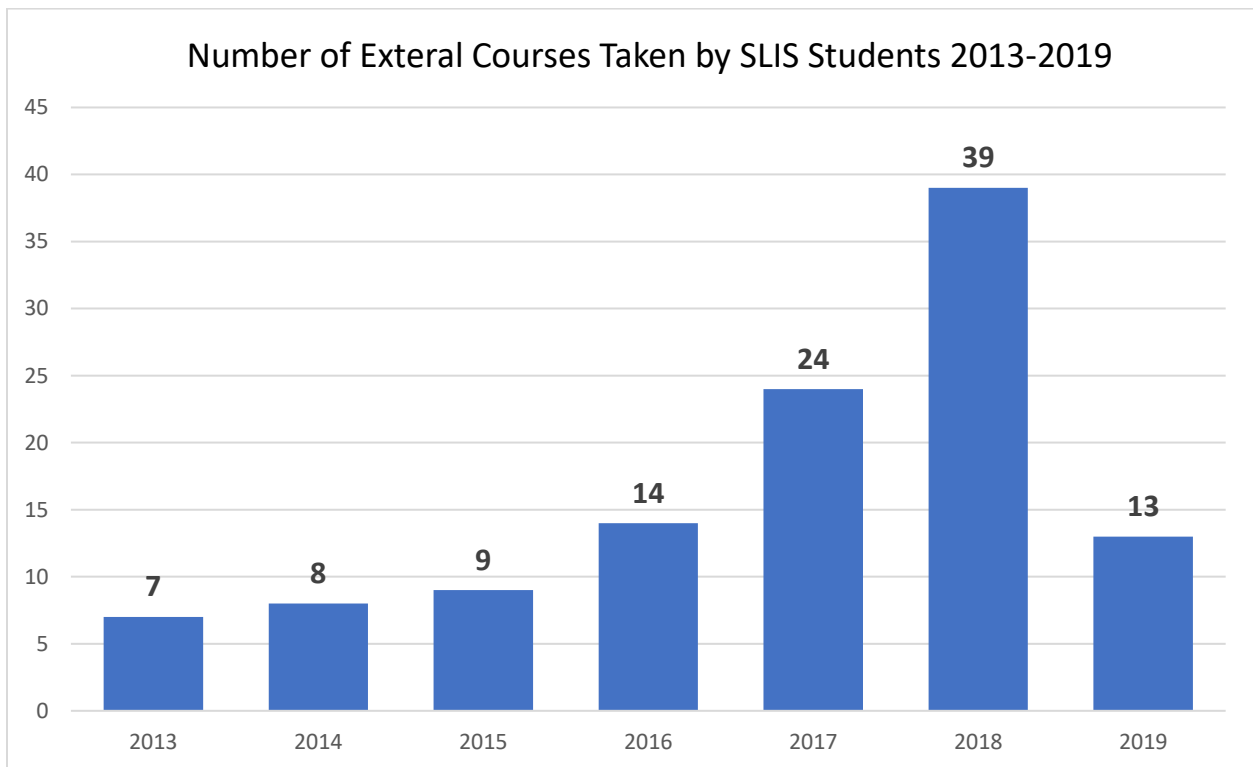
Seminar in Advanced Research

Additionally, *LIS 597: Seminar in Advanced Research* offers students an in-depth examination of research approaches and issues relevant to the LIS field and to the research interests of students pursuing doctoral programs, thesis-route master's programs, or other advanced projects.

Interdisciplinary Coursework

In acknowledgement of the interdisciplinary nature of LIS and the synergies of the field with many other disciplines, opportunities to pursue interdisciplinary coursework are encouraged at SLIS, as evidenced by [Figure 4 - External Courses and Thematic Areas](#). Thesis-route students may take two graduate-level courses, and course-based students may take three, outside of SLIS, at UAlberta or at other institutions. [Figure 6 - External Courses Completed by SLIS Students, 2013-19](#) shows that during the Reporting Period, 97 SLIS students completed 114 external courses. 2019 totals for all charts and figures are current to June 30, 2019.

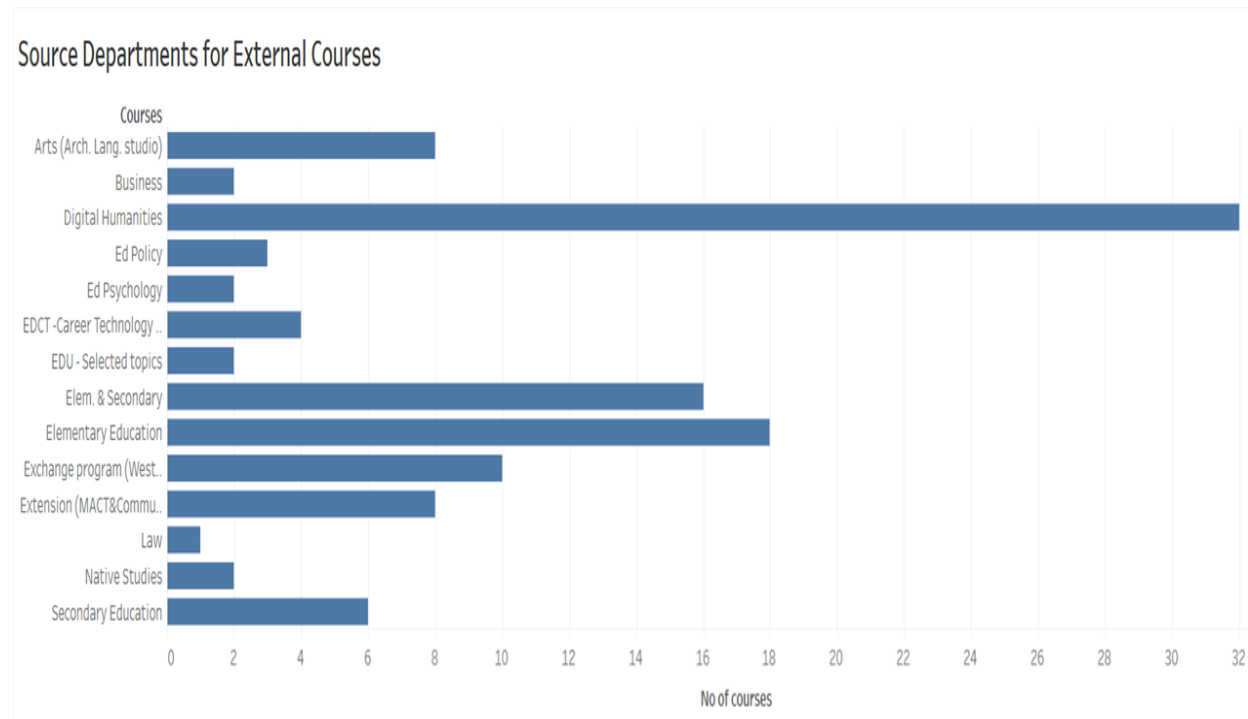
Figure 6 - External Courses Completed by SLIS Students, 2013-19



Many courses currently available at UAlberta complement the MLIS curriculum. [Figure 7 - Source Departments for External Courses Completed by SLIS Students, 2013-19](#) shows the departments from which SLIS students took external courses. Many students, for example, took courses from the UAlberta Digital Humanities program, followed by Faculty of Education Departments of Elementary and Secondary Education, and the Faculty of Extension. Examples

of [courses](#) taken by students from the Faculty of Education and other faculties at UAlberta is available on the SLIS website. The richness and variety of departments and subject areas is evidence of the flexible ways in which students can customize their learning experiences and studies.

Figure 7 - Source Departments for External Courses Completed by SLIS Students, 2013-19



SLIS students also have the option to audit courses offered at UAlberta to further develop their interests and hone their skills in specialized areas. Students are required to complete a [course audit request form](#) to seek course audit approval. Offering a further interdisciplinary component to the MLIS program, select students from a variety of other faculties and departments at UAlberta take SLIS courses.

Students interested in taking an equivalent to a SLIS MLIS course are allowed to take courses at institutions external to UAlberta. Students are required to complete a [request for approval for non-LIS courses](#) to take courses offered through other institutions. Students in the MLIS program can import external graduate-level courses by transferring credits through the

[Canadian University Graduate Transfer Agreement](#) and take external courses while in the program through the [Western Canadian Deans' Agreement](#).

Experiential Opportunities

Practicum

Experiential elements of the program are incorporated into the curriculum as much as possible, but are most pronounced in [LIS 590: Practicum](#). The MLIS Practicum is conceived as a leadership experience and an opportunity to pursue the following learning objectives:

- To develop personal leadership skills on several dimensions including self-awareness, self-reflection, self-evaluation, self-direction, self-presentation, public speaking, networking, interpersonal relationship-building, teamwork and collaboration, and general communication.
- To gain insights into organizational culture and organizational structure (org chart).
- To absorb formal and tacit knowledge about workplace values, vision, mission, priorities, communication, teamwork, change management, conflict and dispute resolution, planning, and decision-making.
- To learn about and experience professional socialization and to advance professional identity formation.
- To apply classroom theory and professional skills to workplace services, tasks, and projects.

Under the guidance of a SLIS instructor, the practicum offers students an opportunity to contribute to an organization under the supervision of a librarian or other experienced information specialist. *LIS 590: Practicum* is flexible, allowing students another educational venue to pursue personal and professional areas of interest. In the past six years, students have completed practicum placements in a diverse and broad range of library and information organizations, including archives, records and information management settings, public libraries, post-secondary libraries, school libraries, special libraries and information centres, as well as benefiting from research opportunity placements at UAlberta in the Faculty of Medicine

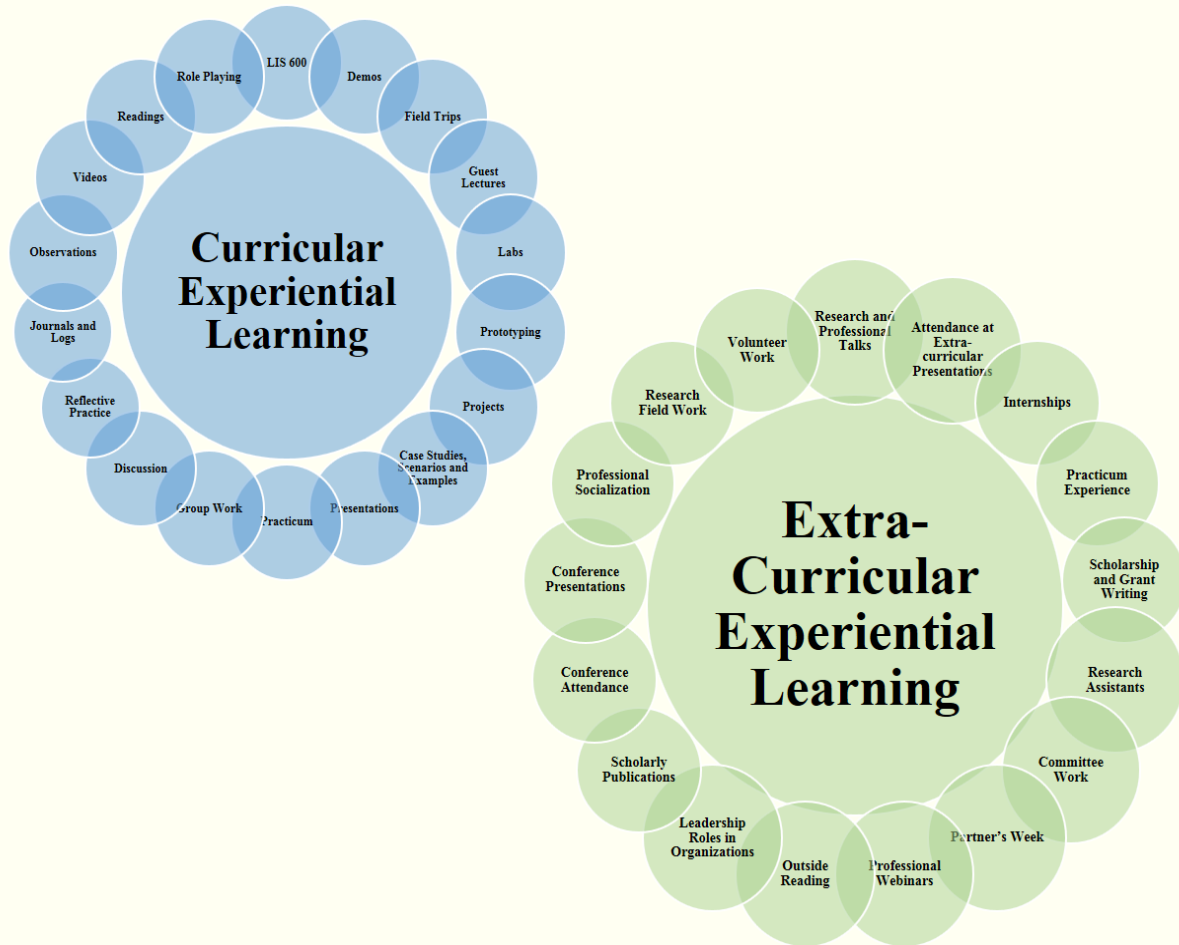
& Dentistry, the Department of Family Medicine, and Bibliothèque Saint-Jean. The geographic distribution of SLIS practicum placements is particularly noteworthy. In addition to practicum placements in [Edmonton](#) and Alberta, SLIS practicum students have secured placements in more than fifty libraries across Canada and in eighteen [international placements](#). In 2019-20, SLIS began the important work of exploring ways to selectively embed a professional liaison into the *LIS 590: Practicum* matrix (alongside the course instructor and site supervisor) where an information professional is not available on site as, for example, has proven to be the case in some Indigenous contexts.

Extra-curricular

In addition to the practicum, as previously discussed in *Standard II.2.6*, SLIS students engage in a diverse range of professional development and extracurricular activities such as committee work, participation in professional associations, conference attendance and presentation, and scholarly and research work, that allow them to gain diverse knowledge, experience, and skills. Used as an aid by students and APAs, a collection of extra-curricular [student professional development activities](#) was compiled into a reference list to better support experiential learning in the program.

Analysis of data captured from the ePortfolios and from APA conversations with students, indicates that students participate in a wide range of both curricular and extra-curricular experiential opportunities as illustrated in [Figure 8 - Curricular and Extra-Curricular Experiential Learning](#):

Figure 8 - Curricular and Extra-Curricular Experiential Learning



Joint Programs

SLIS currently offers two combined degree programs in conjunction with other faculties:

- Master of Arts in Digital Humanities (DH)/Master of Library and Information Studies (MA/MLIS)
- Master of Business Administration (MBA)/Master of Library and Information Studies (MBA/MLIS)

The [MA/MLIS](#) is a thesis-based, inter-faculty joint degree program, which typically extends over three years of full-time study. The [MBA/MLIS](#) is a course-based, inter-faculty joint degree program, which typically extends over three years of full-time study. Full descriptions of both these programs are found on the [Programs](#) page of the School's website.

Course Content and Sequence Relationships

To provide guidance in the construction of coherent programs of study, [course calendar descriptions](#) are posted on the SLIS website and additional information is available in the [University Calendar](#), such as the course schedule, number of credits, term, and pre/co-requisite requirements, available through Bear Tracks, UAlberta's online course registration application. In addition, students can download an up-to-date program sheet relevant to their program of study (e.g., [course-based](#), [thesis-based](#), [MBA/MLIS program](#) and [MA/MLIS program](#)) from the School website to develop a plan for their program of study. As discussed more fully in *Standard IV.4*, each student is assigned an APA who is available to aid them in the construction of a program of study that meets their individualized needs and goals.

Standard II.4 Consideration of Relevant Professional Associations

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

ALA accreditation standards, including recommendations from the last accreditation review, and the [ALA's Core Competences of Librarianship](#) are foundational building blocks of the MLIS program as evidenced by the correlation between the MLIS PLOs and the accreditation standards in [Table E - Program Learning Outcomes and Objectives Mapped to Accreditation Standards](#) on page 61 and the accompanying discussion in *Standard II.2*. Rigorous mapping between the PLOs and SLOs, with their mandatory inclusion for every MLIS course offered, ensures that the School remains aligned with, and continues to offer, a comprehensive program on the vanguard of LIS education in Canada and beyond.

Recognized in PLO 2,

Students will critically evince complex and ethical awareness of issues, research, trends, and dilemmas in library and information studies[,]

the importance of a strong grounding in ethics is an important aspect of the profession and is reflected in statements by various professional associations. In the Canadian context, CFLA's [CFLA-FCAB Code of Ethics](#) layer the ALA's [Professional Ethics](#) , and directly reference the International Federation of Library Associations and Institution's (IFLA) [Code of Ethics for Librarians and Other Information Workers](#), all of which are infused throughout the MLIS program, starting with *LIS 501: Foundations of Library and Information Studies*. Applied application of ethics guidelines is introduced in the core course, *LIS 505: Introduction to Research in Library and Information Studies*, and enacted in select electives. For example, for their final project work, students enrolled in the *LIS 507: Introduction to Knowledge Management* are required to follow guidelines incorporated in the [Research Ethics Board's](#) approved course-based ethics application including review of the [Human Research Ethics Policy](#) of UAlberta and the [Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans – TCPS 2\(2018\)](#). Similarly, students enrolled in *LIS 597: Seminar in Advanced Research and Scholarship*, depending on their projects, are required to submit a research ethics application with Research Ethics Board to conduct their class-related research work.

The statements, competencies, and guidelines of professional organizations are more specifically referenced and incorporated in the examination of distinct topic areas within the information professions. For example, CARL's [Core Competencies for 21st Century CARL Librarians](#) is referenced in a number of courses: *Section 1. Foundational Knowledge* in *LIS 501: Foundations of Library and Information Studies* and in *LIS 598: Special Topics (Information Policy)*; *Section 4. Collections Development* in *LIS 538: Digital Libraries*; *Section 5. Information Literacy* in *LIS 526: Instructional Practices in Library and Information Services*; and *Section 7. Information Technology Skills* in *LIS 533: Database Design for Information Management* and in *LIS 534: Information Architecture: Web Design for Usability*. *LIS 504: Organization of Data* incorporates IFLA's [Statement of International Cataloguing Principles \(ICP\) 2016](#).

Standard II.5 Evaluation of Curriculum

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

The School's curriculum undergoes ongoing review and is continuously evolving to remain contemporary and forward looking. Curriculum evaluation includes a multi-step formal governance process grounded by a dedicated Curriculum Committee, constituent input, and is reflected by the accomplishments and achievements of its students.

Procedures for Curriculum Evaluation

Curriculum Committee and Governance Committees

The School has a robust governance structure including publicly available [Terms of Reference](#) for its decision-making councils and committees. A core priority, curriculum planning and evaluation, is assigned a dedicated committee, the SLIS Curriculum Committee. This Committee oversees the development of new courses, revision of existing courses, relationships between courses, and the balance of the program as expressed in curriculum.

Meeting at least once per term, and generally more frequently as required, to review and address emerging curriculum matters, the Curriculum Committee includes four faculty members; three student representatives of the online, on-campus, full-time, and part-time cohorts; and the Assistant Chair, Administration. The committee's composition bolsters diversity, provides opportunity to discuss the MLIS curriculum from differing perspectives, and ensures that the curriculum is meeting MLIS students' needs.

Curriculum-based decisions and topics requiring broader discussion are forwarded to the SLIS Academic Council with full-faculty representation, ensuring that all faculty have a voice in curriculum matters. The decision process can be bi-directional with the Academic Council

referring new matters to the Curriculum Committee, and/or iterative, with matters being referred back to the Curricular Committee for further evaluation and evidence. Such was the case with the credit-reduction decision-making scenario presented in *Standard 1.1*.

SLIS School Council as the chief governing and advisory body of the School, is the approver of curriculum related decisions recommended to it by Academic Council. The broad membership base of School Council including faculty; elected representatives of current students; and representatives of employers, adjuncts and sessionals, relevant University bodies, professional groups, alumni, and government, ensures constituent knowledge of, input into, and ownership of curriculum changes. (*Table A - Governance Councils and Committees* on page 36 explicitly itemizes School Council membership, which can also be found in the Council's [Terms of Reference](#).)

Curriculum Review

Starting in 2017, the SLIS CRWG, comprised of the four Curriculum Committee faculty members, conducted a comprehensive curriculum review to systematically review the entire MLIS curriculum. The CRWG investigated and reviewed the MLIS curriculum including analysis and review of core and elective courses with the intention of informing the School's decision-making process in revising its current offering, and in developing and/or recommending new courses and course content. Ultimately, the intended outcome of the revision was to ensure delivery of a high quality (e.g., rigorous, up-to-date, community-responsive) curriculum for MLIS students that serves the needs of a professional graduate master's program offered in a large research Canadian university and with accreditation standards that transcend the institution and the Canadian context. The *CRWG Report* can be found in APPENDIX XXI: CURRICULUM REVIEW PROJECT (2013-2018).

Constituent Input into Curriculum Evaluation

The work of the Curriculum Committee is evidentiary in nature, with the collection and assessment of feedback from constituents critical to the design and provision of an up-to-date and community-responsive learning environment for MLIS students. *Table B - Feedback and*

Evaluation Mechanisms on page 42 provides an overview of feedback mechanisms used on an on-going basis and *Table C - Constituent Feedback Channels* on page 44 highlights many of the communication channels SLIS has with its constituent groups.

The curriculum review undertaken by the CRWG made further use of a wide variety of pre-existing and ad hoc data and methodologies, including a literature review, input from various stakeholders (e.g., students, faculty and sessional instructors, employers and other information professionals), and benchmarking of other LIS programs in North America. Input was solicited from students through curriculum review-specific surveys and focus groups, Exit Survey data, Employment Survey data, and a survey of technology tools used on practicum sites. Alumni and employer feedback was garnered from Employment Survey data, Practicum Supervisor Survey data, and ad hoc surveys; faculty and sessionals who had taught at SLIS in the previous five years were consulted formally and informally. Appendix B of the *CRWG Report* in APPENDIX XXI: CURRICULUM REVIEW PROJECT (2013-2018) provides a complete listing of evidentiary sources from constituent groups.

Ongoing Appraisal and Improvements

On an on-going basis, the Curriculum Committee stewards and guides evolution in the curriculum by approving new pilot course offerings under the *LIS 598: Special Topics* banner and determining which courses warrant a permanent place in the curriculum by assigning permanent course numbers. For example, during the Reporting Period, electives have been piloted in a range of subjects including:

- *Technology, Information and Society;*
- *Information Policy;*
- *Knowledge Production, Dissemination and Reception;*
- *Cultural Memory Organizations;*
- *Management of Financial Resources;* and
- *Indigenous Contexts in Library and Information Studies in Canada* (the first of its kind in Canada).

Courses that have been assigned permanent course numbers after being piloted a number of times include:

- *Human Information Interaction*;
- *Emerging and Evolving Technologies*;
- *Information Policy* with a title change to *Selected Topics in Information Policy*;
- *Government Information* with a refresh of course content;
- *Technology, Information, and Society*; and
- *Issues and Trends in Public Libraries* with a title change to *Issues and Trends in Public Librarianship*.

Based on the systematic curriculum review, the CRWG presented a number of further recommendations, some of which have already been approved and implemented. This includes the continuance of the current IT requirement of two IT courses, but with revision of the framework to allow students to take one of the IT courses outside of SLIS in pursuance of an IT topic of personal interest and professional relevance.

Other key recommendations are at differing stages of consideration. The review considered a more flexible and encompassing approach to broad-based topic areas such as information policy and management. For example, in the information policy realm, the CRWG found that students suggested the topics of open access, privacy, information policy, copyright, open educational resources (OERs), open scholarship, and intellectual property be offered; similarly, employers indicated that they are looking for knowledge and skills in copyright, government policy, open access, amongst others. The first part of the CRWG's recommendation was to update current MLIS courses to ensure contemporary coverage of topics. As indicated above, *LIS 598: Special Topics (Government Information)*, recommended for a permanent course number, is being refreshed and will include updated SLOs related to privacy, access to information, government documents and information, open data, and legislation. Additionally, *LIS 598: Special Topics (Information Policy)* is being re-envisioned to provide the administrative structure (permanent course number and title in the University Calendar) layered with the flexibility to tailor the course and focus on specific topics at a substantive level each time it is

offered. To illustrate: *LIS 5XX: Selected Topics in Information Policy: Intellectual Property* and *LIS 5XX: Selected Topics in Information Policy: Telecommunication Policy* could be offered in successive years. This would allow for a more in-depth exploration of selected topics; facilitate nimbleness in offering topical subject matter; and permit students to choose disciplines of specific interest to them.

Evidence collecting for a possible transitioning of *LIS 600: Capping Exercise*, which is currently a 0-credit course, to a 3-credit course is already underway with potential for future action as soon as 2019-20. If *LIS 600 Capping Exercise* were to become a 3-credit course in the future, it would be included within the current 39 credit requirement, with students needing to complete 24 (as opposed to 21) required credits and 15 (as opposed to 18) elective credits.

The investigation of areas and topics for new course offerings is an on-going endeavour, with consideration currently being given in the areas of information retrieval, data studies, archival studies, and digital literacy instruction, as identified in the curriculum review.

Assessment of Students' Achievement and Subsequent Accomplishments

Standard IV fully showcases the achievements of SLIS students. Academic evaluators such as grades, ePortfolio completion, scholarships and awards, as well as integration into the professional community during and after their MLIS program through activities such as research projects and publication, conference presentations, appointments to professional bodies, and post-graduate employment success, are all indicators that reflect on the impact of the MLIS curriculum.

Standard II.6 Documented Evidence and Data

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

Individual courses and the curriculum as a whole are evaluated by relying on continuous feedback from constituents, including students, faculty and sessionals, alumni, and employers, with decisions operationalized by the Curriculum Committee and associated governance processes. Most of the data is gathered through formal mechanisms, such as the [surveys](#) (Exit, Employment, Practicum Supervisor) and USRI course evaluations (APPENDIX XX: USRI QUESTIONS FOR MLIS COURSES). The evidentiary reports such as the *CRWG Report* in APPENDIX XXI: CURRICULUM REVIEW PROJECT (2013-2018) and the ePortfolio analyses in APPENDIX XVI: CAPPING DATA ANALYSIS (2018) and APPENDIX XVII: CAPPING DATA ANALYSIS (2019), as well as meeting agendas and [minutes](#) and the *Biennial Narrative Reports* (all available on site), provide documentation of feedback received, the review of the data, and the subsequent decisions made.

SLIS also captures course-offering data and enrollment data which are used in assessing and recommending changes to the MLIS curriculum, such as the planning and timetabling of course offerings. This data is available in APPENDIX XXVI: MLIS COURSES OFFERED, FALL 2013-FALL 2019. Course-offering and enrollment data provide supporting evidence when a LIS course is ultimately recommended by School Council for the assignment of a permanent course number or for deletion from the curriculum. For example, this data was critical in the decision to stop offering one-credit courses due to low enrollments.

Standard II.7 Systematic Improvement

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

As outlined in *Standard II.5*, the portfolio of MLIS courses is continually advanced to ensure that the MLIS program prepares students to be leaders in the LIS profession, most recently

evidenced by [Employment Survey results](#) in which the high, and improving, preparedness scores in all the PLOs affirm appropriateness and continuing improvement of the curriculum.

Advancements to both the comprehensive articulation of SLOs and their relationship to PLOs, as well as to the ability to extract meaningful assessment data from the Capping Exercise ePortfolio, have been achieved incrementally, flexibly, and collaboratively over the Reporting Period. This data has been instrumental in driving a host of curriculum improvements and, with on-going data, will continue to advance innovative programming. *Emerging and Evolving Technologies* and *Technology, Information and Society* have been assigned permanent course numbers given the frequent citing of their artifacts in the ePortfolio, coupled with high enrollment data.

The ePortfolio data also revealed that the extensive use of experiential artifacts to demonstrate PLO 1, PLO 5, and PLO 10 suggests that students gain invaluable experience through non-programmatic work. The impact of experiential learning activities, and desire to provide more opportunity for them in the MLIS program, was also one of the drivers of the decision to reduce the number of total credits required to complete the MLIS degree. Further bolstered by a survey of students, program benchmarking, and COA input, it was concluded that the benefit of more time available to partake in experiential activities would surpass any potential reduction of opportunity from classroom learning.

During the Reporting Period, the determination of the best framework for achieving the technology competency as outlined in PLO 9 has been tested and incrementally updated. In 2015, *LIS 508: Information Technologies in LIS Environments* was piloted as a core course, then discontinued because it was determined that the existing framework requiring students to complete two IT-designed courses actually gave students more flexibility to develop IT-related skills personalized to their needs. In 2019, further flexibility was added by allowing for one of the IT courses to be chosen from courses offered outside of SLIS.

Finally, operationalization of curriculum requires ongoing attention to systematic 'house-keeping' detail. In this Reporting Period, for example, the Curriculum Committee took on the

mundane, but important, task of streamlining the School's course roster, aligning it with the current University calendar system by deleting stale courses (often because topic matter was amalgamated into other courses or because they were never deleted properly during a systems migration), annually checking the merit of course pre- and co-requisites in consultation with current instructors and adjusting as appropriate, resulting in a refreshed portfolio that eases navigability and provides an accurate reflection of the MLIS program.

Summary and Conclusions

Oriented by the PLOs, ongoing systematic and informal processes are in place to evaluate the overall effectiveness of the MLIS curriculum in preparing MLIS students for successful careers in the LIS professions, as well as in further academic endeavours (e.g., PhD). Curriculum changes and developments are monitored vigilantly for quality through established mechanisms, such as ongoing evaluation, consultation with constituents, and compliance with FGSR and the *ALA 2015 Standards*. As a direct result of ongoing evaluation and consultation with constituents, the curriculum has been progressively strengthened by adding new courses, adding new topics to existing courses, and the deletion of redundant or stale courses – all within the context of evaluating the MLIS program as a comprehensive and cohesive portfolio offering a complementary blend of theory, principles, values, competencies, and practices, while taking account of innovation in the field and consulting broadly amongst constituents. Together, the SLIS Curriculum Committee, Academic Council, and School Council, provide the rigour and governance framework to consider and approve MLIS curricular changes.

Areas for Future Development

- The School recruited and retained, through international searches, three new faculty members, Dr. Adam Worrall, Dr. Danielle Allard, and Dr. Brenda Reyes Ayala, between 2013 and 2019. These recent hires will continue to advance the MLIS curriculum with new course content, including in subject areas such as technology in a human context; information retrieval; and archives, including web archives.

- The development and evolution of the ePortfolio as part of the requirement for *LIS 600: Capping Exercise* has been a successful endeavour that allowed SLIS to successfully culminate students' skills, knowledge, and competencies in a holistic, coherent, consistent, and regular basis. SLIS must continue to conduct regular analyses of the ePortfolio data to further assess the impact of course and extra-curricular activities to student attainment of PLO objectives. The next analysis is occurring in Winter 2020.
- SLIS also imagines enhancing eClasses so that each one (for both on-campus and online student offerings) has the PLOs built into the design.
- Evidence collecting for a possible motion to transition *LIS 600: Capping Exercise*, which is currently a 0-credit course, to a 3-credit course is already underway with potential for future action as soon as 2020.
- With the achieved MLIS program credit reduction, SLIS will monitor and adjust for impact. With less electives in program, choice of electives that are offered and their frequency will be critical to student choice, and work is now well underway to build a predictable timetable on a three-year rotation that achieves parity between on-campus and online program course offerings and section sizes.
- The ePortfolio analyses and the *CRWG Report* highlight the importance of experiential learning. As a first step, [A Faceted Overview of Student Professional Development Activities](#) has been compiled to better support experiential learning in the program, and work will continue to incorporate further experiential opportunities.
- SLIS will continue to hone and expand curriculum offerings that encompass an expanding LIS field. For example, a refresh of *Government Information* is underway, informed by the curriculum review and further researched by a student-driven (through GRA work) in-depth analysis of the Government of Alberta's LIS requirements, including employer feedback on the current MLIS curriculum. (This research was presented at FIP in February 2019 and at the ALISE conference in September 2019.) Other topics for further investigation as new course offerings include information retrieval, data studies, archival studies, and digital literacy instruction.

- Depending on how the flexible ‘Selected Topics’ banner approach in the new permanent information policy course title bear out, there may be merit in exploring similar approaches to other courses, such as in the management area. SLIS has taken note that the Digital Humanities program has recently adopted this flexible approach in a number of its courses and will explore targeted conversations with DH colleagues about the ethos of the pros and cons.

STANDARD III: FACULTY

Introduction

SLIS has a proven track record of attracting talented and dedicated faculty members who bring enthusiasm, passion, and a range of expertise to the MLIS program. The School's faculty members and sessional instructors provide excellent instruction and support to the School's MLIS students and are committed to high quality teaching and learning grounded in innovative pedagogy and rigorous assessment. Individually and collectively, SLIS instructors seek critical approaches to curricular opportunities and challenges. As evidenced from the School's official end-of-term course evaluations and numerous faculty awards and achievements, the quality of teaching is exemplary. For example, the [2018-2019 Exit Survey](#) results evidence respondents rated the quality of instruction at SLIS at 4.5/5. In the Reporting Period, two faculty members (Dr. Shiri and Dr. Oliphant) and one graduate student sessional (Sharon Farnel) received teaching awards in the Faculty of Education, notably a Faculty by its nature replete with excellent instructors.

During the Reporting Period, there have been three Directors/Chairs of the School. (For parity in the Faculty of Education, as one of five academic departments, there was a transition of the designations from SLIS Director to SLIS Chair and from SLIS Graduate Coordinator to SLIS Associate Chair & Graduate Coordinator, effective 2014. The more recent designations are used throughout this *Self-Study*.) Interim Director Ernie Ingles appointed August 2010, retired in 2013 and was replaced by Interim Director Dr. Anna Altmann on a .5 FTE basis. Dr. Altmann was a previous SLIS Director from February 2003 to December 2007 and returned from retirement to fulfill the interim position. Effective July 1, 2015, current Chair Dr. Toni Samek was appointed as a result of an international open search in Fall 2014 as SLIS Chair 2015-20. The search for the next Chair is actively underway; the position has been posted with a January 31, 2020 closing date and an anticipated appointment by April 2020 to allow for several months of transition time between Dr. Samek and her successor. The job posting can be found in APPENDIX XXXIII: SLIS CHAIR RECRUITMENT.

Since the last re-accreditation in 2013, the faculty complement at the School has remained steady at 9 FTE tenured or tenure-track faculty members, yet with significant renewal. SLIS was given a new tenure-track assistant professor position in each year of 2014, 2015, 2016, and 2017 to renew its faculty cohort. The School cast a wide international net to fill these positions, seeking qualified candidates who are excited about research and its applications, who are committed to teaching in a student- and community-centred environment, and who demonstrably share the School’s passion for libraries, information centres, and the related professions as they are practiced in large urban and smaller rural communities.

Table O - Chronology of SLIS Faculty and Faculty of Education and UAlberta Leadership Changes provides a chronology of SLIS faculty, and relevant Faculty of Education and University leadership changes during the Reporting Period, and *Table P - Current SLIS Full-Time Faculty and Their Research Profiles* introduces the current SLIS full-time faculty and their research profiles.

Table O - Chronology of SLIS Faculty and Faculty of Education and UAlberta Leadership Changes






2013-14	<ul style="list-style-type: none"> ▪ Interim Director Dr. Anna Altmann (retired and on contract) begins term (July 1, 2013) ▪ Dr. Dinesh Rathi received tenure and promotion to Associate Professor (July 1, 2013)
2014-15	<ul style="list-style-type: none"> ▪ Dr. Ali Shiri promoted to full Professor (July 1, 2014) ▪ SLIS Interim Chair Dr. Anna Altmann completes term (June 30, 2015) ▪ Dr. Jennifer Branch-Mueller, joint appointment as Associate Professor expires with return 100% to her home department of Elementary Education (June 30, 2015) ▪ Dr. Margaret Mackey, Professor, retires (with a two-year half-time retirement contract) (June 30, 2015)

2015-16	<ul style="list-style-type: none"> • University leadership changes with appointment of Dr. David Turpin as President and Dr. Steven Drew as Provost and Vice President (Academic) (July 1, 2015) • Faculty of Education appoints Dr. Randy Wimmer as Interim Dean (July 1, 2015) • SLIS Chair Dr. Toni Samek begins term (July 1, 2015) • Dr. Adam Worrall begins tenure-track term (August 1, 2015)
2016-17	<ul style="list-style-type: none"> • Dr. Keren Dali begins tenure-track term (July 1, 2016) • Dr. Wimmer's term expires (June 30, 2017) • Dr. Mackey completes her post-retirement contract (June 30, 2017)
2017-18	<ul style="list-style-type: none"> • Dr. Jennifer Tupper appointed Dean, Faculty of Education (July 1, 2017) • Dr. Danielle Allard begins tenure-track term (July 1, 2017) • Dr. Dali resigns (August 31, 2017)
2018-19	<ul style="list-style-type: none"> • Dr. Brenda Reyes Ayala begins tenure-track term (July 1, 2018) • Dr. Michael McNally promoted to Associate Professor (July 1, 2018) • Dr. Tami Oliphant promoted to Associate Professor (July 1, 2018)
2019-20	<ul style="list-style-type: none"> • Dr. Dangzhi Zhao promoted to Professor (July 1, 2020) • Dr. Shiri appointed an Associate Dean, FGSR on a 50% basis for six months (January 1, 2020 – June 30, 2020)

Data presented in this Standard will be limited to full-time SLIS faculty members only. Dr. Altmann who was hired as Interim Director on a .5 FTE basis and did not partake in teaching or research, and Dr. Branch-Mueller who was on 50% loan from her home department of Elementary Education to SLIS, will not be included in the Reporting Period data. Dr. Mackey's contributions until June 30, 2015 will be included, however, any initiatives undertaken by her in the period July 1, 2015 to June 30, 2017 during her two-year half-time retirement contract will be excluded. Dr. Dali's contributions will be limited to the period of her employment at SLIS

from July 1, 2016 until August 31, 2017. CVs for Dr. Altman, Dr. Branch-Mueller, Dr. Mackey, and Dr. Dali are included in APPENDIX XXVII: FACULTY CVs.

Table P - Current SLIS Full-Time Faculty and Their Research Profiles

	<p>Danielle Allard Assistant Professor PhD, University of Toronto, 2015</p> <p>5-166 ED North (780) 492-2605 allard@ualberta.ca</p>	<p>Research Interests: Information practices of newcomer and migrant communities, archival decolonization, Indigenous community and activist archives, critical information studies, inclusion of marginalized communities, cultural heritage, knowledge domains in digital, real-world information institutions</p>
	<p>Michael McNally Associate Professor PhD, University of Western Ontario, 2012</p> <p>5-171 ED North (780) 492-3934 mmcnally@ualberta.ca</p>	<p>Research Interests: Intellectual property and its alternatives, information policy, user-generated content, university knowledge diffusion and innovation mechanisms, telecommunications policy, radio-spectrum management</p>
	<p>Tami Oliphant Associate Professor PhD, University of Western Ontario, 2011</p> <p>5-169 ED North (780) 492-2033 toliphan@ualberta.ca</p>	<p>Research Interests: Information behaviour and information practices (particularly in the area of consumer health), digital platforms, publishing and media and their relationship to the librarianship and information professions, critical approaches to library and information science</p>
	<p>Dinesh Rathi Associate Professor PhD, University of Illinois at Urbana-Champaign, 2008</p> <p>5-165 ED North (780) 492-8797 drathi@ualberta.ca</p>	<p>Research Interests: Use of machine learning, data mining and other methods to make email-based customer support systems more efficient, knowledge management, management information systems</p>
	<p>Brenda Reyes Ayala Assistant Professor PhD, University of North Texas, 2018</p> <p>5-170 ED North (780) 492-0121 reyesaya@ualberta.ca</p>	<p>Research Interests: Web preservation, multilingual information access, information retrieval, big data</p>



Toni Samek

Professor and Chair
PhD, University of
Wisconsin-Madison,
1998

7-167 ED North
(780) 492-3932
toni.samek@ualberta.ca

Research Interests: Critical librarianship, library ethics, rights & values, intercultural information ethics, global information justice, human rights, intellectual freedom, social responsibility



Ali Shiri

Professor, Associate
Chair & Graduate
Coordinator
Adjunct Professor,
Faculty of Medicine and
Dentistry
Associate Dean, FGSR
PhD, University of
Strathclyde, 2004

5-163 ED North
(780) 492-5315
ashiri@ualberta.ca

Research Interests: Information retrieval interaction and user behaviour, user-centred search term selection and query expansion, knowledge organization systems in digital libraries, web-based thesaurus interfaces and applications, social tagging, visual interfaces to digital libraries, subject-based information gateways, metadata, Internet resource organization.



Adam Worrall

Assistant Professor
PhD, Florida State
University, 2014

5-168 ED North
(780) 492-0179
worrall@ualberta.ca

Research Interests: Social informatics, information sharing behaviour and practices, information-centric and online communities, information and communication technologies (ICTs), boundary objects/boundary spanning, social media, social and community theories in LIS.



Dangzhi Zhao

Associate Professor
PhD, Florida State
University, 2003

5-161 ED North
(780) 492-2814
dzhao@ualberta.ca

Research Interests: Bibliometrics, scholarly communication, citation-based knowledge network analysis and visualization and their application in information retrieval and digital libraries, editorial practices and systematic bias on Wikipedia.

As demonstrated throughout this *Standard*, SLIS faculty members are recognized as excellent teachers, researchers and scholars, and engaged contributors to academic and professional communities.

Standard III.1 Faculty Capable of Accomplishing Program Objectives

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

SLIS Full-time Faculty

SLIS faculty members are fully capable of accomplishing program objectives, working alongside the strengths of sustained superior sessionals and adjuncts, as demonstrated in [Table P - Current SLIS Full-Time Faculty and Their Research Profiles](#). All are hired for their areas of expertise, ability to contribute to the MLIS program in teaching and learning, and dedication to scholarship and service. It is expected all SLIS faculty have the capacity to contribute to core course and/or IT-elective course designation teaching and learning. All faculty members are qualified to advise and supervise students and have active research programs. SLIS faculty members in the Reporting Period demonstrate diverse backgrounds in a range of LIS settings, including, but not limited to public, school, academic, national, and special library and information settings. *Curricula vitae* (complete as of June 2019) for all SLIS full-time faculty members are available in APPENDIX XXVII: FACULTY CVs. The following table demonstrates the diversity of faculty areas of expertise and the courses that they have taught at the School.

Table Q - Areas of SLIS Faculty Specialization Related to Courses and Program Objectives, 2013-19

Full-time Faculty Member	Areas of Specialization in Teaching & Research	MLIS Courses Taught	PLOs
Allard	<ul style="list-style-type: none"> - Information practices of newcomer and migrant communities - Archival decolonization - Indigenous community and activist archives - Critical information studies - Inclusion of marginalized communities - Cultural heritage - Knowledge domains in digital and real-world information institutions 	<ul style="list-style-type: none"> - LIS 503: <i>Reference and Information Services</i> - LIS 541: <i>LIS Services in Culturally Diverse Society</i> - LIS 593: <i>Introduction to Archival Studies</i> 	1, 2, 3, 4, 5, 7, 8, 9
Dali	<ul style="list-style-type: none"> - Reading - Diversity and inclusion - Social Work - LIS Education and Programs - International/Comparative Librarianship 	<ul style="list-style-type: none"> - LIS 598: <i>Special Topics (Information & Libraries in the International Context)</i> - LIS 541: <i>LIS Services in Culturally Diverse Society</i> 	1, 2, 3, 4, 5, 10
Mackey	<ul style="list-style-type: none"> - Libraries and Society/Culture - Books, Printing, Publishing Industry - Collections Development - Young Adult Services - Children's Services - Reading Advisory Services - Children's/YA Literatures - Reading and Literacy - New Literacies 	<ul style="list-style-type: none"> - LIS 515: <i>Materials for Young Adults</i> - LIS 519: <i>Introduction to Children's Literature</i> - LIS 531: <i>Collection Management</i> - LIS 580: <i>Contemporary Theories & Practices of Reading</i> - LIS 585: <i>Multimedia Literacies</i> 	1, 2, 3, 4, 6, 9

Full-time Faculty Member	Areas of Specialization in Teaching & Research	MLIS Courses Taught	PLOs
McNally	<ul style="list-style-type: none"> - Information Policy - Telecommunications Policy - Open Educational Practices 	<ul style="list-style-type: none"> - LIS 501: Foundations of LIS - LIS 503: Reference and Information Services - LIS 505: Research Methods in LIS - LIS 526: Instructional Practices in LIS - LIS 536: Digital Reference and Information Retrieval - LIS 598: Special Topics (Information Policy) - LIS 598: Special Topics (Technology, Information and Society) - LIS 598: Special Topics (Emerging and Evolving Technology) - LIS 598: Special Topics (Cultural Memory Organizations in the Global Information Society) 	1, 2, 3, 5, 6, 7, 9
Oliphant	<ul style="list-style-type: none"> - Books, Printing, Publishing Industry - Information Needs, Behaviours and Practices - Information Needs/Behaviors of the Public - Information-seeking Behaviors - Reference and Information Services - Research Methods 	<ul style="list-style-type: none"> - LIS 505: Research Methods for Library & Information Studies - LIS 591: Publishing - LIS 597: Seminar in Advanced Research - LIS 598: Special Topics (Consumer Health) - LIS 598: Special Topics (Human Information Interaction) - LIS 598: Special Topics (Knowledge Production, Dissemination, and Reception in LIS) 	2, 3, 5, 8

Full-time Faculty Member	Areas of Specialization in Teaching & Research	MLIS Courses Taught	PLOs
Rathi	<ul style="list-style-type: none"> - Knowledge/IR Management - Database and Other Retrieval Systems - Users and Uses of Information Systems - Information Systems and Technologies - Human/Computer Interaction - Information Retrieval Theory and Practice - Strategic Planning, Marketing, - Lobbying 	<ul style="list-style-type: none"> - LIS 504: Leadership & Management Principles for Library & Information Studies - LIS 507: Introduction to Knowledge Management - LIS 534: Information Architecture: Web Design for Usability - LIS 539: Emerging & Evolving Technologies - LIS 590: Practicum 	2, 3, 4, 5, 9, 10
Reyes Ayala	<ul style="list-style-type: none"> - Web Preservation - Multilingual Information Access - Information Retrieval - Big Data 	<ul style="list-style-type: none"> - LIS 533: Database Design for Information Management - LIS 534: Information Architecture: Web Design for Usability - LIS 538: Digital Libraries 	2, 3, 6, 7, 8, 9
Samek	<ul style="list-style-type: none"> - LIS as a Profession - Philosophy, Values, and Ethics of LIS - Critical Perspectives on LIS - Libraries and Society/Culture - Information and Society/Culture - History of Libraries and Library Science - Public Libraries - School Media Centres/Libraries - Intellectual Freedom and Censorship - LIS Education and Programs - Collections Development 	<ul style="list-style-type: none"> - LIS 501: Foundations of Library & Information Studies - LIS 531: Collection Management - LIS 541: Library and Information Services in Culturally Diverse Society - LIS 592: Intellectual Freedom & Social Responsibility in Librarianship (online and in-person) 	1, 2, 3, 5, 7, 10

Full-time Faculty Member	Areas of Specialization in Teaching & Research	MLIS Courses Taught	PLOs
Shiri	<ul style="list-style-type: none"> - Organization of Information - Classification and Subject Analysis - Indexing and Abstracting - Metadata and Semantic Web - Knowledge/IR Management - Information Retrieval Theory and Practice - Online Catalog Retrieval System - Users and Uses of Information - Systems - Digital/Virtual Libraries - Information Visualization - Health Informatics 	<ul style="list-style-type: none"> - LIS 502: <i>Organization of Information</i> - LIS 532: <i>Metadata</i> - LIS 535: <i>Advanced Topics in the Organization of Knowledge</i> - LIS 538: <i>Digital Libraries</i> 	2, 3, 6, 7, 9
Worrall	<ul style="list-style-type: none"> - Online communities - Information behavior and practices - Social informatics - Information technology - Digital libraries - Research methods - Social media - Social theory - Research methods 	<ul style="list-style-type: none"> - LIS 501: <i>Foundations of Library and Information Studies</i> - LIS 598: <i>Special Topics (Technology, Information, and Society)</i> - LIS 543: <i>Human Information Interaction</i> - LIS 538: <i>Digital Libraries</i> 	1, 2, 3, 5, 6, 7, 9
Zhao	<ul style="list-style-type: none"> - Scholarly communication - Bibliometrics/Citation Analysis - Visualization of citation networks - Information systems and technologies - Information representation and retrieval 	<ul style="list-style-type: none"> - LIS 533: <i>Database Design for Information Management</i> - LIS 534: <i>Information Architecture: Web Design for Usability</i> - LIS 598: <i>Special Topics (Citation Analysis: Theory, Techniques & Practical Applications)</i> 	2, 3, 6, 7, 8, 9

Table includes full-time SLIS faculty members only.

A long-standing practice of the School ensures that full-time faculty are the academic leads of the core courses in the MLIS program to assure the sustainability of PLOs and SLOs in core subject areas. With the introduction of the online offering in 2013, the School anchored the LIS 501: Foundations of Library and Information Studies core course with a SLIS faculty member with an MLIS background (where it has remained) and established a stable group of expert sessionals (all of whom either hold a PhD or are in the midst of completing a PhD) to teach the other core courses online while liaising with academic leads. Over the Reporting Period, most notably with the introduction of the SLIS Annual Teaching Symposium in 2017, the School has nurtured an increasingly holistic instructional community. For example, it is not uncommon for a sessional to take initiative and invite a faculty member into a teaching conversation. Thus, the academic lead model has been shifting to a less hierarchical and more fluid one that encourages mutual respect and a sense of shared work ethic in a community of teachers. In a special case with two full-time faculty members on leave during the Fall 2019 term, Dr. Margaret Law, a seasoned and versatile sessional instructor, taught the on-campus offering of LIS 501, while the course lead, Dr. Worrall, taught the online sections. Notably, during the Reporting Period, all SLIS faculty, with the exception of Dr. Mackey who phased into retirement, and the School’s newest hire, Dr. Brenda Ryes Ayala, have taught both on-campus and online.

Table R - Current Core Course Instructors presents the current core course roster:

Table R - Current Core Course Instructors

Course	Faculty Lead	Expert Sessionals
- LIS 501: Foundations of Library and Information Studies	Dr. Adam Worrall (Drs. Samek, Rathi, and McNally have also taught this course during the Reporting Period.)	Dr. Margaret Law
- LIS 502: Organization of Information	Dr. Ali Shiri	Dr. Lei Zhang
- LIS 503: Reference and Information Services	Dr. Danielle Allard (Dr. McNally has also taught this course during the Reporting Period.)	Dr. Joanne Rodger

Course	Faculty Lead	Expert Sessionals
- LIS 504: Leadership & Management Principles for Library & Information Studies	Dr. Dinesh Rathi	Jason Openo (Ed. D candidate)
- LIS 505: Research Methods for Library & Information Studies	Dr. Oliphant, Tami (Dr. Reyes Ayala and Dr. McNally have also taught this course during the Reporting Period.)	Dr. Norene Erickson

The identified faculty member for a particular course is the first point of contact for a sessional instructor and available throughout the term, with both the faculty and the sessional instructors benefiting from the mutuality of this arrangement. Many of the sessional instructors are seasoned instructors in their own right, with most being repeat instructors in the courses that they are teaching at SLIS, and bring unique and current perspectives to the core courses. For example, both Dr. Rodger and Dr. Zhang have taught their assigned courses seven times during the Reporting Period. SLIS very much values the merits of a stable core instructor complement.

SLIS electives, both on-campus and online are taught by a regular mix of faculty, sessionals (and adjuncts as appropriate). There is much interaction between SLIS instructors across the MLIS curriculum. These faculty-sessional-adjunct engagements occur individually (email, chat, phone, coffee, lunch), as well as collectively (School Council, SLIS Annual Teaching Symposiums, eClass for SLIS instructors, Technologies in Education (Tech-in-Ed) and Center for Teaching and Learning (CTL) offerings).

The success of this mixed faculty/sessional model – in terms of teaching standards and instructor retention – has fostered a recognition at the School of the benefits of transitioning away from a formal academic lead model to a less hierarchical and more holistic model for teaching exchanges, which draws on the strength of all its instructors.

SLIS Sessional Instructors and Adjunct Professors

Introduced in the previous section, the School's full-time faculty are complemented by highly skilled professionals and leaders who bring significant experience and unique subject matter expertise to the MLIS program in a part-time teaching capacity as sessional instructors or adjuncts. These appointments enable the School to benefit from the contributions of scholars, researchers, practitioners, and leaders from the broader community. As some of the most outstanding professionals in the regional (and beyond) community of practice, these individuals serve as role models, mentors, and often as future employers. Sessionals are hired on a contractual course-by-course basis for the explicit purpose of course preparation and instruction for that course, and are considered as Academic Teaching Staff under [Schedule D](#) of the *Collective Agreement between The Governors of the University of Alberta and The Association of the Academic Staff of the University of Alberta July 1, 2018 to June 30, 2020* ([Academic Faculty Agreement](#)). An adjunct's role can be aspirational or advisory and comes with no expectation of compensation. Adjuncts may have no other affiliation with UAlberta, or they may be, as in the case of Dr. Tough, a faculty member of another academic unit. Adjuncts may or may not teach courses; where they do, they are fully considered and remunerated as sessional instructors in that instance. The School currently has a complement of three adjuncts:

- **Gail de Vos** - is a storyteller and consultant who combines the art of storytelling with folktales, both traditional and contemporary, legends and myths, and stories of local history and personal heroes to create unforgettable performances and engaging workshops and clinics. Ms. de Vos is an award-winning author with research and professional interests in storytelling in school and public libraries, children's literature, and graphic novels and comic books. Her teaching at SLIS includes LIS 510: Storytelling, LIS 518: Comic Books and Graphic Novels in School and Public Libraries, and LIS 516: Canadian Children's Literature for Young People in Schools and Libraries.
- **Pilar Martinez** - is the Chief Executive Officer of the Edmonton Public Library, where she is responsible for strategic leadership, supporting the Board of Trustees, financial and budget management, and stakeholder relations. She has a broad base of experience in

library leadership including: advocacy, collective bargaining, strategic planning, recruitment and change leadership. Ms. Martinez is very active in the library community, and currently serves on several boards nation-wide, including chairing the Canadian Urban Libraries Council, serving on the Public Lending Rights Commission. In 2016, Ms. Martinez was honoured with the CLA/Ken Haycock Award for promoting librarianship, and the Library Association of Alberta's President's Award in 2016 for her contributions to the library field. She was presented the Distinguished Alumni Award by LISSA in 2018.

- **Dr. Frank Tough** – is a Professor, Faculty of Native Studies, UAlberta, and an historical geographer with research expertise in the fields of legal and economic history, who has held several adjunct positions and is an honorary professor with the Department of Anthropology at the University of Aberdeen (Scotland). Dr. Tough has specialized in using archival records to conduct original research concerning Treaty and Aboriginal rights and has established the Métis Archival Project Lab (MAP Lab). In 2017, he received the *Distinguished Alumnus Award* from the York University Geography Alumni Network, and in October 2019, Dr. Tough was awarded the *Order of the Métis Nation* by the Métis Nation Council for “dedicated work and volunteerism in the protection and promotion of Métis Nation rights.” Dr. Tough contributes to SLIS in a number of ways: guest lecturing on Métis rights and the use of technology; instructing a one-credit course; delivering the keynote address at FIP 2017; and has been a strategic source of recruitment for applications to SLIS, and conversely, has employed SLIS students and graduates at the MAP Lab.

A full list and curricula vitae of adjunct faculty members who have taught and/or provided support and counsel to the School can be found in APPENDIX XXVIII: ADJUNCT CVs and a CV set for sessional instructors during the Reporting Period can be found in APPENDIX XXIX: SESSIONAL CVs, with brief information about a sample of current sessionals introduced below.

- **Sharon Farnel** - is Metadata Coordinator at UAL, where she provides leadership in metadata standards, policies, and procedures for projects (e.g., Decolonizing

Description) and initiatives across the libraries. She is also an individual interdisciplinary PhD Candidate in SLIS and the Department of Educational Policy Studies and, as noted in this and the next Standard, was recently recognized for her excellence as an instructor. Ms. Farnel currently teaches *LIS 532: Metadata*, has taught *LIS 502: Organization of Knowledge & Information* in the past, and is also a sessional instructor in the MacEwan University Library & Information Technology program, teaching advanced *Organization of Information*.

- **Dr. Margaret Shane** - is a practising archivist and records manager for The Alberta Teachers' Association, past-president of the Edmonton Chapter of ARMA, and an experienced information, access, and protection of privacy professional. Dr. Shane is a published author, mentor, and community volunteer. Her areas of teaching and academic research include multimedia and online literacies, records management and archival practice, school culture, change management, and youth culture. She is the sole editor of the upcoming book (IGI Global Publishing) *The Impact of School Shootings on School Culture, Curriculum, and Learning* scheduled for release in August of 2020. Classes taught include *LIS 585: Multimedia Literacies*, *LIS 515: Materials for Young Adults*, and *LIS 594: Records Management*.
- **Dr. Margaret Law** - After a career as a librarian in both public and academic libraries, Dr. Law brings her knowledge and experience to the instruction of management classes at SLIS. Her doctorate is in organizational behaviour and she has master's degrees in business administration and organizational psychology. Dr. Law's research is focused on the issues related to staff in all types of libraries. Classes taught include *LIS 501: Foundations of Library and Information Studies*, *LIS 504: Leadership and Management Principles for Library and Information Services*, *LIS 545: Management of Human Resources, Risk Management*, *LIS 598: Special Topics (Management of Financial Resources)*, *LIS 546: Marketing Library and Information Services*, and *LIS 542: Library Preservation, Security, and Risk Management*.
- **Tanya Ball** - is a PhD student in the Faculty of Native Studies and a 2017 graduate of SLIS. Her specialization is in community-led research, storytelling, graphic novels, and

Indigenous librarianship. Within the Faculty of Native Studies, she works as a Teacher Assistant for the course *NS 290: Introduction to Research and Inquiry*. This is a collaborative course with the faculty and UAL. Ms. Ball's role is to coordinate labs that introduce students to library resources and research. She co-developed and is co-instructing *LIS 598: Special Topics (Indigenous Librarianship in a Canadian Context)*.

- **Kayla Lar-Son** - is a Métis, Ukrainian woman from Central Alberta. She graduated in 2016 with an Honors Native Studies degree from the University of Alberta, and an MLIS from the University of Alberta in 2018. She is currently working as an Indigenous Digital Initiatives Librarian for UAL, where she specializes in digital ethics, intellectual property rights, and digital repatriation. Ms. Lar-Son is also the outreach librarian for the Transition Year Program and with First Peoples House. She co-developed and is co-instructing *LIS 598: Special Topics (Indigenous Librarianship in a Canadian Context)*.
- **Jason Openo** – currently serves as the Director of Teaching and Learning at Medicine Hat College, which includes Library Services and Centre for Innovation and Teaching Excellence. He possesses 12 years of experience teaching leadership and management at MacEwan University and presently as a SLIS sessional, where he teaches leadership and management principles. He is the co-author of *Assessment Strategies for Online Learning: Engagement and Authenticity*, published in 2018 by Athabasca University Press. Mr. Openo is a candidate in Athabasca University's Doctorate of Education in Distance Education program. He teaches *LIS 504: Leadership and Management Principles for Library and Information Services*.
- **Dr. Alvin Schrader** - SLIS Director 1996-2003 - is a Professor Emeritus at UAlberta and was appointed Adjunct Professor with the Institute for Sexual Minority Studies and Services in 2013. His research and teaching interests span 13 graduate courses and numerous guest lectures to more than 1,500 students in SLIS, including research methods, social science information resources, reference service theory and field experience, public libraries, intellectual freedom and censorship, leadership and management, publishing, international librarianship, sexual and gender minority services and issues in all library sectors, community services and care for older

LGBTQ2S+ minorities, Internet access and filtering, and library measurement and value assessment. He has served as president of the Canadian Library Association (CLA) and the Library Association of Alberta. Since 2015, Dr. Schrader has taught and designed course materials for *LIS 590: Practicum* where his professional network and respected reputation have opened doors for student practicum opportunities. Dr. Schrader also brings his expertise in designing feedback mechanisms and interpreting results for the Exit Survey and Practicum Supervisor Survey.

The demand for sessional instructors will vary from year to year and is dependent on the total number of courses being offered, the availability of full-time faculty once course-releases are factored in, and the subject matter expertise required. Full-time faculty are normally expected to teach four courses per year, with course releases applied for administrative duties (four for the Chair and two for the Associate Chair, annually), sabbaticals (generally, four course releases for a year-long sabbatical), for new faculty (one course release during their first year), for leaves (e.g., parental, medical), and for accommodations.

Table S – Course Releases

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20*
Administrative	1	2	6	6	6	6	3
Sabbatical			4			4	4
New Faculty			1	1	1	1	
Leaves/ Accommodations/ Other				2	2		
TOTAL	1	2	11	9	9	11	7
<i>*Academic Year to date – only includes Fall 2019 term</i>							

The following table indicates the number of 3-credit courses taught by faculty and sessional instructors during the Reporting Period.

Table T - Faculty and Sessional Instructors

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20*	Total
Faculty (FT)	29	31	17	23	22	23	11	156
Faculty (PT)	<u>4</u>	<u>5</u>		<u>2</u>	<u>1</u>			<u>12</u>
Faculty - Total	33	36	17	25	23	23	11	168
Sessionals	15	30	38	38	33	29	12	195

*Academic Year to date – only includes Fall 2019 term

The allocation of faculty assignments is more fully discussed in *Standard III.7* and course timetable information can be found in APPENDIX XXVI: MLIS COURSES OFFERED, FALL 2013-FALL 2019.

Standard III.2 Priority to Teaching, Research, and Service

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

UAlberta’s commitment to academic faculty members’ teaching, research, and service is clearly set out in the *Academic Faculty Agreement* under which all academic appointments at the University are made. The *Academic Faculty Agreement* [Schedule A](#) states that:

A2.01.1 An Academic Faculty member shall be a scholar, active in teaching, in research, and in service.

A2.01.2 The responsibilities of an Academic Faculty member shall include:

- a) participation in teaching programs, including classroom teaching, supervision of graduate students and personal interactions with and advising students;*
- b) participation in research (defined as including the preparation or performance of creative works and reflective inquiry) and the dissemination of the results of research by means appropriate to the discipline; and*
- c) provision of service to the discipline of the Academic Faculty member; participation in the governance of the University, the Faculty and the Department; and dissemination of knowledge to the general public by making available the Academic Faculty member’s expertise and knowledge of the*

discipline, all of which shall be carried out according to the standards of professional conduct expected of an Academic Faculty member

A2.01.3 Throughout the career of an Academic Faculty member, the requirements of Articles A2.01.1 and A2.01.2 shall apply. Nevertheless, there may be circumstances when it is in the interests of the Academic Faculty member and the university to vary the responsibilities for a specified period of time. Therefore, an Academic Faculty member, the Department Chair and the Dean may enter into a written agreement varying the primary responsibilities for a period not to exceed 3 years. The variations shall be designed to increase responsibilities in one area (e.g. teaching innovation) while reducing responsibilities in another. (See also Article A6.04).

SLIS offers a nurturing environment for teaching, research, and scholarship in general. This environment yields very positive results. Reflecting normal practice in the Faculty of Education, full-time faculty members at SLIS are normally assigned a workload of forty percent teaching, forty percent research, and twenty percent service. Given full-time faculty teaching accreditation expectations on SLIS, workload variation is rare for faculty who are not fulfilling additional administration roles (such as Chair or Assistant Chair & Graduate Coordinator) at SLIS. A normal instance of variation, per article A2.01.3 above, is in effect for the SLIS Chair and SLIS Associate Chair for parity with the sister departments in the Faculty of Education for faculty with administrative roles. All full-time SLIS faculty must demonstrate high standards in their teaching, research, and service responsibilities and as documented in [Table O - Chronology of SLIS Faculty and Faculty of Education and UAlberta Leadership Changes](#), a number of the faculty have received a promotion or have been hired into tenure-track positions during the Reporting Period. . Mentorship is in place to successfully develop faculty in all areas of responsibility.

Recruitment/Appointments

Recruitment is a collaborative effort of the SLIS faculty based on an evaluation of the needs of the MLIS program and the School, and more recently the Faculty of Education. When a position is to be filled, Academic Council determines the required areas of teaching and research expertise and crafts the recruitment document with support from the Dean's Office. In addition to the special area(s) of expertise for each position, all advertisements for tenure-track positions indicate the following requirements: a PhD completed or near completion, evidence

of research potential, and a commitment to teaching. APPENDIX XXX: ASSISTANT PROFESSOR POSITION ADVERTISEMENT includes a copy of the most recent advertisement for a tenure-track faculty position. SLIS follows the established [UAlberta procedure for posting and advertising academic staff positions](#).

Recruitment in the Faculty of Education is committee based. For SLIS faculty positions, the Advisory Selection Committee includes the School's Chair as the Dean's delegate, who chairs the committee; two full-time SLIS faculty members who are elected to sit on the committee; and two elected members from other teaching departments in the Faculty of Education. The SLIS Chair and the two SLIS faculty develop the short-list for the committee, and the whole committee develops the questions for the interview with short-listed candidates. As part of the interview process, candidates deliver a public research presentation and a public teaching presentation (in context of an MLIS core course of their choosing), showing that both research and teaching are important factors. More information about the University-and Faculty-level selection process, policies, and procedures, is detailed in *Standard III.3* of this *Self-Study*.

The selection of sessional instructors is based on their professional expertise and teaching ability or potential. The timetable of courses is planned almost a year in advance by the SLIS administration in consultation with SLIS faculty and student leadership as appropriate. The SLIS Chair has authority over teaching assignments. When the need for a sessional instructor is identified, the School puts out a call for applicants on the University's Careers Page and often also posts to Jerome-L, a listserv created and maintained by the School. Faculty, adjuncts and fellow sessionals, as appropriate, proactively recruit individuals who possess the necessary qualifications.

Performance, Tenure, and Promotion

Performance, tenure, and promotion decisions are within the mandate of [FEC](#) with established criteria and procedures that reflect the importance of teaching, research, and service as discussed in *Standards III.8 and III.9*.

Teaching

The standard of teaching across the School is very high with intra-faculty and intra-instructor (more broadly) mentoring, ongoing feedback, and a variety of professional development opportunities and supports.

First Point of Contact Teaching Support

The following statement featured in the *Sessional Instructors' Handbook 2018-19* currently being transitioned to a newer *SLIS Instructors' Handbook 2020-2021*, welcomes new instructors to SLIS and affirms the School's commitment to front-line support for its instructors.

Statement of Support for SLIS Instructors

SLIS sustains a vibrant teaching community of faculty and sessional instructors who teach both on-campus and online. Much mutuality occurs between instructors.

In the ethos of our teaching community, we are transitioning away from a formal academic lead model, which was greatly helpful in the early years of the launch of the online offering and the growth of our instructor pool. And we are shifting to a less hierarchical and more holistic model for teaching exchanges, which draws on the strength of all of our instructors.

Our holistic model for instructor support provides School, Faculty, and University level options. These include, but are not limited to:

- **Contract and Facilities Support:** Our SLIS Assistant Chair Izabela Martyniak manages teaching contracts, as well as facilities and equipment queries. Contact: martynia@ualberta.ca
- **Instructional Design Support:** eClass and pedagogical support is offered to SLIS instructors by the Technologies in Education unit in our home faculty, the Faculty of Education. Support is available in person, by phone or chat and otherwise. Both by appointment and at point of need requests are welcome. Contact: techined@ualberta.ca
- **SLIS Faculty/Adviser Support:** All of our continuing appointment faculty not on leave serve as assigned faculty advisers to MLIS students. In addition to having subject expertise in areas of our curriculum, they support fellow instructors in the teaching of our students and their educational experiences, including, for example, identifying campus resources such as for student health and well-being. If you have a concern about a student you are teaching, it is helpful to touch base with the student's faculty adviser. As mentioned below, our SLIS Graduate Program Administrator can connect you with the appropriate adviser.

- **Administrative Support:** Our SLIS Graduate Program Administrator Joan White is available to offer guidance to instructors on identifying faculty advisers, as well as institutional policy and process, such as for add/drop dates and student leaves. Contact: jawhite@ualberta.ca

- **Final Grades and Assessment Expectations:** Our SLIS Associate Chair Dr. Ali Shiri is available to support instructors on formalities such as assessment expectations and assignment of final grades. Contact: ashiri@ualberta.ca

- **SLIS Chair Support:** Our SLIS Chair Dr. Toni Samek works continuously on the recruitment and retention of quality instructors, fosters a culture of diversity in teaching and learning and affirms the right and responsibility of academic freedom. The Chair is responsible for teaching assignments, receives and reviews all official teaching evaluations, encourages recognitions of teaching, provides guidance in the pursuit of teaching professional development, serves as the last stop in the School for grade appeals, and channels emergent topics for policy development to SLIS Academic Council. Contact: toni.samek@ualberta.ca

- **Teaching Symposium:** Our annual spring SLIS Teaching Symposium takes place at the School and includes a livestream component for encouraged inclusion of instructors near and far who cannot make the trip to campus. This symposium is designed to foster a sustained and vibrant community of instructors. Topics of discussion are based on feedback from participants.

- **SLIS Instructors eClass:** Born out of a SLIS Teaching Symposium suggestion, our eClass for SLIS instructors is a shared virtual space for the exchange of teaching questions and ideas across SLIS teachers. We find faculty and sessionals draw on teaching colleagues who may teach the same or a similar course subject, but also share interests more broadly. Exploration of pedagogy and assessment, for example, often transcends subjects and LIS courses numbers. This eClass is accessed through the University of Alberta eClass portal at <https://eclass.srv.ualberta.ca/portal/>

- **Center for Teaching and Learning:** The University of Alberta's Center for Teaching and Learning (CTL) offers resources and workshops, as well as one-on-one support for instructors. See: <https://www.ualberta.ca/centre-for-teaching-and-learning>

The full copy of the *Sessional Instructors' Handbook 2018-2019* can be found in APPENDIX XXXI: SLIS SESSIONAL INSTRUCTORS' HANDBOOK 2018-19.

Mentoring

New faculty members at the university are invited to attend a campus-sponsored series of workshops as an introduction to university culture and to their new roles and expectations. At the Faculty level, for their first two to three years, new SLIS faculty are invited to attend a lunch held periodically during the year, which brings together new faculty from across the Faculty to share experiences and learn from guest speakers. This support program invites senior

colleagues to talk about a range of topics and answer questions from new hires. New academic faculty hires are provided with a \$1,500 computer upgrading fund, as well as a *Start-Up Grant* and course release in order to start their research programs. Furthermore, new faculty members have an orientation session with Lan Chan Marples, the Faculty's Research Facilitator from the University's Research Services Office (RSO). More details about RSO can be found in the *Research* section below. Within the School, new faculty members are matched with a senior SLIS faculty mentor who provides advice and guidance in teaching, research, and service expectations. An advantage of the relatively small faculty complement is that new faculty are surrounded and supported by a range of their faculty colleagues.

Sessional instructors are mentored by full-time SLIS faculty members including the SLIS Chair and are also encouraged to seek and receive peer-to-peer guidance from other sessional and adjunct colleagues. The *SLIS Sessional Instructors' Handbook 2018-19* has proven invaluable to orienting new instructors to the School and to the institution. Normal practice at SLIS is to provide teaching resource liaison through the SLIS Chair for sessional instructors. For example, the Chair may match up a seasoned and/or subject-appropriate faculty member to provide support to a specific sessional. The Chair, Associate Chair & Graduate Coordinator, and Assistant Chair, Administration all work together to actively support the needs of new sessional instructors. With proven success, the best practice at SLIS is for the Chair, Associate Chair & Graduate Coordinator, and Assistant Chair, Administration to all work together continuously to actively support the needs of new sessional instructors. For example, the Chair often fields SLIS teaching culture queries; the Assistant Chair, Administration often fields contract, timetabling, technology, and facilities queries; the Associate Chair and Graduate Coordinator often fields policy queries, such as for grading. Faculty advisers are, of course, always on call for sessionals as well. Should a sessional, for example, sense a student may be struggling academically for any number of reasons (including health and well-being), the sessional will reach out to the faculty adviser to prompt appropriate follow-up.

To foster innovation in teaching, the SLIS Annual Teaching Symposium has been held in May for the past three years. All SLIS faculty and sessionals and representatives from Tech-in-Ed are invited; the event is livestreamed to ensure the opportunity for remote instructor participation (but not recorded to ease conversation). The thus far half-day event consists of three or four discussion sessions on topics suggested in advance by participants as well as an open-discussion as the final session. Session topics have included:

- Fostering a Sense of Taking Responsibility Among Students (2017)
- Assessment Tips (2017)
- Open Education Resources (2017)
- Interpreting Teaching Evaluations (2017)
- Meeting of Minds: Generating Rigorous Discussion and Moderating Debate (2018)
- Education vs. Training: Proven Pedagogical Approaches in Hands on Learning (2018)
- Core Course Realities: This is Not an Option! (2018)
- Class and Conflict: Fair and Effective Communication When Conflict Arises (2019)
- Fostering Commitments to Required Reading: What Gives? (2019)
- Experiential Learning Online: Optimizing eClass (2019)

The symposium expands the School's small-faculty collegiality and informal sharing of ideas to a holistic inclusion of the wider teaching community. Evidenced by the feedback solicited at the end of each event, the symposium has facilitated getting newer sessionals in touch with more seasoned instructors, provided a forum for the eClass community to share best practices and teaching resources with less technology-savvy instructors, and allowed for discussion on topics that transcend course-specific issues. Documentation from the symposiums can be found in APPENDIX LV: SLIS ANNUAL TEACHING Symposium Materials.

Feedback

Formal compulsory course evaluations (the USRI evaluations) are reviewed by the instructor and the SLIS Chair and are considered in the annual performance review of full-time faculty members and the renewal of sessionals, and may be used to recommend additional teaching

supports for the instructor. Mid-term, or anytime throughout the duration of the course, instructors may also solicit informal feedback from students. To what extent and how this informal feedback may be handled is a matter of academic freedom. The method of feedback, for example, varies and can take the form of individualized feedback on a form, class discussion, or other method. (See APPENDIX XXXI: SLIS SESSIONAL INSTRUCTORS' HANDBOOK 2018-19.) This optional process does not preclude the fact that any individual student who has specific feedback can interface with the instructor during and after the term and that all students are invited to complete an official course evaluation at the end of term. Our [Contacts and Communications Pathway for MLIS Students](#) includes the following information to guide course-based queries and feedback:

COURSE RELATED

For queries relating to a specific course, follow the contact order below. Only proceed to the next person if your question or issue has not been resolved.

1. Course Instructor
2. Your Faculty Advisor
3. Graduate Coordinator, SLIS
4. Chair, SLIS

Additional information about course evaluation mechanisms is available in *Standards I.1* and *II.6*. Course evaluations spanning the years 2013-19 are archived on site. ERP access to any given USRI evaluation requires permission of the instructor in accordance with University and legislative requirements. The School's administration can manage ERP permission requests.

Developmental Opportunities

The Faculty's [Tech-in-Ed](#) unit offers professional development and consulting/coaching services to faculty (and staff and students). All instructors may take advantage of one-on-one coaching and mentoring to gain, maintain, and sustain necessary technology skills to support their teaching and research. eClass powered by Moodle is the course management tool used by UAlberta and by SLIS in the delivery of the School's online sections, and all online instructors

have the opportunity to be paired with Tech-in-Ed personnel who provide consultation and coaching on the effective pedagogical use of eClass as well as technical support.

In addition to the Faculty's Tech-in-Ed support, all faculty members and part-time instructors are encouraged to attend teaching workshops and/or web-based resources organized by UAlberta's [Centre for Teaching and Learning](#) (CTL). CTL offers special support to recently hired and early-career instructors to develop and reflect on their teaching practices through partnership with an educational mentor. Of particular relevance given SLIS's online offering, a five-week course is available to help instructors develop and create an effective online course; offered entirely on eClass, instructors learn from the same perspective as their students. Throughout their careers, instructors individually, or the department as a group, may attend workshops, courses, or webinars on a range of teaching and learning topics. After USRI review, or based on other factors, the Chair may recommend that an instructor avail themselves to on-campus and/or digital CTL resources. The Centre provides consultation services and advice on a wide range of teaching and learning topics, including peer consultations, course design, educational technologies, teaching development, and teaching evaluation. The SLIS Chair is an award-winning teacher and seasoned instructor (on-campus and online) who has demonstrated front-line teaching experience appropriate to insightfully facilitate individualized plans for constructive and productive instructor support.

The UAlberta *Teaching and Learning Enhancement Fund* (TLEF) invites applications from all UAlberta instructors who seek innovative ways of creating exceptional learning experiences and environments. From TLEF, Dr. Jennifer Branch-Mueller (home Department Elementary Education and for a period half-time at SLIS) received \$96,888 in 2015 as Principal Investigator to support research on *ePortfolios: Making Teaching and Learning Visible*; Dr. Michael McNally received \$142,900 in 2017 as Principal Investigator to support research on *Open Educational Resources*; Dr. Ali Shiri received \$66,284 in 2017-19 as Co-investigator on the project entitled *Enhancing Student Success Through Predictive Learning Analytics at the University of Alberta*, and \$91,406 as Principal Investigator in 2015-17 for the project *Development of a Learning Analytics Application to Support Online Teaching and Learning at the University of Alberta*.

Teaching Recognitions

Building on teaching awards to Dr. Altmann, Gail de Vos, Dr. Mackey and Dr. Samek in prior reporting periods, the School's instructors continue to receive special recognition for their teaching expertise. Late in the last reporting period, Dr. Samek was the first person (and remains the only person) in the LIS field to be awarded the prestigious *3M National Teaching Fellowship*, which embodies the highest ideals of teaching excellence in Canada. Only ten of these teaching fellowships are awarded across Canada each year. It is from this master teaching background that the current SLIS Chair has fostered advances in teaching mentorship at SLIS including the SLIS Annual Teaching Symposium. During the Reporting Period, two faculty members have been recognized for their excellence in teaching, each receiving the Faculty of Education *Graduate Teaching Award*: Dr. Shiri in 2016 and Dr. Oliphant in 2020. Sessional instructor and interdisciplinary doctoral student in SLIS and the Department of Education Policy Studies, Sharon Farnel received a 2019 *Graduate Student Teaching Award* from UAlberta's FGSR. Ms. Farnel, a SLIS sessional (and as mentioned above, an individual Interdisciplinary doctoral student), is the first graduate student teacher of the MLIS curriculum to receive this prestigious recognition. To be eligible, students must be in good academic standing and must be making good progress in their degree program. Awards are only made to students who are considered outstanding teachers. SLIS is especially grateful to Ms. Farnel for bringing light to the significant contribution graduate students make to UAlberta's teaching mission, including in the MLIS program.

Excellence of teaching transcends individual recognition and is, most importantly, providing a quality learning experience for SLIS students. Results of the June 2019 Exit Survey indicate that 88% of survey participants would recommend the MLIS program at UAlberta to prospective students, a pattern of student endorsement that has remained robust over the past several years. Tellingly, the quality of instruction has trended upwards over the past four years, from an average satisfaction rating of 3.9 in 2016 to 4.5 in 2019 on a scale of 1 to 5 (with 1=very dissatisfied; 5=very satisfied). This feedback is corroborated by the Employment Survey results in which the high, and improving, preparedness scores in all the PLOs affirm emphasis on

quality teaching and curriculum. It should be noted, though, SLIS is always realistic. The next Exit Survey report will be compiled in summer 2020 and it is anticipated that the SLIS move, elongated ethos of the administrative merge, and a limited number of elective offerings in 2018-19 to prepare for the impact of the credit reduction, are critical variables that played into the student experience in 2018-19 especially. SLIS is expecting to see a dip in scores and comments from a limited cohort of graduates to reflect this unique context and is working doubly hard this year to reset back to normal.

Research

UAlberta's commitment to academic faculty members' teaching, research, and service is clearly set out in the *Academic Faculty Agreement* under which all academic appointments at the university are made. The *Academic Faculty Agreement* [Schedule A](#) states:

Research

A2.03.1

The responsibilities of an Academic Faculty member shall include active participation in research. The Academic Faculty member shall be encouraged to seek financial support (hereinafter called research funds) for such research from granting agencies or other sources.

A2.03.2

Research activity and research funds shall be administered in accordance with policies and procedures established by appropriate university authorities, following consultation with the Association.

A2.03.3

The policies and procedures shall be consistent with the terms of this Agreement; in the case of conflict, this Agreement shall govern. Questions arising from the administration of the policies and procedures, or failure to comply with the policies and procedures shall be resolved in accordance with the procedures of this Agreement.

A2.03.4

The following principles shall apply to the administration of research funds:

a) *Research funds shall be administered and accounted for by the University.*

b) *Remuneration may be provided to the Academic Faculty member from the research funds if the grant/contract so permits, to the extent permissible in the policies and procedures referred to in Article A2.03.3.*

c) *If the University is expected to provide facilities, space, equipment or administrative assistance or where there is to be participation by students or postdoctoral fellows in the carrying out of the research, the University may require that a contract be negotiated through the Vice-President (Research).*

As one of the world's top research universities—[fourth in Canada and eighty-first in the world](#) - for research impact, the importance of research is reflected in the [Faculty of Education Faculty Evaluation Committee Procedures and Criteria for the Evaluation of Academic Faculty Assessed for Tenure Promotions and Increments](#), which includes the following excerpt from the Common Agreement concerning Academic Faculty members:

1. UNIVERSITY RESPONSIBILITIES

This Agreement states that:

A2.01.1 An Academic Faculty member shall be a scholar, active in teaching, in research, and in service.

SLIS fosters and rewards outstanding research and scholarship. The School values curiosity-based research focused on cultural, social, legal, economic, philosophical, ideological, technological, and political contexts, and their intersections with libraries, library services, and the global information professions. SLIS faculty, sessionals, students, adjuncts, and colleagues more broadly, contribute to a dynamic research environment. SLIS takes inspiration from a [message](#) from the Faculty of Education's Associate Dean Research, Dr. Denise Larsen, and reflects the 2016 Canadian Association of University Teachers' (CAUT) [Evaluation of Research, Scholarship and Creative Activities](#) which affirms research, scholarship and creative activities can be:

in the form of written publication, Indigenous oral practices, participation in conferences and scholarly and professional meetings, development of library and archival collections and services, production or performance of creative

and artistic works, service on editorial boards, and other contributions to an academic discipline including the scholarship of teaching and professional practice.

SLIS embraces the value of diverse and non-traditional approaches and methodologies in research, scholarship and creative activity.

SLIS places a high value on research performed by its faculty and students. The School's research interests are highly diverse and continually evolving in order to keep pace with new developments in the field. Current research interests include: critical approaches in LIS; digital libraries; expressive freedom; human computer interaction; human information interaction; information ethics, retrieval, and sharing; interactive information retrieval; knowledge management; learning and data analytics; online communities; open education practices and resources; open source software; platforms, publishing, media, and LIS; rural broadband; social informatics; telecommunications policy; and web archiving.

The School also strongly values interdisciplinary, intercultural, and collaborative research. New faculty members are strongly supported in the development of their research programs and, as mentioned previously, are provided with *Start-up Grants* from the Provost and Vice-President (Academic) Office for this purpose. Additionally, they are given one course release (and so teach three sections rather than the normal teaching load of four) in their first year and are encouraged to apply for Faculty-level grants. As faculty are hired on, they may (and have done) negotiate for a GRA for their onboarding into tenure track labour. (This is extra to the standard annual GRA assignment by SLIS to all continuing appointment faculty not on leave.) A brief overview of School-, Faculty-, and University-level supports for research innovation is provided below.

Research innovation at SLIS is actively supported and encouraged in a number of ways. The School supports an annual 6 hours/week (Fall and Winter terms) GRA allocation to all continuing appointment faculty not on leave. The SLIS Chair receives from the Dean's Office support for a GRA at 9 hours/week. In addition, in this accreditation year, the Dean's office also supports a 12 hours/week GRA Support Casual Level 1 Student at Grade 9 Step 7.5 Sept 1 - Dec

31, 2019. The Faculty invites applications for *Support for the Advancement of Scholarship (SAS)* funding, which supports faculty research by funding equipment and GRAs. Recipients of SAS funding during the Reporting Period include Dr. Tami Oliphant and Ali Shiri in (2015), Dr. Adam Worrall (2016, 2019), Dr. Brenda Reyes Ayala (2018), and Dr. Danielle Allard and Tami Oliphant (2018). The Dean's Office also periodically notifies faculty of a call for extra one-time GRA support with respect to financial year end. In early summer 2019, for example, two SLIS faculty members, Dr. Rathi and Dr. Reyes Ayala, received an extra GRA based on their competitive applications to the call.

The School's Chair has the authority to assign teaching duties. The Chair thoughtfully facilitates coherent teaching assignments for faculty members, and where possible, these are related at least broadly to their research areas. The Chair supports faculty research grant applications and sabbatical applications (the latter for which all tenured SLIS faculty have enjoyed). When faculty take leave for sabbatical or otherwise (e.g., parental leave, medical leave), the Chair makes arrangements to cover the faculty member's courses in a way that will not disadvantage the students in the program.

Research opportunities within the Faculty include those [here](#). Many research opportunities are advertised on the Faculty of Education email listservs by the Faculty of Education's Associate Dean Research. Opportunities available to the broader University are found on the Academic Digest (an email listserv directed to all academic staff on campus) and the Employee Digest (an email listerv directed to all employees on campus).

In order to encourage high-quality programmatic research in the Faculty of Education and as part of the Faculty's priority to recognize its best researchers, the *Coutts-Clarke Research Fellowship* awards eligible faculty members a \$10,000 research allowance, which can be used for any combination of professional development, GRA funding, and course-related release from teaching responsibilities. Numerous SLIS faculty have enjoyed this recognition and Dr. Dinesh Rathi at SLIS was the most recent recipient of the fellowship in 2015.

Internal research funding at the university level is described [here](#). SLIS faculty have won a significant number of internal and external research grants to support scholarship. In the roles of principal investigators (PIs), co-investigators (Co-PIs), or equivalent lead investigators, they have held a total of \$4,942,922 in research funding since 2013. *Table X - Research Grants Awarded from Major External Funding Agencies, 2013-19* on page 205 and *Table Y - Research Grants Awarded from UAlberta, 2013-19* on page 207 provides detail of the research grants awarded to SLIS faculty members on this basis from 2013 to 2019.

At the institutional level, the RSO supports researchers and administrators by providing services focused on the identification of potential funding sources, assistance with the application process and guidance with the financial management of awards. Previously mentioned, the Faculty has a dedicated RSO Research Facilitator who is the first point of contact for SLIS researchers with regard to research administration matters. The Associate Dean of Research in the Faculty facilitates workshops in grant writing (at which senior SLIS faculty are regular presenters). Information sessions and seminars are held to introduce faculty members to new funding opportunities. The Associate Dean of Research also develops and coordinates opportunities for the communication and celebration of faculty research. Tech-in-Ed provides additional research support by assisting in the acquisition and use of new hardware and software for research purposes. Dr. Ali Shiri served on the Adjudication Committee for Social Sciences and Humanities Research Council of Canada's (SSHRC) Insight Grants Program in Winter 2018. (Dr. Rathi has also been invited to do so, however he was unavailable for the required set of dates.) Thus, SLIS faculty (and students) benefit from Tri-Council grant expertise in-house.

A vibrant research, scholarship, and professional culture is further promoted at the School with the SLIS [Research Colloquia](#) and SLIS [Speaker's Corner](#) series, which are attended by faculty, students, sessionals, adjuncts, and the local professional community. SLIS faculty share in the facilitation of both events on an ad hoc basis and also contribute to them. Both series nurture an intellectually vibrant research culture within SLIS and cultivate dedication to continuous professional development outside of the formal curriculum. Since 2013, the School has hosted

eminent professionals, scholars, and researchers. The annual student organized [FIP](#) conference also always includes prestigious invited keynotes. (Previous FIP conference activities can be viewed at [Education and Research Archives](#).)

Select examples of current faculty/sessional/adjunct research and engagement recently featured on the School, Faculty or University websites include, but are not limited to:

- [Listening to Inuvialuit voices forms basis of digital storytelling project](#)
- [Preparing northern communities for increased connectivity](#)
- [SLIS Professor's Cultural Heritage Research Program Awarded Significant Funding](#)
- [Heart health messages for women may backfire, say UAlberta researchers](#)
- [Building an Information Bridge to Canada's Arctic](#)
- [Professor Emerita, Dr. Margaret Mackey, Wins Alberta Book Award](#)
- [Trustworthy advice for a post-truth world](#)
- [SLIS Alum & Adjunct Pilar Martinez featured in Illuminate](#)
- [An ancient artform meets the digital age](#)

Faculty commitment to research flows through to participatory opportunities for students to collaborate as compensated research assistants in faculty research projects. *Standard IV.1* provides information about the structure of these assistantships and *Standard IV.5.2* more fully explores student research opportunities. APPENDIX XXII: CONFERENCE PRESENTATIONS BY STUDENTS AND FACULTY and APPENDIX XXIII: PUBLICATIONS CO-AUTHORED BY STUDENTS AND FACULTY provide examples of collaborative research output co-authored by students and faculty.

Service

UAlberta's commitment to academic faculty members' teaching, research, and service is clearly set out in the *Academic Faculty Agreement* under which all academic appointments at the university are made. The *Academic Faculty Agreement* [Schedule A](#) states that:

Service

A2.04

The degree of participation in the governance of the University and other service responsibilities may vary from Academic Faculty member to Academic Faculty member and from time to time. Such responsibilities may be assigned by the Department Chair or may be the result of initiative by the Academic Faculty member. An Academic Faculty member shall be actively engaged in service to the university and shall participate in the collegial responsibilities of departmental, Faculty and university governance. The Academic Faculty member may also be engaged in service to the Academic Faculty member's discipline or profession.

As evidenced by faculty curricula vitae in APPENDIX XXVII: FACULTY CVs, SLIS faculty are highly engaged in all levels of service at the University, as well as with professional and scholarly associations externally. Faculty Annual Report data (confidential to individual faculty and FEC), discussed in *Standards III.8 and III.9*, evidences the typical service load for SLIS faculty (load within the School and the Faculty of Education) is often higher than in the other departments, particularly at the junior level. When the Dean visited the Academic Council Retreat in May 2019, she acknowledged that the SLIS Chair is a 'champion' for the School and that SLIS 'punches above its weight' in the Faculty of Education.

All faculty and the Chair are members of the School Council and Academic Council, and all are involved (except when on leave) in admissions, faculty recruitment, and accreditation preparation. Positions on the SLIS committees rotate amongst faculty with all faculty members being involved on at least one committee (most often two) at any given time. All continuing appointment academic staff (including the Assistant Chair, Administration) are members of the Faculty Council of the Faculty of Education. Listed in [Table A - Governance Councils and Committees](#) on page 36, SLIS has statutory membership on all Faculty committees and boards (on which all of the academic departments are represented), and again, faculty rotate position. These committees and boards include: Dean's Pool for Advisory Selection Committee; DAC; DER; Election Committee; FEC; GAAC; HT Coutts Library Advisory Committee; Master of Education in Educational Studies Advisory Board; and TAB. The Chair sits on DAC, the Master of Education in Educational Studies Advisory Board, and FEC. The Associate Chair & Graduate

Coordinator sits as the School’s representative on GAAC and on the FGSR Council. SLIS is exceptionally well represented at the Faculty of Education, FGSR, and University levels.

In addition, SLIS faculty members participate in a wide variety of professional and scholarly organizations, and provide leadership in those contexts as evidenced in [Table U - Faculty Service and Participation in Professional or Scholarly Organizations](#).

Table U - Faculty Service and Participation in Professional or Scholarly Organizations

Faculty Member	Service Engagement
Allard	<p>School of Library and Information Studies, University of Alberta</p> <ul style="list-style-type: none"> ▪ SLIS Curriculum Committee, Member (2017-19) ▪ SLIS Curriculum Review Working Group (2017-19) ▪ SLIS Admissions Committee (2017-19) ▪ SLIS Faculty Selection Committee (2018) ▪ Library and Information Studies Alumni Association (2018-19) ▪ Accreditation Advisory Committee (2018-20) ▪ Accreditation Working Group (2018-20) <p>University Level</p> <ul style="list-style-type: none"> ▪ Executive Faculty Representative (2018-19) <p>Scholarly and Professional Associations</p> <ul style="list-style-type: none"> ▪ Canadian Association for Information Science Conference co-Chair (2017)

Dali**School of Library and Information Studies, University of Alberta**

- SLIS Curriculum Committee (2016-17)
- SLIS Admissions Committee (2016-17)

Scholarly or Professional Associations

- Reviewer for the ASIS&T annual conferences (2016-17)
- Jury member for the ASIS&T best student chapter of the year award. (2016)
- Member SIG USE (2016-)
- ALISE (Association for Library & Information Science Education) (2016)
- Reviewer for the ALISE 2017 conference in Atlanta, GA, USA. (2016)
- The ALISE / Connie Van Fleet Award for Research Excellence in Public Library Services to Adults Committee member (2016).
- Member of the "Building Strong Library & Information Science Education (BSLISE)" group at IFLA (Quality Assessment of International LIS Education. (2016-)
- Chair, the ALISE/Connie Van Fleet Award for Research Excellence in Public Library Services to Adults for ALISE (Association for Library & Information Science Education). (2016-17)
- Member of the JELIS Editor-designate selection committee (2017)
- Reviewer for the ALISE 2018 conference in Denver, CO, USA (2017)
- Adjudication of PhD posters at the 2017 ALISE Conference. (2017)
- ALISE Award for Professional Contribution to Library and Information Science Education (2017-19)

Mackey**School of Library and Information Studies, University of Alberta**

- SLIS Curriculum Committee (2013-16)
- SLIS Admissions Committee (2013-15)

University of Alberta

- Graduate Scholarship Committee (2013)
- Director's Advisory Selection Committees (2013)
- Chair's Advisory Selection Committee (2014)
- Selection Committee for Killam Annual Professorships (2010, 2012, 2013, 2015)

Scholarly or Professional Associations

- Member of the Children's Literature Association Executive Board Community (2012-15)
- Member of organizing committee for PAGES, A Learning Forum on Supporting Readers through Partnerships (2014 & 2016)

Faculty Member	Service Engagement
McNally	<p>School of Library and Information Studies, University of Alberta</p> <ul style="list-style-type: none"> ▪ SLIS Curriculum Committee (2013-) ▪ SLIS Curriculum Review Working Group (2017-19) ▪ SLIS Scholarship and Awards Committee, Chair (2013-15) ▪ Accreditation Advisory Committee (2018-19) <p>Faculty of Education Level</p> <ul style="list-style-type: none"> ▪ Faculty Selection Committee (2013-15) ▪ H.T. Coutts Library Advisory Committee (2017-19) ▪ Faculty Selection Committee (2017-19) <p>Scholarly or Professional Associations</p> <ul style="list-style-type: none"> ▪ Progressive Librarians Guild, Edmonton Chapter, (2012-16) ▪ Standing Member, Centre for Information and Communications, The Van Horne Institute (2015-17) ▪ OER Awards Committee (2017-) ▪ Research Fellow, The Van Horne Institute (2017-19) ▪ Indigenous Matters Committee, Canadian Federation of Library Associations (2018) ▪ Co-Lead, Indigenous Curriculum Working Group, Indigenous Matters Committee, Canadian Federation of Library Associations (2018-)
Oliphant	<p>School of Library and Information Studies, University of Alberta</p> <ul style="list-style-type: none"> ▪ SLIS Curriculum Committee, Member (2012-17) ▪ SLIS Selection Committee (2013-15) ▪ Faculty liaison for FIP (Forum for Information Professionals) (2013-16) ▪ SLIS Speaker's Corner Series, organizer (2013-17) ▪ SLIS Curriculum Review Working Group (2017-19) ▪ SLIS Curriculum Committee, Chair (2017-19) ▪ Accreditation Advisory Committee (2018-19) <p>Faculty of Education University Level</p> <ul style="list-style-type: none"> ▪ H.T. Coutts Library Advisory Committee, Faculty of Education (2013-15) ▪ Faculty Selection Committee, Faculty of Education (2013-16) ▪ Diversity, Equity, and Respect Committee, Faculty of Education (2014-16) <p>Scholarly or Professional Associations</p> <ul style="list-style-type: none"> ▪ Reviewer, Association for Information Science and Technology for SIGUSE Best Information Behaviour Poster (2014) ▪ Chair, ALISE Research Committee, ALISE/ProQuest Methodology Paper (2015) ▪ Reviewer, ASIS&T Student Travel Award (2016) ▪ Reviewer, ASIS&T Interdisciplinary Travel Award (2016) ▪ Conference reviewer for Association for Information Science and Technology, Canadian Association for Information Science Reviewer, ALISE/ProQuest Methodology Paper Competition (2017)

Faculty Member	Service Engagement
Rathi	<p>School of Library and Information Studies, University of Alberta</p> <ul style="list-style-type: none"> ▪ SLIS Faculty Selection Committee (2014-15) ▪ Scholarship and Awards Committee (2014-15) ▪ SLIS Admissions Committee (2016-17, 2018-19) ▪ SLIS Curriculum Review Working Group (2017-19) ▪ SLIS Curriculum Committee (2013-19) (Chair, 2019-) ▪ Accreditation Advisory Committee (2018-20) ▪ Accreditation Working Group (2018-20) <p>Faculty of Education Level</p> <ul style="list-style-type: none"> ▪ Diversity, Equity and Respect (DER) Committee (2013-14; 2017-19) ▪ Technology Advisory Board (2013-14) ▪ Faculty Advisory Committee (2016-17) ▪ Faculty of Education Dean Selection Committee (2016-17) ▪ Faculty of Education Election Committee (2018-20) ▪ HT Coutts Library Committee (2019-20) ▪ Canada Research Chair Search Committee (2019) ▪ Scholarship and Research Awards Committee 2019-20) <p>University Level</p> <ul style="list-style-type: none"> ▪ Selection Committee, Faculty of Extension (2014-15) <p>Scholarly or Professional Associations</p> <ul style="list-style-type: none"> ▪ Digital Future 2015 Conference at the School of Library and Information (Co-Organizer)(2015) ▪ Canadian Association for Information Science (Vice-President, 2016-17) ▪ Canadian Association for Information Science (President, 2017-18)
Reyes Ayala	<p>School of Library and Information Studies</p> <ul style="list-style-type: none"> ▪ Scholarship and Bursaries Committee (2018-) ▪ SLIS Admissions Committee (2018-) ▪ Accreditation Advisory Committee (2018-20) ▪ Accreditation Working Group (2018-20) <p>Faculty of Education Level</p> <ul style="list-style-type: none"> ▪ Technology Advisory Board (2019-) ▪ Faculty of Education Dean’s Pool for Advisory Selection Committees (2019-) <p>Scholarly or Professional Associations</p> <ul style="list-style-type: none"> ▪ Association for Computing Machinery (ACM) (2012-) ▪ American Society of Information Science & Technology (2016-) ▪ Joint Conference on Digital Libraries (Member and Reviewer, 2017-)

Samek

School of Library and Information Studies

- Ad Hoc Adjunct Faculty Committee, Chair, (2012-13) 2014-15; 2015-16; 2016-17; 2017-18)
- Curriculum Committee, Chair, (2013-15)
- New Instructor & Sessional Liaison, (2013-14)
- Admissions Advisory Committee, Chair, (2014-15)
- Admissions Committee, Chair, (2014-15)
- Assistant Professor Selection Committee, Chair (as Dean's delegate), (2015-)
- Research and Scholarship Series, Organizer, (2015-16; 2018-19)
- School of Library and Information Studies Alumni Association Executive Committee, SLIS Faculty Representative, (2015-17)
- School Council, Chair, (2015-)
- Academic Council, Chair, (2015-)
- Postdoctoral Fellow Search, Ad Hoc Committee Chair, (2016)
- Accreditation Advisory Committee, Chair (2018-20)
- Accreditation Working Group (2018-20)

Faculty of Education Level

- Education Feeds the Need Committee, (2012-15)
- Teaching Awards Committee, (2012-13)
- Centre for Global Citizenship Education (CGCER) and Research Advisory Committee, Member, (2013-)
- Herbert T. Coutts Library Advisory Committee, (2013-15)
- Academic Appeals Committee, (2014-16)
- Dean Selection Committee, Member, (2014-15)
- Dean's Advisory Committee, (2015-)
- Faculty Evaluation Committee, Member, (2015-)
- Master in Education Studies Advisory Committee, (2015-)
- Election Committee, Chair, (2016)
- Faculty Annual Report Working Group, (2017-19)
- Supplementary Professional Activities Working Group, (2018-19)

University of Alberta Level

- Safe Spaces Initiative, (2012-13)
- Global Citizenship Undergraduate Curriculum Development Committee (& Working Group) Member,(2012-13)
- General Faculties Council, (2012-16)
- General Faculties Council Committee on the Learning Environment (GFCLE), Major Teaching Award Holder representative, (2013-16)
- Vargo Teaching Chair Selection Committee, Representative of GFCLE (2014-15)
- Chairs' Council, Member, (2015-)
- Nomination of Chancellor Joint Committee (elected GFC member to this Committee), (2015-16)
- MOOC Portfolio Management Committee (MPMC), Member, (2015-17)
- Chancellor Nominating Committee, (2016-17)
- General Faculties Council Committee on the Learning Environment (GFCLE), Teaching Tenure Stream Subcommittee, (2016-18)
- Free Expression Advisory Committee,(2019-)

Scholarly or Professional Associations

- MacEwan University, Information Management & Library Technology Program Advisory Committee Member, (2012-13)
- Canadian Association of Information Science Regular reviewer for the Annual CAIS Conference Program, (2013-)
- International Center for Information Ethics, Advisory Board, (2013-)
- Society for Teaching and Learning in Higher Education, 3M National Teaching Fellowship Selection Committee. (2013)
- *Library Juice* Press, Annual Paper Contest Selection Committee Member, (2013-14)
- Canadian Association of University Teachers: Academic Freedom & Tenure Committee, Member, 2012-13; CAUT Ad Hoc Investigatory Committee into the Situation at Queen's University re Morteza Shirkhanzadeh, Co-Investigator, 2014-15; Dr. Vic Catano (Professor, Department of Psychology, St. Mary's University) and Professor Dr. Toni Samek (Professor, School of Library and Information Studies, University of Alberta). Report of the Ad Hoc Investigatory Committee To Examine the Situation of Dr. Morteza Shirkhanzadeh in the Faculty of Engineering & Applied Science at Queen's University. Ottawa: Canadian Association of University Teachers. (April 2015)
- Canadian Council of Information Studies, (Fall 2015-16; Chair, 2016-18; 2019-)
- Center for Free Expression, Canada, Advisory Board, (2015-; Blogger, 2016-17)
- Canadian Federation of Library Associations and Institutions, Indigenous Matters Committee Red Team on Indigenous Curriculum, (2017-; Intellectual Freedom Committee, 2018-)
- Association for Library and Information Science Education Reviewer for Annual Conference Program, (2019)

Shiri

School of Library and Information Studies, University of Alberta

- Associate Chair and Graduate Coordinator, (2013-)
- Admissions Committee (Chair), (2013-)
- Accreditation Advisory Committee (2018-20)
- Accreditation Working Group (2018-20)

Faculty of Education Level

- Faculty Evaluation Committee, (2013-15)
- Graduate Academic Advisory Council, (2013-)
- Diversity, Equity, Respect Committee, (2013)
- Elections Committee, (2016-18)

Scholarly or Professional Associations

- Association for Information Science and Technology (2010,2013,2014,2018)
- Canadian Association for Information Science(2011-)
- ACM/JCDL: ACM Joint Conference on Digital Libraries, program committee member, (2013-)
- Best JASIST Paper Award Jury, (2014)
- Editorial board member: Canadian Journal of Information and Library Science (CJILS), (2014-)
- Editorial board member: Journal of Education for Library and Information Science (JELIS), (2018-)
- ICADL: International Conference on Asian Digital Libraries, program committee member, (2018-)
- ASIST SIG Award Jury, (2019)
- International Society for Knowledge Organization: Chapter for Canada and the United States, (2019)

National

- Faculty of Graduate Studies and Research, (2013-)
- Academic Appeals Committee member, Faculty of Graduate Studies and Research, (2016-18)
- SSHRC Insight Grants Adjudication Committee Member, 2018 University of Alberta
- Killam Cornerstone Grant Adjudication Committee member,(2018)

International

- Advisory Board Member, The *Institute of Museum and Library Services* (IMLS)-funded project, "Developing a Framework for Measuring Reuse of Digital Objects". Digital Library Federation, (2017)

Worrall**School of Library and Information Studies, University of Alberta**

- Student Facilitator, Florida State University iSchool Agraphia writing support group, (2011-14)
- SLIS Admissions Committee, (2015-)
- SLIS Scholarships, Awards, and Bursaries Committee, (2015-16)
- SLIS Postdoctoral Fellow Search Committee, (2016)
- SLIS Assistant Professor Search Committee, (2016-17)
- Chair, SLIS Scholarships, Awards, & Bursaries Committee, (2016-19)
- Accreditation Advisory Committee (2018-20)
- Accreditation Working Group (2018-20)
- University of Alberta SLIS Curriculum Committee, (2019-)

Faculty of Education Level

- Member, Faculty of Education HT Coutts Library Advisory Committee, (2015-17)
- Member, Faculty of Education Dean's Pool for Advisory Selection Committees, (2017-19)
- As part of this, served as Member / External Representative, Elementary Education Assistant Professor Search Committee, (2019)

Scholarly or Professional Associations

- Communications Officer, ASIS&T SIG SI, (2012-15)
- Jury Member, ASIS&T SIG SI Social Informatics Best Student Paper Award, (2013)
- Jury Member, ASIS&T James M. Cretsos Leadership Award, (2013)
- Member, Task Force on ASIS&T Web presence, (2013-14)
- Jury Member, ASIS&T SIG SI Social Informatics Best Paper Award, (2014)
- 2016 Symposium Committee, ASIS&T SIG SI (jointly with SIG USE), (2016)
- Elections Coordinator / Committee, ASIS&T SIG SI, (2016-17)
- Social Chair, ASIS&T SIG SI, (2016-18)
- Jury Member, ASIS&T SIG USE Travel Awards, (2016-18)
- Editorial board member / Review Editor, Journal of the Association for Information Science and Technology (JASIST), (2017-)
- Awards Coordinator, Association for Information Science and Technology (ASIS&T) Special Interest Group for Social Informatics (SIG SI), (2018-)
- Jury Member, ASIS&T SIG USE (Information Needs, Seeking, and Use) Elfreda A. Chatman Research Award, (2019)

Faculty Member	Service Engagement
Zhao	<p>School of Library and Information Studies</p> <ul style="list-style-type: none"> ▪ Accreditation Advisory Committee (2004-06, 2019-20) ▪ Accreditation Working Committee (2004-05, 2019-20) ▪ Information Technology Curriculum Review Committee (Co-Chair: 2006-07) ▪ Technology Committee (Chair: 2007-10) ▪ Visiting Scholars Committee (Chair: 2007-10) ▪ Admissions Committee (2007-10, 2015-) ▪ Core courses Committee (Chair: 2007-10) ▪ Communications Committee (Member: 2007-09) ▪ E-Learning & Teaching Strategic Plan Task Force (Co-Chair: 2010-11) ▪ Scholarship and Awards Committee (Chair: 2010-11; Member: 2013-14, 2017-18) ▪ Speaker’s Corner (Chair: 2011-12) ▪ Curriculum Committee (Chair: 2014-17; Member: 2004-08, 2011-12) ▪ Faculty PostDoc Search Committee (2011, 2015-17) ▪ International Activities Initiative (Lead: 2017-18) <p>Faculty of Education</p> <ul style="list-style-type: none"> ▪ Faculty Council (2005-) ▪ Faculty Advisory Committee (2006-08) ▪ Technology Advisory Board Member, (2014-16) ▪ Advisory Selection Committee Member, (2015-17) ▪ Faculty Search Committees Member, (2015-17) ▪ Diversity, Equity and Respect Committee Member, (2016-17) ▪ Faculty Evaluation Committee (Department Rep for tenure cases (2017/18) <p>University Level</p> <ul style="list-style-type: none"> ▪ General Faculties Council (Member: 2005-06) ▪ Faculty of Education Dean Review Committee (Member: 2009-10) ▪ "Presidential Group" on university rankings (Member: 2010-11) ▪ Faculty of Extension Faculty Council Member, (2015-18) <p>Scholarly or Professional Associations</p> <ul style="list-style-type: none"> ▪ International Society for Scientometrics and Informetrics (2013-) ▪ American Society for Information Science and Technology (2013-17,2018-) ▪ Association of Chinese Canadian Professors (2016-) ▪ Canadian Association for Information Science (2017)
<i>*Table includes full-time SLIS faculty members only.</i>	

SLIS faculty members nurture positive and fruitful relationships with the School’s professional communities, on both personal and professional levels. SLIS acknowledges the strong

contribution made by these relationships to establishing a vibrant learning and research environment at the School and consciously endeavours to foster and strengthen these relationships through the following activities:

- Hosting monthly LISAA Executive meetings and providing space for the annual Alumni Brunch;
- Supporting a “Get Acquainted Party” with the UAL, which allows SLIS Students to meet librarians from UAlberta and colleagues from the local library community;
- Appointing representatives of the local practitioner community to the SLIS School Council;
- Hosting events such as book launches in tandem with School Council meetings (e.g., for Dr. Zhao’s 2015 co-authored (with Dr. Andreas Strotmann) book, *Analysis and Visualization of Citation Networks*; the launch of Dr. Mackey’s 2016 book *One Child Reading: My Auto-Bibliography*; and, of Dr. Samek’s 2017 co-edited book (with Dr. Lynette Schultz) *Information Ethics, Globalization and Citizenship: Essays on Ideas to Praxis*);
- Sharing expertise with the professional community through conference presentations and workshops (e.g., at the Library Association of Alberta’s annual Alberta Library Conference);
- Sponsoring the MLIS student-organized FIP, an annual one-day event that consists of research and scholarship presentations and discussion of current topics in LIS;
- Facilitating Partners’ Week, wherein SLIS students meet one-on-one with library and information science professionals to learn first-hand about various work environments and to discuss some of the current issues in the field;
- Hosting a booth at annual professional association conferences such as British Columbia Library Association, Alberta Library Conference, Saskatchewan Library Association, Ontario Library Association, and Atlantic Provinces Library Association, ALA (various locations); and

- Offering *LIS 590: Practicum*, which gives students an opportunity for experiential learning and networking, while also strengthening the School's relationships with professional communities of practice.

Our professional community is very supportive of SLIS and its students. In addition to the above forums and events, many generously accept invitations to guest lecture in the MLIS classes, providing a unique perspective on the application of theory to real-world application. For example, in her role as a SLIS GRA, MLIS student Cheryl Trepanier co-guest lectured with Dr. Toni Samek in *LIS 502: Organization of Information* in Fall 2017 on the topic of ethics of knowledge organization.

Standard III.3 Recruitment and Retention Policies

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

Introduced in *Standard II.2*, faculty personnel policies and procedures are established by UAlberta's [Academic Faculty Agreement](#) which governs hiring, evaluation, tenure, and promotion. The Association of Academic Staff of the University of Alberta negotiates salaries and changes on behalf of the faculty and provides information and support for individual faculty members on all personnel issues.

Among the many applicants for open positions, the School enjoys the privilege of selecting only highly qualified faculty members. SLIS seeks to recruit new hires demonstrably committed to developing future library and information professionals to be effective leaders in their respective institutions or communities of practice as outlined in the [SLIS mission](#):

Within a vibrant, supportive, and rigorous environment, the School develops diverse, reflective and inquiring library and information leaders through innovative, learner-centric teaching, research and scholarship, and community engagement for the public good.

Recruitment at UAlberta is decentralized, and therefore, SLIS is responsible for its own recruitment processes. Appointments are made based on a recommendation by the Advisory Selection Committee to the Dean of Education as outlined in *Standard III.2*.

Selection committees are encouraged to seek advice on employment equity training provided by the campus [Office of Safe Disclosure and Human Rights](#) (OSDHR). The OSDHR is available to students and staff of UAlberta who have concerns or questions regarding how University policies, procedures or ethical standards are being applied. The School abides by all relevant UAlberta policies in recruitment and retention of faculty members, including the [Duty to Accommodate Procedure](#) and the [GFC Measures to Prevent Discrimination in Appointments Policy](#). The latter complies with federal and provincial legislation, recognizes the desire of the University to prevent discrimination, and reaffirms the commitment of the University to non-discrimination in employment decisions. For additional support in the overall recruitment process, UAlberta's [Recruitment Services](#) unit is responsible for providing expert consultation, advice, and assistance on recruitment practices in support of the University's overall employment strategies, and transfers knowledge to the campus community through formal and informal training sessions and one-on-one consultation.

As discussed in *Standard III.2*, The selection process for new faculty members is highly consultative, starting with the SLIS Academic Council evaluating the needs of the MLIS program and the School, defining the qualifications sought in the recruitment and to a large extent drafting the job posting language with supplementary support from the Dean's Office. All members of the SLIS community have an opportunity to meet candidates and to provide feedback to the selection committee. In addition to the formal interview, prospective candidates are asked to deliver an open teaching presentation and an open research presentation, and to meet with representatives of the student body. An ethical evaluation process is available to participants in the process and the results are shared with the search committee. APPENDIX XXX: ASSISTANT PROFESSOR POSITION ADVERTISEMENT includes a copy of the most recent advertisement for a tenure-track faculty position.

UAlberta has [posting and advertising procedures](#) for the purpose of promoting transparency in recruitment, consistency in practice, and the ability to attract qualified candidates who will contribute to the achievement of the University's goals. Advertisements for SLIS faculty positions are circulated widely, in print and online, in local, national, and international markets. The publication of an advertisement in designated Canadian national media is mandated by University policy. Recent venues for SLIS recruitment ads include the JESSE listserv, the ALISE website, and the Association for Information Science & Technology (ASIS&T), internationally; *University Affairs* (magazine of the Association of Universities and Colleges of Canada) the *CAUT Bulletin* (magazine of CAUT), nationally; and the Jerome-L listserv and the [Careers@University of Alberta](#) web page, locally.

UAlberta hires on the basis of merit and is committed to the principle of equity in employment. When posting advertisements for open faculty positions, the School includes the following statement in the recruitment ad, in accordance with UAlberta policy and federal employment equity law:

The University of Alberta is committed to an equitable, diverse, and inclusive workforce. We welcome applications from all qualified persons. We encourage women; First Nations, Métis and Inuit persons; members of visible minority groups; persons with disabilities; persons of any sexual orientation or gender identity and expression; and all those who may contribute to the further diversification of ideas and the University to apply.

Within the Faculty, DER supports activities and practices that are intended to educate faculty, staff, and students in developing teaching and learning contexts that are welcoming to all. Dr. Zhao and Program Assistant Cameron Mosimann currently represent SLIS on this committee. [DER](#) demonstrates the Faculty's commitment to the principles of equality and respect through equitable treatment, inclusive behaviours, and honouring diversity.

The [Canadian Human Rights Act \(1977\)](#) prohibits discrimination on the grounds of: race, national or ethnic origin, colour, religion, sex, age, sexual orientation, gender identity or expression, marital status, family status, genetic characteristics, disability, and conviction for an offence for which a pardon has been granted or in respect of which a record suspension has

been ordered. As such, these statistics about the diversity of the School’s students, staff, and faculty cannot be collected and reported for the purposes of this *Self-Study*. The School is fully committed to maintaining a diverse complement of faculty, and [Table V - Faculty: Educational and Geographic Diversity](#) demonstrates geographic diversity in terms of place of education and employment location. During the Reporting Period, two new hires were international.

Table V - Faculty: Educational and Geographic Diversity

Faculty	PhD Granting Institution	Field of Study	Places of Education	Places of Employment
Allard	University of Toronto (2015)	Information Studies	Toronto, ON	Winnipeg, MB Edmonton, AB
Dali	University of Toronto (2010)	Information Studies	Calgary, AB Toronto, ON Haifa, Israel	Edmonton, AB Queens, NY London, ON Toronto, ON
Mackey	University of Alberta (1995)	Secondary Education	St. John’s, NFLD Edmonton, AB	Harlow, Essex, UK Aylesbury, Buckinghamshire, UK Edmonton, AB Cambridge, UK
McNally	University of Western Ontario (2012)	Library & Information Science	London, ON Waterloo, ON	Edmonton, AB London, ON Ottawa, ON
Oliphant	University of Western Ontario (2011)	Library & Information Science	Edmonton, AB; London, ON	Edmonton, AB London, ON Calgary, AB
Rathi	University of Illinois at Urbana-Champaign (2008)	Library & Information Science	Urbana-Champaign, IL Mumbai, India Surathkal, India	Edmonton, AB Urbana-Champaign, IL Mumbai, India Bangalore, India
Reyes Ayala	University of North Texas (2018)	Library & Information Science	Pittsburgh, PA Atlanta, GA Denton, TX	Atlanta, GA West Palm Beach, FL San Jose, CA Madrid, Spain San Francisco, CA Denton, TX Edmonton, AB
Samek	University of Wisconsin-Madison (1998)	Library & Information Studies	Toronto, ON Halifax, NS Madison, WI	Halifax, NS Madison, WI Edmonton, AB

Faculty	PhD Granting Institution	Field of Study	Places of Education	Places of Employment
Shiri	University of Strathclyde, Glasgow (2003)	Information Science	Tehran, Iran Glasgow, Scotland	Edmonton, AB Tehran, Iran Glasgow, Scotland Edmonton, AB
Worrall	Florida State University (2014)	Information Studies	Orlando, FL Tallahassee, FL	Miami, FL Tallahassee, FL Edmonton, AB
Zhao	Florida State University (2003)	Information Studies	Beijing, China Tallahassee, FL	Tallahassee, FL Morehead, KY Beijing, China Edmonton, AB

**Table includes full-time SLIS faculty members only.*

The gender balance, diverse cultural backgrounds and expanding linguistic capabilities of SLIS faculty members encourage authentic understandings of equity, diversity, and inclusion as well as global citizenship within the SLIS, Faculty of Education, and University communities.

Standard III.4 Faculty Competence

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

Designated Teaching Areas

As previously discussed, SLIS engages in purposeful hiring that targets competencies to complement those of the current faculty and that are aligned with the strategic direction of the program. To ensure continuing subject competence, it is SLIS practice for the Chair to give faculty teaching assignments that are, wherever possible (taking into account leaves), connected to research and scholarship areas of interest, as shown in [Table Q - Areas of SLIS Faculty Specialization Related to Courses and Program Objectives, 2013-19](#). Through strategic hiring that matches faculty interests with program need, SLIS has been able to strengthen its capacity to offer courses that may have previously been taught by sessionals, such as Dr. Oliphant teaching *LIS 591: Publishing* and Dr. Allard bringing her expertise to *LIS 593:*

Introduction to Archival Studies. Furthermore, faculty are encouraged to experiment with the development of pilot courses in areas of interest and proposed benefit to the MLIS curriculum. Often this occurs early in their arrival at the School, but certainly not exclusively. During the period, a number of pilot courses have been offered by faculty. For example:

- **LIS 598: Special Topics (Emerging Technologies)* – Dr. Rathi (also taught by Dr. McNally)
- **LIS 598: Special Topics (Human Information Interaction)* – Dr. Oliphant (also taught by Dr. Worrall)
- ***LIS 598: Special Topics (Information Policy)* – Dr. McNally
- ***LIS 598: Special Topics (Technology, Information, and Society)* – Dr. Worrall (also taught by Dr. McNally)
- *LIS 598: Special Topics (Citation Analysis: Theory, Techniques & Practical Applications)* – Dr. Zhao
- *LIS 598: Special Topics (Consumer Health)* (one credit) – Dr. Oliphant
- *LIS 598: Special Topics (Information & Libraries in the International Context)* – Dr. Dali

**already assigned permanent course number*

*** in the process of assigning permanent course number (already approved by School Council)*

Technological Skills and Knowledge

All SLIS faculty members are technologically competent, especially those teaching information technology courses: Dr. Brenda Reyes Ayala has a master's degree in human-computer interaction and has been studying Web archives and information retrieval; Dr. Worrall has a bachelor of science degree in computer science; Dr. Zhao has a minor in computing science; and Dr. Rathi completed a PhD dissertation on data mining and has a bachelor's degree in engineering.

SLIS faculty are recognized on campus and beyond for their technological expertise. SLIS faculty such as Drs. Shiri, Rathi, Reyes Ayala, Worrall, and Zhao have served on TAB, which recommends policies for the integration of technology into teaching and learning and advises

the Dean on priorities for the deployment of resources to support the integration of technology into teaching and learning. Dr. Worrall also participated in a Tech-in-Ed focus group on Kaltura and the future of video platforms (recording, streaming) in the Faculty of Education. Both Dr. Samek and Dr. McNally have been involved in collaborative research projects for the Graphics, Animation and New Media (GRAND) Networks of Centres of Excellence of Canada (NCE). Dr. McNally is researching digital infrastructure, particularly broadband, in Canada and in Alberta. Dr. Shiri's recent research project created a digital library infrastructure for the Inuit communities in Canada's Western Arctic region and he recently received funding to add digital storytelling features to the digital library by development of a prototype audio-video interface, and his collaborative research project with the CTL designed and developed a learning analytics application that is currently used as part of UAlberta's eClass learning management system. Dr. Rathi has been heavily involved as Co-Investigator with Dr. McNally and Dr. Shiri in their projects. Dr. Mackey received a \$9,328 RISE Catalyst Grant from the Faculty of Education to study *Using Apps to Enhance Understanding of Literacy Development*.

Previously discussed, the Tech-in-Ed unit provides an array of services to help faculty, staff, and instructors to become more effective, knowledgeable and confident with the integration of technology into their daily practice of teaching and learning, research, communication and administration. *Standard V.11* provides further information about the hardware, software, and IT services available to support faculty members.

Effectiveness in Teaching

As discussed in *Standard III.2*, teaching is a major component of faculty responsibility and faculty are provided a number of longstanding supports including the *SLIS Sessional Instructors' Handbook*; mentoring within the School and the Faculty of Education; training and professional development supports through the CTL; technological and pedagogical support from Tech-in-Ed; and funding support (through the CTL) to encourage innovative teaching. In this Reporting Period, the SLIS Chair also introduced the SLIS Annual Teaching Symposium in 2017, followed by an eClass for SLIS instructors, plus the facilitation of a cultural shift away from a faculty to sessional mentoring to include reverse mentoring. These newer efforts have fostered a more

holistic teaching community and have proven to be successful. For example, the quality of teaching rating on the SLIS Exit Surveys has steadily climbed and was rated at 4.5/5 in the 2018-19 Exit Survey.

All course evaluations and a statistical summary go to the SLIS Chair, who reviews them before they are released to the instructor; they may be used to recommend additional teaching supports for the instructor. The Faculty Annual Report (FAR) which is the basis for annual performance reviews for faculty members (see *Standards III.8* and *III.9* below for details), requires reporting of the quantitative and qualitative USRI results, and includes an opportunity for faculty members to make narrative reflections, for example, about the ways in which they are incorporating student feedback and thereby enhancing teaching and learning. Teaching effectiveness is a significant discussion point between the Chair and each faculty member as part of the annual evaluation meeting. In the faculty annual review process, teaching includes not only courses, but also advising, supervision, and professional development. Granting of tenure and promotion to Associate Professor, and promotion to Full Professor, is not possible without demonstrated teaching competence.

Teaching effectiveness is the most important factor considered by the Chair when offering continuing contracts to sessional instructors. After reviewing sessional and adjunct USRIs, the SLIS Chair sends a letter inviting conversation and querying suggestions for advancing teaching community support at SLIS (e.g., contract timing, content in the *SLIS Sessional Instructor's Handbook*, topics for the SLIS Annual Teaching Symposium, facilities suggestions, etc.).

Active Participation in Appropriate Organizations

SLIS maintains extensive relationships with provincial, regional, national, and international library organizations. The School's faculty members participate in a wide variety of appropriate organizations and provide leadership in a number of contexts. The impressive level of faculty participation in appropriate organizations is demonstrated in [Table U - Faculty Service and Participation in Professional or Scholarly Organizations](#).

Visiting Scholars and Postdoctoral Researchers

The School values engagement with visiting scholars and post-doctoral researchers. Dr. Zhao is currently a China Academic with the China Institute at the University of Alberta (CIUA). The CIUA aims to enhance and support new teaching and research activities between Canada and China and to promote strong academic links between UAlberta and Chinese universities. Dr. Zhao has been instrumental in enhancing the global outlook of the School with her concerted efforts to bring international scholars and researchers to SLIS and to regularly visit universities in other countries including leading Chinese universities such as Peking University and Zhejiang University. Academic visitors since 2013 include Dr. Heng Chen, Professor at the Chinese Academy of Science; Dr. Guoping Wang, Professor at Peking University; and Ms. Keran Zhao, PhD student at Peking University, China. Additionally, the School welcomed Dr. Andreas Strotmann, Team Lead, Information Services, GESIS - Leibniz Institute for the Social Sciences, Cologne, Germany, August to October 2013. Canadian Dr. Angela Pollak held a two-year post-doc at SLIS 2017-19.

The School has recently updated its website to provide information to potential international [visiting scholars](#).

Standard III.5 Sustained Record of Accomplishment in Research and Scholarship

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

UAlberta is a research-intensive institution with a mission to support the development of researchers and all those who pursue creative activity to become leaders in their fields. Active participation in research is stipulated in UAlberta's [Academic Faculty Agreement](#). SLIS has a well-developed research infrastructure, as discussed above in *Standard III.2*, and is recognized as one of the [top 40 departments](#) in the world that contribute to LIS literature by the *Journal of the Association for Information Science and Technology*.

The School's faculty balances a robust student advising load, supervision, and instructional responsibilities as part of their teaching load, and numerous service activities with active and innovative research and scholarship programs. SLIS faculty members employ a range of approaches to explore topics in a variety of subject areas, with a focus on inviting discussion, engagement, and collaboration. Current research interests include: critical approaches in LIS; digital libraries; expressive freedom; human computer interaction; human information interaction; information ethics, retrieval, and sharing; interactive information retrieval; knowledge management; learning and data analytics; online communities; open education practices and resources; open source software; platforms, publishing, media, and LIS; rural broadband; social informatics; telecommunications policy; and web archiving. *Table P - Current SLIS Full-Time Faculty and Their Research Profiles* in the *Introduction to Standard III* provides a complete list of current SLIS faculty research interest areas and their [research profiles](#) which are posted on the School's website.

Each SLIS faculty member has a sustained record of research accomplishment, as seen from their scholarly output, research funding, and service contribution to journals and conferences, that clearly contributes to the knowledge base of the field and to their professional development.

Scholarly Output

SLIS faculty members disseminate their work regularly to scholarly and professional audiences. During the Reporting Period, SLIS full-time faculty members have published an impressive 2 books, 68 refereed articles, 8 non-refereed articles, 21 book chapters, and have participated in 8 policy interventions. They have presented 76 refereed conference papers and delivered 328 scholarly and professional presentations locally, nationally, and internationally. These numbers are truly remarkable in the context of the small size of the School and faculty. *Table W - Scholarly Research* provides further information about each faculty member's research accomplishments, with further detail provided in their CVs, found in APPENDIX XXVII: FACULTY CVs.

Table W - Scholarly Research, 2013-19

Faculty	Book Chapters	Books	Edited Books	Refereed Articles	Non-Refereed Articles	Refereed Abstracts	Refereed Proceedings	Non-Refereed Proceedings	Scholarly & Professional Presentations	Reports	Reprints and Translations	Policy Interventions
Allard				5			6		32			
Dali	1			3					4			
Mackey	7	1		2			1		13			
McNally	1			6					56	6		8
Oliphant				11	1		5		54			
Rathi				8		12	15	1	17			
Reyes Ayala	1			2		1	4		5	2		
Samek	7		2	3		4			59		2	
Shiri	2			13	3	6	20		51			
Worrall	1			7	4		14		20			
Zhao	1	1		8			11		17			
TOTALS	21	2	2	68	8	23	76	1	328	8	2	8

**Table includes full-time SLIS faculty members only.*

Research Funding

SLIS faculty members are highly successful in obtaining substantial amounts of research funding, as illustrated in [Table X - Research Grants Awarded from Major External Funding Agencies, 2013-19](#) and [Table Y - Research Grants Awarded from UAlberta, 2013-19](#). Within the Canadian context, especially in the context of its small size, SLIS has an impressive record of research funding.

Table X - Research Grants Awarded from Major External Funding Agencies, 2013-19

Faculty	Year	Grant and Role	Amount
Allard	2018-22	Social Sciences and Humanities Research Council, Insight Grant (Co-PI) <i>The Sex Work Activist Histories Project</i>	\$315,338
Dali	2017	SSHRC Connection grant - Connecting for Canada's 150th. Caidi, K. (Co-applicant) and Dali, K. (Co-applicant). <i>Diversity by Design: Reframing Diversity Discourse in Canada.</i>	\$22,728
Mackey	2009-14	Social Sciences and Humanities Research Council of Canada Standard Research Grant, "The Development of a Reader: A Historically and Culturally Situated Study."	\$72,239
	2015-21	Social Sciences and Humanities Research Council of Canada Insight Grant, Situated Readers in Digital Times: Understanding the Role of Place in the Development of Contemporary Literate Awareness.	\$131,111
McNally	2013-14	GRAND (Graphics, Animation and New Media) Canada NCE (Networks of Centres of Excellence) Funding, Collaborating Network Investigator	\$10,000
	2014-15	GRAND (Graphics, Animation and New Media) Canada NCE (Networks of Centres of Excellence) Funding, Collaborating Network Investigator	\$8,087
	2014-17	Social Sciences and Humanities Research Council, Insight Development Grant, (PI)	\$73,777
	2016	Government of Alberta, (PI)	\$3,217
	2016	Government of Alberta, (PI)	\$17,000
	2017-18	Social Sciences and Humanities Research Council, Knowledge Synthesis Grant (Co-PI)	\$24,800
	2017-19	Canadian Internet Registration Authority, Community Investment Program, and Government of the Northwest Territories (Co-PI)	\$53,959

Faculty	Year	Grant and Role	Amount
	2018-22	Innovation Science and Economic Development Canada, Digital Literacy Exchange Program (Co-PI)	\$2.7million
Oliphant	2016	Women and Children's Health Research Institute (Co-PI)	\$50,000
	2018-19	Canadian Institutes of Health Research (Co-PI)	\$110,000
Rathi	2011-14	Social Sciences and Humanities Research Council of Canada (SSHRC), Insight Development Grant (PI)	\$50,567
	2014-17	Social Sciences and Humanities Research Council, Insight Development Grant (Co-PI)	See (PI) McNally
	2014-18	Social Sciences and Humanities Research Council of Canada (SSHRC), Insight Grant (Co-PI)	See (PI) Shiri
	2016	Government of Alberta, Dr. Robert McMahon (Co-PI)	See (PI) McNally
	2016-19	Australian Research Council (ARC), (Co-PI/CI with PI: Dr. Lisa M. Given)	\$145,000
Reyes Ayala		None awarded	
Samek		None awarded	
Shiri	2013	Canadian Institutes for Health Research (Co-I)	\$99,481
	2014-18	Social Sciences and Humanities Research Council of Canada (SSHRC), Insight Grant (PI)	\$295, 817
	2019-23	Social Sciences and Humanities Research Council of Canada (SSHRC), Insight Grant (PI)	\$239,614

Faculty	Year	Grant and Role	Amount
	2019-22	Institute of Museum and Library Services (IMLS) National Leadership Grants for Libraries (National Digital Infrastructures Program) (Co-I) (\$249,998 USD converted to CDN.)	\$326,731
Worrall		None awarded	
Zhao	2017-18	Chinese National Foundation for the Social Sciences, Research Grant, Collaborator	\$40,000
	2019-21	Social Sciences and Humanities Research Council of Canada (SSHRC), Insight Development Grant (PI)	\$66,820
Total		Converted to Canadian dollars - Total	\$4,560,469
<p><i>*Where faculty in the role of Principal Investigator (PI) or Co-Principal Investigator (Co-PI) (Grant amounts awarded to PIs & CIs from SLIS have been counted only once to avoid duplication) Table includes full-time SLIS faculty members only.</i></p>			

Table Y - Research Grants Awarded from UAlberta, 2013-19

Full time Faculty Member	Year(s)	Grant	Amount
Allard	2018	<i>Patron-perpetuated sexual harassment in libraries, Support for the Advancement of Teaching (SAS) grant (PI)</i>	\$6,354
Dali		None	
Mackey	2014	<i>Using Apps to Enhance Understanding of Literacy Development, RISE Catalyst Grant, Faculty of Education, University of Alberta</i>	\$9,328
McNally	2015	Digital Futures, 2015 Kule Dialogue Grant	\$2,000
	2015	Digital Communities Broadband Portal Initiative, Kule Institute for Advanced Study (PI)	\$5,000

Full time Faculty Member	Year(s)	Grant	Amount
	2017-20	<i>Copyright Open Educational Resources, Teaching and Learning Enhancement Fund</i>	\$142,900
Oliphant	2014-15	Support for the Advancement of Scholarship (SAS) Research Grant, (PI)	\$5,940
	2018	<i>Patron-perpetuated sexual harassment in libraries, Support for the Advancement of Teaching (SAS) grant (Co-PI)</i>	See (PI) Allard
Rathi	2015	Digital Communities Broadband Portal Initiative Kule Institute for Advanced Study (Co-PI)	See (PI) McNally
	2015	Coutts-Clarke Fellowship, Faculty of Education	\$10,000
	2015	Support for the Advancement of Scholarship (SAS) Travel Grant, Faculty of Education	\$1,200
	2019	Supplementary GRA Funding, Faculty of Education, University of Alberta	\$5,000
Reyes Ayala	2018	Support for the Advancement of Scholarship (SAS) Research Grant, (PI)	\$7,000
	2019	Supplementary GRA Funding, Faculty of Education, University of Alberta	\$5,000
Samek		None	
Shiri	2014-15	Support for the Advancement of Scholarship (SAS) Research Grant, (Co-PI)	See (PI) Oliphant
	2015-17	Teaching and Learning Enhancement Fund (TLEF), (PI)	\$91,406
	2017-19	Centre for Teaching and Learning, Teaching and Learning Enhancement Fund (TLEF), (Co-PI)	\$66,284

Full time Faculty Member	Year(s)	Grant	Amount
	2018-19	University of Alberta Libraries, Research Support Fund Award, (Co-PI)	\$2,500
Worrall	2016-17	Exploring Socio-Emotional Motivations, Information Sharing, and Community Coherence in StackExchange Academia; Support for the Advancement of Scholarship (SAS) Grant, Faculty of Education; (PI)	\$6,000
	2019-20	<i>Online Information Sharing and Social Media Communities of Canadian Expatriates</i> ; Support for the Advancement of Scholarship (SAS) Grant, Faculty of Education; (PI)	\$6,941
Zhao	2015	Killam Research Fund, Conference Travel Grant	\$3,800
	2018	China Institute, Academic Staff Travel Grant	\$2,000
*Total grants awarded			\$378,653
<p><i>*Grants awarded to more than one SLIS faculty member are only counted once to avoid duplication Table includes full-time SLIS faculty members only.</i></p>			

Journal Editing

SLIS faculty are also strong contributors to scholarly and professional journals in library and information studies, as well as other related disciplines, through editorial activities as shown in [Table Z - Journal Editorial Activities, 2013-19](#).

Table Z - Journal Editorial Activities, 2013-19

Faculty Member	Journal Contribution
Allard	None
Dali	<ul style="list-style-type: none"> ▪ Reviewer for <i>Information & Learning Science</i> (formerly, <i>New Library World</i>) (2015, 2017) ▪ Co-editor of the International Journal of Information, Diversity, & Inclusion (2016-) ▪ Expert External peer-reviewer on the Insight Development Grant, U of Saskatchewan (2016) ▪ Reviewer for the Journal of Education for Library & Information Science (JELIS) (2016) ▪ Editorial Board of the <i>Library Quarterly, Member</i> (2016-) ▪ Invited reviewer for the new edition of the <i>Encyclopedia of Library & Information Science</i> (2017)
Mackey	None
McNally	<ul style="list-style-type: none"> ▪ Guest Editor, <i>Progressive Librarian</i> (iss. 43) (2014) ▪ Editorial Board member, <i>Canadian Journal of Information and Library Science</i> (2015-)
Oliphant	<ul style="list-style-type: none"> ▪ Reviewer, <i>Qualitative Health Research</i> (2015) ▪ International Review of Research in Open and Distance Learning (2017) ▪ Reviewer, <i>Journal of Critical Library and Information Studies</i> (2018) ▪ Editorial board member, <i>Public Library Quarterly</i> (2019) ▪ Editorial board member, <i>Education for Information</i> (2019) ▪ Reviewer, <i>Journal of Library and Information Science</i> (2019) ▪ Reviewer, <i>Journal of Documentation</i> (2019) ▪ Reviewer, <i>Journal of the Association for Information Science and Technology</i> (2019)
Rathi	None
Reyes Ayala	<ul style="list-style-type: none"> ▪ Editorial Assistant, <i>The Electronic Library</i> (Emerald) (2016-18)

Faculty Member	Journal Contribution
Samek	<ul style="list-style-type: none"> ▪ Editorial advisory board. <i>Journal of Critical Library and Information Studies</i>. (2015-) ▪ Co-editor. <i>Journal of Information Ethics. Issue on Information Ethics and Global Citizenship</i>. Vol. 25. No. 1. Spring 2016 ▪ Editorial advisory board. <i>Alberta Journal of Education</i> (2017) ▪ Guest editorial contribution to the 25th Anniversary issue of the <i>Journal of Information Ethics</i>. Vol. 26. No. 2. Fall 2017 ▪ Editorial advisory board. <i>Journal of Contemporary Issues in Education</i>. (2018-) ▪ Editor. <i>Journal of Contemporary Issues in Education</i>. Special Issue dedicated to critical library and information studies (Expected 2020)
Shiri	<ul style="list-style-type: none"> ▪ Digital Libraries Theme Editor, <i>Journal of Digital Information</i> (2007-14) ▪ Editorial board member, <i>Canadian Journal of Information and Library Science (CJILS)</i> (2014-) ▪ Editorial board member, <i>Journal of Education for Library and Information Science, Association for Library and Information Science Education</i> (2018-)
Worrall	<ul style="list-style-type: none"> ▪ Editorial board member / Review Editor, <i>Journal of the Association for Information Science and Technology</i>, (June 2017-)
Zhao	<ul style="list-style-type: none"> ▪ Member of Editorial board, <i>Publications</i>, (2015-) ▪ Associate Editor, <i>Frontiers in Research Metrics and Analytics</i> (2016-) ▪ Member of Editorial Board, <i>Journal of Data and Information Science</i> (2016-) ▪ Guest Editor, special issue on Bibliometrics education for the journal "Education for Information" (2016) ▪ (Co-)Chief Editor, <i>Frontiers in Science Communication and Education</i>, (2018)

Table includes full-time SLIS faculty members only.

Research Service Contribution

Finally, SLIS faculty members are also actively engaged in service roles related to research, including conference organization and facilitation, peer review activities for academic journals and conferences, and serving on adjudication committees and advisory panels for research grants. For example, Dr. Shiri served as a member of the Adjudication Committee for SSHRC's Insight Grants Program in 2018. Dr. Tami Oliphant often shares her expertise in qualitative research methodology with the scholarly and professional communities through presentations for the International Institute for Qualitative Methodology and workshops for UAlberta's *Thinking Qualitatively Workshop Series*. Detailed information about these activities can be found in faculty CVs in APPENDIX XXVII: FACULTY CVs.

Standard III.6 Faculty Background and Involvement in the Field

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.

The School's faculty members hold a variety of advanced degrees from a range of academic institutions from within Canada and beyond and bring diverse backgrounds to SLIS. See [Table V - Faculty: Educational and Geographic Diversity](#) on page 197. All SLIS faculty members are active researchers in library and information studies as outlined in [Table P - Current SLIS Full-Time Faculty and Their Research Profiles](#) on page 153, and bring an array of subject expertise to their teaching indicated in [Table Q - Areas of SLIS Faculty Specialization Related to Courses and Program Objectives, 2013-19](#) on page 156.

Academic planning and evaluation are integral to the collaborative functioning of the School; all faculty members participate in planning and evaluating the MLIS program. The SLIS Curriculum Committee, in particular, has special responsibilities for the MLIS program, including periodically conducting a comprehensive curriculum review. For all faculty members, planning

and evaluation are ongoing and are discussed at many regular Academic Council meetings; annual retreats are focused on various aspects of planning and evaluation. Since accreditation renewal in Summer 2013, SLIS Academic Council retreats and special planning meetings have been held on these dates: May 22, 2014 Retreat; May 5, 2016 Retreat; May 4-5, 2017 Retreat (strategic directions theme); May 4, 2018 Retreat (sustainability theme); August 29, 2018 Special Planning Meeting (MLIS credit reduction theme); and May 8-9, 2019 Retreat (25% curriculum review theme and 75% accreditation theme).

As a result of the diverse research interests and projects undertaken by SLIS faculty, as well as the inherent interdisciplinary nature of the profession, the School’s faculty members commonly interact with colleagues from other institutions and disciplines. In addition to interactions within Faculty of Education and UAlberta committees, many faculty members have developed research collaborations within and outside of the University. [Table AA - Collaborative Research and Scholarship](#) lists these research partners and institutions.

Table AA - Collaborative Research and Scholarship, 2013-19

Faculty Member	Research Partners, Institutions
Allard	<ul style="list-style-type: none"> • Dr. Nadia Caidi, Faculty of Information, University of Toronto • Jamila Ghaddar, Faculty of Information, University of Toronto • Dr. Lisa Quirke, City of Toronto • Dr. Greg Bak, History and Archives, University of Manitoba • Dr. Shawna Ferris, Women’s and gender studies, University of Manitoba • Dr. Kiera Ladner, Political Studies, University of Manitoba • Micheline Hughes, Faculty of Native Studies, University of Manitoba • Carmen Miedema, Faculty of Native Studies, University of Manitoba • Amy Lebovitch, Sex Professionals of Canada • Melissa Hubbard, Kelvin Smith Library, Case Western Reserve University • Dr. Tami Oliphant, School of Library and Information Studies, UAlberta • Angela Lieu, Edmonton Public Library

Faculty Member	Research Partners, Institutions
Dali	Not during employment at SLIS
McNally	<ul style="list-style-type: none"> ▪ Adrian Sheppard, Copyright Office, University of Alberta; ▪ Amanda Wakaruk, Copyright Office, University of Alberta; ▪ Dr. Catherine Middleton, Information Technology Management, Ryerson University; ▪ Crystal Fraser, PhD Candidate, Department of History, University of Alberta ▪ Dr. Danielle Allard, School of Library and Information Studies, University of Alberta ▪ Dr. Dinesh Rathi, School of Library and Information Studies, University of Alberta ▪ Erik Christiansen, Mount Royal Libraries, Mount Royal University ▪ Dr. Gregory Taylor, Communications and Media Studies, University of Calgary; ▪ Hanne Pearce, University of Alberta Libraries, University of Alberta; ▪ Dr. Mark Wolfe, Communication and Media Studies, University of Calgary; ▪ Michelle Brailey, University of Alberta Libraries; University of Alberta ▪ Dr. Rob McMahon, Faculty of Extension, University of Alberta; ▪ Dr. Samuel A. Trosow, Faculty of Information & Media Studies, University of Western Ontario ▪ Dr. Tami Oliphant, School of Library and Information Studies, University of Alberta; ▪ Trish Fontaine, UAlberta North, University of Alberta

Faculty Member	Research Partners, Institutions
Oliphant	<ul style="list-style-type: none"> ▪ Dr. Tanya Berry, Faculty of Kinesiology, Sport, and Recreation, University of Alberta ▪ Dr. Colleen M. Norris, Faculty of Nursing, University of Alberta ▪ Dr. Danielle Allard, School of Library and Information Studies, University of Alberta ▪ Dr. Michael McNally, School of Library and Information Studies, University of Alberta ▪ Dr. Ali Shiri, School of Library and Information Studies, University of Alberta ▪ Dr. Jennifer Branch-Mueller, Faculty of Education, University of Alberta ▪ Dr. Kendall Roark, University of Alberta Libraries, University of Alberta now at Purdue
Rathi	<ul style="list-style-type: none"> ▪ Dr. Michael McNally, School of Library and Information Studies, University of Alberta; ▪ Dr. Rob McMahon, Faculty of Extension, University of Alberta; ▪ Cathy Cockney, Director of the Inuvialuit Cultural Resource Centre, Inuvialuit Regional Corporation, Inuvik; ▪ Dr. Ali Shiri, School of Library and Information Studies, University of Alberta; ▪ Sandra Campbell, University of Alberta Libraries ▪ Sharon Farnel, University of Alberta Libraries ▪ Dr. Lisa Given, Faculty of Health, Arts and Design, Swinburne University of Technology, Melbourne, Australia (Current) (earlier at the School of Information Studies, Faculty of Arts & Education, Charles Sturt University, Wagga Wagga NSW, Australia);
Reyes Ayala	<ul style="list-style-type: none"> ▪ Dr. Andrew Jackson, Web Archiving Technical Lead, British Library (UK) ▪ Dr. Umar Qasim, Digital Preservation Officer, University of Alberta Libraries ▪ Cam LaForest, Collection Strategies Librarian, University of Alberta Libraries ▪ Dr. Jiangping Chen, Professor and Department Head, Department of Information Science, University of North Texas ▪ Mark Phillips, Associate Dean of Digital Libraries, University of North Texas Libraries

Faculty Member	Research Partners, Institutions
Samek	<ul style="list-style-type: none"> ▪ Dr. Pat Demers, Distinguished University Professor, Department of English and Film Studies, Faculty of Arts, University of Alberta ▪ Dr. Len Findlay, Distinguished University Professor, Director of the Humanities Research Unit and founding member of the Indigenous Humanities Group at the University of Saskatchewan, and Past President of Academy One (Arts and Humanities) of the Royal Society of Canada. ▪ Dr. Lynette Shultz, Professor, Department of Educational Policy Studies, Faculty of Education, University of Alberta ▪ Dr. James L. Turk, Distinguished Visiting Professor at Ryerson University and Director of Ryerson's Centre for Free Expression
Shiri	<ul style="list-style-type: none"> ▪ Cathy Cockney, Director of the Inuvialuit Cultural Resource Centre, Inuvialuit Regional Corporation, Inuvik ▪ Ethel-Jean Gruben, Director of the Inuvialuit Cultural Resource Centre, Inuvialuit Regional Corporation, Inuvik ▪ Dr. Sally Rice, Department of Linguistics, University of Alberta ▪ Dr. Puneeta Tandon, Department of Medicine, University of Alberta ▪ Dr. Alex Clark, Faculty of Nursing, University of Alberta ▪ Dr. Yin Cui, Department of Educational Psychology, University of Alberta ▪ Dr. Roger Epp, UAlberta North, University of Alberta ▪ Dr. Norma Nocente, Centre for Teaching and Learning (CTL), University of Alberta ▪ Dr. Rob McMahon Faculty of Extension, University of Alberta ▪ Sharon Farnel, University of Alberta Libraries ▪ Sandy Campbell, University of Alberta Libraries ▪ Janice Kung, University of Alberta Libraries

Faculty Member	Research Partners, Institutions
Worrall	<ul style="list-style-type: none"> ▪ Dr. Ana Ndumu, College of Information Studies (iSchool), University of Maryland, USA ▪ Lynette Hammond Gerido, School of Information (iSchool), Florida State University, USA ▪ Dr. Shuheng Wu, Graduate School of Library and Information Studies, Queens College, City University of New York, USA ▪ Dr. Besiki Stvilia, School of Information (iSchool), Florida State University, USA ▪ Dr. Isto Huvila, Department of Archives, Libraries, and Museums (ALM), Uppsala University, Sweden ▪ Dr. Theresa Dirndorfer Anderson, Faculty of Transdisciplinary Innovation, University of Technology Sydney, Australia ▪ Dr. Eva Hourihan Jansen, Faculty of Information, University of Toronto, Canada ▪ Dr. Pam McKenzie, Faculty of Information and Media Studies, Western University, Canada
Zhao	<ul style="list-style-type: none"> ▪ Dr. Andreas Strotmann, SciencExplore, Germany ▪ Dr. Xiaojun Hu, School of Medicine, Zhejiang University, China ▪ Dr. Olga Petrovskaya, Faculty of Nursing, University of Alberta, Canada ▪ Dr. Ming Xiao, School of Management, Beijing Normal University, China
<i>Table includes full-time SLIS faculty members only.</i>	

Close liaison with the professional community is a particular strength of the SLIS faculty and is accomplished through the triad of faculty responsibilities mandated by the [Academic Faculty Agreement](#): service, teaching, and research. The relatively small size of the SLIS faculty and the professional community in the Prairies encourages a culture of constant networking between faculty members and the School’s many stakeholders, including employers, practitioners, and alumni, as noted in [Table U - Faculty Service and Participation in Professional or Scholarly Organizations](#) on page 184.

SLIS faculty members are often recognized for their commitment to the profession by invitations to present to professional audiences and to participate in special task forces. Some examples include:

- Dr. Oliphant often shares her expertise in qualitative research methodology with the scholarly and professional communities through presentations for the International Institute for Qualitative Methodology and workshops for UAlberta's *Thinking Qualitatively* Workshop Series.
- Dr. McNally, along with Rob McMahon and the Government of Alberta's Ministry of Economic Development and Trade, participated in a series of broadband community workshops which served to inform *Understanding Community Broadband: The Alberta Broadband Toolkit*. Dr. McNally is notably active in information policy development in diverse communities of practice, as noted in his CV found in APPENDIX XXVII: FACULTY CVs.
- Dr. Shiri has been invited to present on Big Data issues to local records management associations and about metadata issues related to the Digital Library North as part of the Government of Alberta's information management education initiative.
- Dr. Samek recently delivered invited opening/closing keynotes for the: 2018 Libraries in the Digital Age (LIDA) Conference in Zadar, Croatia on the theme of *Social Justice, Community Engagement and Information Institutions: Access, Diversity, and Inclusion*; 2018 British Columbia Teacher-Librarians' Association Annual Conference on the theme *Challenge Accepted*; and, 2019 Public Library Services Branch Symposium on the theme of *Shifting Services for Inclusivity*.

For a complete list of SLIS faculty awards and distinctions, refer to APPENDIX XXXII: FACULTY AWARDS AND DISTINCTIONS.

SLIS faculty members develop and sustain an intellectual environment that enhances the MLIS program objectives in a number of ways. They very often work with their doors and virtual doors open and are a constant presence within the context of their teaching, research, and service obligations. SLIS faculty are encouraged to build and foster sustained connections within

the School, across campus, locally, regionally, nationally, and internationally, while actively modeling the professional expectations set forth by the MLIS program goals and objectives.

SLIS faculty members are active in mentoring student research by encouraging students to undertake independent research projects and to participate in faculty research as paid GRAs. (More information about these positions can be found in *Standard IV.1*.) Those students who work on faculty research projects frequently co-publish with the supervising faculty members, with work often presented at conferences. For example, in each of the past three years, collaborations between Dr. Zhao and her GRAs have produced published papers, and a [paper](#) written with GRA Lucinda Johnston won the best paper award at the Metrics workshop as part of the ASIS&T 2016 annual meeting. On November 11, 2018, SLIS Associate Chair and Professor Dr. Ali Shiri and individual interdisciplinary doctoral student Sharon Farnel co-presented a paper entitled *Community-driven Knowledge Organization for Cultural Heritage Digital Libraries* (based on the Digital Library North project) at the [ASIS&T SIG/Classification Research workshop](#), where they received a best paper award. APPENDIX XXII: CONFERENCE PRESENTATIONS BY STUDENTS AND FACULTY provides a list of conference presentations by students and faculty, and APPENDIX XXIII: PUBLICATIONS CO-AUTHORED BY STUDENTS AND FACULTY provides a list of publications co-authored by students and faculty during the Reporting Period. SLIS faculty members also mentor students who participate in Faculty and University level research fairs, as well as at local, national, and international conferences. The SLIS scholarly synergy results in honours that transcend faculty. See: [Honours Abound at SLIS](#).

Standard III.7 Faculty Assignments

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

Faculty assignments as they relate to program needs and faculty competencies have been addressed throughout this *Standard*, most particularly in *Standard III.1* and documented in [Table Q - Areas of SLIS Faculty Specialization Related to Courses and Program Objectives, 2013-](#)

19 on page 156. The School's MLIS curriculum is organized around seven broad thematic areas, as demonstrated in *Standard II.3*, intended to develop diverse competencies and provide students with a robust philosophical, historical, and theoretical foundation in LIS. The diversity of faculty specializations and attention during recruitment to target areas of expertise consistent with program need, ensure that each of these seven themes is addressed and that faculty competencies are appropriately matched to the needs of the MLIS program.

The typical teaching load for regular full-time faculty is two courses per term, or four courses per year, normally in the fall and winter terms. Course releases are given to compensate for the administrative duties of the Chair and of the Associate Chair & Graduate Coordinator and to accommodate sabbatical, administrative, research, or other forms of leave. A reduced course load is assigned to new and junior faculty to increase time available to build their research and service programs. On the rare occasions a course is canceled, the Chair and the faculty member agree on an alternative assignment in service of the MLIS program, such as capping data analysis. The teaching load of four courses a year is relatively standard for LIS programs in Canada and permits sufficient time for faculty to attend to student advising, supervision, research, professional development, and service commitments, which, at SLIS, are taken up generously.

Regular full-time faculty members typically teach in the regular academic year (Fall and Winter terms). Sessional instructors teach the Spring and Summer term courses, leaving SLIS full-time faculty with a four-month summer break from teaching to attend to other duties, primarily research. The match between faculty teaching assignments and program needs is clear. As such, as much as possible with consideration of programming need and workload parity, teaching assignments closely correspond to the competencies and interests of the individual faculty members. See [Table Q - Areas of SLIS Faculty Specialization Related to Courses and Program Objectives, 2013-19](#) on page 156 for the correspondence between faculty research interests and teaching assignments. Additionally, many of the School's sessionals have taught in their areas of expertise for a number of years, lending further continuity and quality to

curricular offerings at SLIS. Course timetables with teaching assignments are available in APPENDIX XXVI: MLIS COURSES OFFERED, FALL 2013-FALL 2019.

Standards III.8 and III.9 Systematic Evaluation of Faculty with Documented Evidence

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

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

Discussed in *Standard III.2*, faculty have responsibilities in the areas of teaching, research, and service and are evaluated in these areas according to a number of criteria. In accordance with [Schedule A](#) of the *Academic Faculty Agreement*, coupled with UAlberta and Faculty of Education policies, a number of documented mechanisms are in place to support the evaluation of the performance and contributions of faculty starting from their appointment through to merit awards, re-appointment, tenure, and promotion opportunities. [FEC](#), under authority of Article A6 of the *Academic Faculty Agreement*, has responsibility for faculty evaluations including performance standards; probation, tenure, promotions, and sabbaticals criteria, as set out in the Faculty of Education's FEC criteria for the evaluation of academic staff and accompanying procedures set out in the [Reference Manual for Faculty Evaluation Committees](#).

Following a highly consultative process in the Faculty of Education led by a FEC Working Committee made up of members of FEC, updated *Procedures and Criteria for the Evaluation of Academic Faculty Assessed for Tenure, Promotions, and Increments* were accepted by the Education Faculty Council on November 5, 2019 and approved by the Provost and Vice President (Academic) November 21, 2019. The following discussion will reflect the updated criteria; however, it should be noted that faculty currently on tenure track (yet to go up for tenure and promotion to Associate Professor) who were hired under the previous FEC criteria

have the choice to go up for tenure and promotion to Associate Professor on the previous criteria OR the new criteria.

Evaluation of Teaching, Research and Service

The criteria for the evaluation of Teaching, Research and Service is accessibly [documented](#) online in *Procedures and Criteria for the Evaluation of Academic Faculty Assessed for Tenure, Promotions, and Increments*. (Access to the former criteria is also [documented](#) accessibly online.)

Performance Evaluation

Faculty must submit an annual report to their Chair which forms the basis for the annual performance review by FEC. The FAR online form is standardized for all Faculty of Education faculty members, requiring a detailed submission about teaching, research, service, and administration (where appropriate) responsibilities. Currently, a new FAR system is being implemented in a staged roll-out across campus; the Faculty of Education was the seventh faculty to adopt it with the reporting for the 2018-19 academic year, and at the writing of this *Self-Study*, is being used for the first time at SLIS. Using an online platform, the goals of the FAR project are to streamline the annual reporting process, reduce administrative burden, enhance accuracy and consistency in annual reporting amongst faculties across campus, and to allow accumulation of consistently reported information about faculty activities at all administrative levels. A sample of the previous faculty annual report, used for most of the Reporting Period, and the user guide for the FAR online platform, introduced this academic year, are available in APPENDIX XXXIV: FACULTY ANNUAL REPORT and APPENDIX XXXV: USER GUIDE - FAR, respectively.

The remainder of the evaluation process remains the same, with the SLIS Chair reviewing the self-reported data and submitting a written evaluation and merit increment recommendation to FEC for each faculty member. FEC, which includes the SLIS Chair as the statutory SLIS member on the Committee, considers these recommendations and makes all decisions about merit increments, tenure and promotion to Associate Professor, promotion to Professor, and sabbaticals at the Faculty level. (Faculty members who are not also performing administrative

roles (i.e. the Chair and Associate Chair & Graduate Coordinator) may also seek election to this committee.) In tenure and promotion to Associate Professor decisions, an additional elected SLIS faculty member serves as a temporary member of FEC specifically for the promotion case. (The same addition is true for the other departments.) A candidate's teaching will be given due scrutiny in tenure and promotion and promotion to Professor applications, including, for example, a teaching philosophy, evidence of courses taught, a peer teaching observation report, a peer review of USRIs, and other materials the candidate may wish to include.

The SLIS Chair is evaluated directly by the Dean of the Faculty (as are other department Chairs within the Faculty of Education) and the Provost.

Standard III.10 Evaluation Used for Program Improvement

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

The results of the evaluation of faculty are used to make decisions regarding merit increments; awards in teaching, research, or service; assignment of teaching and service responsibilities; curricular offerings at SLIS; and, of course, mentoring. All of these contribute to the improvement and future plans of the program.

In particular, as a standard part of faculty evaluation, course evaluations are often a mixture of comments on the course content and how it was taught. As such, with constructive considerations, they can serve not only to assess and help improve the teaching skills of instructors, they also feed into critical systematic procedures to review and revise the curriculum. With oversight of all USRIs conducted for LIS courses, the Chair may notice patterns of feedback or inter-related issues appropriate to bring to Academic Council and/or teaching symposiums for further examination and solutions. It is important to note it is well recognized in higher education that over emphasis on teaching evaluations advantages some instructors and disadvantages others. Issues around equity, diversity, and inclusion are real. SLIS and FEC are rigorous and ethical in the evaluation of teaching. While examination of USRIs form a part

of the evaluative process, they are not used as a blunt instrument or sole measure of teaching performance.

The annual performance evaluations are intended as a dedicated space to discuss performance over the prior year. Naturally, they also inform further conversations about future endeavours in alignment with the program's strategic directions. Faculty evaluations, for example, both benefit supporting faculty success and quality of the courses taught as well as serve to catalyze broader-range and longer-term improvements to the program and to facilitate planning for future evolution.

Summary and Conclusions

SLIS boasts well-qualified and diverse faculty members who are active in teaching, research, and service. The School's faculty members are committed to the successful attainment of established program and course-level learning outcomes and objectives. Since the last intensive accreditation review, there has been significant faculty renewal due to retirements and new hires. Newly hired faculty members and new appointments of sessional instructors are renewing and re-energizing the School (they oxygenate), contributing to an even more diverse complement of full-time faculty and part-time instructors.

As a professional graduate school, SLIS continues to successfully manage the challenge of maintaining an optimal balance between theory and practice in its MLIS program. The diverse expertise and dedication of the faculty, together with the professionals who contribute their experience and skills as sessional instructors, ensures that SLIS is able to continuously improve its MLIS program and implement its strategic directions. By using sessional instructors with specialized knowledge and current experience to teach some of its courses, students benefit from their exposure to the latest developments in professional practice, to the application of theory to professional settings, and from a wider selection of course offerings.

Areas for Future Development

- In this Reporting Period, four new tenure-track faculty members joined SLIS, three of whom were retained. The School will continue to give priority to nurturing these three faculty members for tenure, including the provision of support, encouragement, and numerous opportunities for professional development and engagement, as well as space to develop research agendas and instructional expertise.
- The School will continue to advocate for faculty renewal on the basis of optimal teaching and learning in the MLIS program. Several times in the Reporting Period, SLIS has engaged in recruitment of candidates participating in Indigenous scholarship. While the School has attracted scholars engaged with Indigenous communities in their research and scholarship, it has not attracted a self-identified Indigenous scholar to the SLIS faculty. In the short term, this is being addressed through SLIS Indigenous graduates and their recruitment and retention into the SLIS teaching and learning pool, and by collaborating with the broader community. SLIS still aims to recruit and retain an Indigenous scholar (or more) in the next reporting period.
- With respect to faculty renewal, two identified areas of interest to SLIS that would benefit the Faculty of Education and the broader University are (1) digital literacy, and (2) information science and educational technologies. SLIS Academic Council has also had several discussions about the merits of a position in data science.
- The SLIS Chair has (and it is expected to continue with succession) advocated for faculty renewal, in part, on the basis of workload equity in the Faculty of Education. Academic Council meetings and retreats provide critical space to explore workload and implications for work/life balance. As evidenced by the 2019 TalentMap Engagement Survey found in APPENDIX XXXVI: 2019 TALENTMAP ENGAGEMENT SURVEY, SLIS faculty are highly engaged in, and committed to, the merits of teamwork. Working with the whole SLIS team, faculty are committed to meeting (if not exceeding) expectations of accreditation, the Faculty of Education, and FGSR, and ultimately to best serve students, alumni, and more broadly, the public good. This sustained dedication to the MLIS program requires continued attention at not just the School level, but at the Faculty

level. Under the leadership of Dean Jennifer Tupper, this need for continued attention is duly acknowledged and possibilities for the future are being explored in both data-driven and consultative ways.

STANDARD IV: STUDENTS

Introduction

SLIS attracts students from a broad and diverse range of national and international locations. In 2013, the School launched the first and only purely online MLIS teaching and learning offering in Canada. The on-campus and online MLIS offerings signal the School's niche market innovation and opportunity as the only MLIS program based in the Prairie Provinces and the only purely online MLIS opportunity in Canada. During the Reporting Period, the School has recruited 645 students, out of a total pool of 1509 applicants, with an average entering grade point average (GPA) of 3.5. These students have come from 96 unique institutions from across Canada and other countries, including the U.S.A., China, Iran, and Saint Kitts and Nevis, with such diverse educational and disciplinary backgrounds as Arts, Business, Computer Science, Education, Law, Music, Native Studies, Nursing, Pharmacy, and the Sciences. While the on-campus MLIS offering primarily attracts students from Alberta, Saskatchewan, and Manitoba, the accessibility of the online MLIS offering has allowed the School to reach out and recruit students from all ten Canadian provinces, Yukon, and the Northwest Territories, and from the U.S.A, Europe, Asia, Australia, and the Middle East. A total of 386 full-time and part-time students have graduated from the School's MLIS program since July 1, 2013, as indicated in [Table BB - Total Number of MLIS Graduates, 2013-19](#).

Table BB - Total Number of MLIS Graduates, 2013-19

Year	MLIS Graduates (F/T and P/T)
2013	52
2014	40
2015	32
2016	63
2017	74
2018	61
2019	64
2020	N/A
TOTAL	386

Standard IV.1 Recruitment and Retention Consistent with Mission, Goals, and Objectives

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

Recruitment and Retention

The School is committed to diversity in the MLIS program objectives and teaches the responsibility to serve all client groups with respect and understanding throughout the curriculum. Canadian law prevents institutions from compiling personal information about race, national or ethnic origin, colour, religion, sex, age, sexual orientation, gender identity or expression, marital status, family status, genetic characteristics, disability and conviction for an offence for which a pardon has been granted or in respect of which a record suspension has been ordered; therefore, statistics about the diversity of the School's students, staff, and

faculty cannot be collected and reported for the purposes of this *Self-Study*. The *Recruitment Statement* on the School's [Admissions](#) web page emphasizes the importance of values such as diversity, social justice, and community engagement, inspired by the School's [Vision, Mission, and Values Statement](#). The diversity of recruited students in the MLIS program is demonstrated by their geographic distribution, spoken languages, and educational and disciplinary backgrounds. The information contained in the School's [Student Achievement Data reports](#) provides a snapshot of the diverse geographic and academic backgrounds of the student body at the School. During the Reporting Period, over 71% of the School's online students came from outside Alberta, including from nine provinces and two territories. Alberta, Ontario, and British Columbia are considered top source provinces for online students:

Table CC - Geographic Distribution of Online Students in Canada

MLIS Online offering	2013	2014	2015	2016	2017	2018	2019	TOTAL
Alberta	17	23	21	12	18	15	9	115
British Columbia	10	8	10	12	13	8	13	74
Manitoba	4	1	4	2	1	8	3	23
New Brunswick	0	2	2	2	1	1	1	9
Newfoundland	0	1	0	1	1	0	1	4
Nova Scotia	2	4	0	3	3	2	0	14
Ontario	10	17	23	18	16	16	22	122
Prince Edward Island	0	1	1	1	0	0	0	3
Quebec	0	0	0	1	2	2	0	5
Saskatchewan	2	3	5	5	6	4	5	30
Yukon/NW Territories	1	0	1	1	1	0	0	4
TOTAL	46	60	67	58	62	56	54	403

A vast majority (82%) of on-campus students come from Alberta, followed by British Columbia (8%) as seen in [Table CC - Geographic Distribution of Online Students in Canada](#). This data also demonstrates a phased admissions reduction in on-campus cohort size to create a balanced faculty to student ratio for both on-campus and online offerings.

Table DD - Geographic Distribution of On-Campus Students in Canada

MLIS On-campus offering	2013	2014	2015	2016	2017	2018	2019	TOTAL
Alberta	46	40	40	36	31	26	24	243
British Columbia	5	6	6	4	2	1	0	24
Manitoba	3	0	1	2	0	1	1	8
New Brunswick	0	1	0	0	0	0	0	1
Newfoundland	0	0	1	0	0	0	0	1
Nova Scotia	1	0	1	0	0	0	0	2
Ontario	4	3	4	2	0	0	0	13
Prince Edward Island	0	0	0	0	0	0	0	0
Quebec	0	0	0	1	0	0	0	1
Saskatchewan	1	0	2	1	0	0	0	4
Yukon/NW Territories	0	0	0	0	0	0	0	0
TOTAL	60	50	55	46	33	28	25	297

A further delineation of the geographic distribution of recruited students by city or town of origin indicates that the School has recruited students from 182 cities in all ten provinces and two territories. This geographic diversity evidences the effectiveness of recruitment strategies and sustained engagement with online students at various professional and academic events and venues across the country. A complete list of the cities and towns of origin, by province, is provided in APPENDIX XXXVII: CITIES AND PROVINCES. The School has also admitted, into the online MLIS offering, Canadians living in China, Ethiopia, Indonesia, Japan, Korea, Switzerland, Thailand, and the United Arab Emirates.

SLIS students recruited between 2013 and 2019 represent a diverse range of languages including:

American Sign Language, Arabic, Bengali, Cantonese, Catalan, Croatia, French, German, Hindi, Italian, Japanese, Latin, Mandarin, Persian, Portuguese, Punjabi, Romanian, Russian, Spanish, Turkish, Ukrainian, and Vietnamese.

The School is fully committed to maintaining a diverse complement of faculty, staff, and students. SLIS welcomes students from different cultures, ethnic groups, and backgrounds, and

attracts international students from different countries, Canadian students who are first-generation immigrants, visibility minority Canadian students, and Indigenous students. The School is committed to UAlberta's goal, as articulated in the University's Institutional Strategic Plan, [For the Public Good](#), to attract and retain Indigenous students from across Alberta and Canada to ensure that they find inclusive and supportive environments that foster growth and academic success.

Targeted approaches to the recruitment of Indigenous students by the School include providing MLIS recruitment material to the UAlberta Indigenous Recruitment Manager and the MAP Lab at the Faculty of Native Studies. In 2015, the School embarked on an innovative and collaborative initiative with UAL to offer UAL Indigenous Internships to provide an opportunity for Indigenous students to contribute to UAL while pursuing a sponsored MLIS degree at SLIS. As of 2019, the Internship has attracted seven Indigenous interns, five of whom have successfully completed the program and two of whom are still in attendance. Since 2013, the School has recruited 31 Indigenous students to the MLIS program, constituting 5% of the entire student body recruited during the period, and twice the percentage of Indigenous graduate students on-campus (2.5%), as reported in the FGSR's 2018-19 [Graduate Student Enrollment Report](#). Notably, the newest cohort of MLIS students (Fall 2019) is comprised of 7% Indigenous students.

SLIS support for Indigenous students reaches outside of the School and the University by connecting and supporting students to pursue external opportunities. For example, Lorisia MacLeod was named as one of sixty ALA Spectrum Scholars for 2017-18, selected from MLIS candidates across North America. Lorisia was one of two Canadians chosen. This important award provided financial aid, mentoring opportunities, free attendance to the Spectrum Leadership Institute at the ALA Annual Conference and Exhibit in New Orleans, along with numerous other benefits and opportunities. The honour of being selected for this award has additional special meaning for Lorisia as her father, Kirk MacLeod, is also a (2012) Spectrum Scholar and a (2014) SLIS alumnus. This makes Lorisia the first second-generation Spectrum Scholar in ALA's history.

Since 2013, recruitment activities at the School have been significantly enhanced to enrich the diversity and inclusivity of students in both online and on-campus MLIS offerings. In addition to regular venues such as the Graduate Expo events at MacEwan University, the University of British Columbia, the University of Calgary, and UAlberta, the School has participated in numerous local, regional, provincial, and national conferences to recruit and engage with students enrolled or interested in the MLIS program, including the following venues:

- American Library Association (various locations)
- Ontario Library Association) (Toronto, ON)
- Alberta Library Conference of the Alberta Library Association (Jasper, AB)
- British Columbia Library Association (Vancouver, BC)
- Saskatchewan Library Association (Saskatoon & Regina, SK)
- Atlantic Provinces Library Association (various locations in Newfoundland, Nova Scotia, & Prince Edward Island)
- Peace Library System Conference (Grande Prairie, AB)
- Pacific Northwest Library Association (various locations in Alberta, British Columbia, Idaho, Montana, Oregon, and Washington)
- Northern Lights Library System (Elk Point, AB)
- Southern Alberta Library Conference (Lethbridge, AB)
- Alberta Association of Library Technicians (Calgary & Canmore, AB)
- Netspeed Conference (Edmonton, AB)

The School's recruitment strategy aims to signal rigour and increase the quantity and diversity of applicants as appropriate, and in responsible alignment with acceptable capacity of faculty resources and market requirements. Recently designed and updated for Winter 2019, recruitment brochures, included in APPENDIX XXXVIII: SLIS RECRUITMENT BROCHURE, have been distributed at the above venues.

Once prospective students initiate contact with the School, recruitment becomes much more personalized, with SLIS faculty and staff making every effort to meet individual applicant needs. The General Office staff members answer in-person, email, and telephone questions and

requests, providing applicants with the most current information to support their personal decision-making. The School's Graduate Administrator is the first contact for most prospective students, and students regularly speak highly of their first contact with the School's human resources. The Associate Chair & Graduate Coordinator meets with potential applicants who want to speak with a faculty member and responds to email and phone requests for information and advice about the MLIS program, and also makes a point of making an invested interest in the issues and queries of potential students. The Chair, other faculty members, sessionals, and adjuncts (e.g., Dr. Frank Tough, Faculty of Native Studies), alumni, and current students, also provide information to applicants and conduct outreach on behalf of the School.

Admissions

Admission to the MLIS program is based on formal application to the School (via the University's online application system), by review of and acceptance by the SLIS Admissions Committee, and then through final approval for admission by the FGSR. The School was one of the first graduate programs on campus to use the new online admissions system introduced in Winter 2015, while providing regular usability feedback to FGSR. The [entrance requirements](#) and [application procedures](#) are found on the School's website. Applications for admission are reviewed by the [Admissions Committee](#), which is chaired by the Associate Chair & Graduate Coordinator and includes all full-time faculty members (not on leave), except the Chair of the School who is at arms-length. Admissions decisions are made according to School and FGSR admission criteria and include holistic and rigorous assessment of each applicant's academic record and professional promise for work in the LIS professions.

Exercising the right granted by FGSR to impose additional requirements and higher standards for admission, SLIS has set admissions standards that exceed the FGSR minimum requirements, as seen in [Table EE - Comparison of SLIS and FGSR Admission Criteria](#). The higher standards reflect an overall need for a higher calibre of reading and writing skills to successfully navigate MLIS course content. Grades and academic references are necessarily the first criteria for admission to a graduate program and, all other things being equal, are the deciding criteria; however, the Admissions Committee also carefully considers professional references, personal

statements of career and academic interests, and curricula vitae/resumes. In addition, in making its decisions, the Admissions Committee strives to create a diverse student body. It can, and sometimes does, request that FGSR approve probationary admission for students who do not meet all of the admission requirements, and such a request is most likely to be made in the context of life experience and diversity. The School takes into account the FGSR’s [Guidelines for Considering Life Achievement](#) in order to provide opportunities for applicants with significant life achievements.

Table EE - Comparison of SLIS and FGSR Admission Criteria

Test	SLIS	FGSR
TOEFL	A score of 237 (computer-based), or a total score of 93 (internet) 600 (paper)	A score of 213 (computer-based), or a total of 88 (internet) 550 (paper-based)
MELAB	90	85
IELTS	7.5 (overall) 7.0 min on each test band	6.5 (overall) 5.5 min on each test band
CAEL	70 (overall) 70 on each subtest	60 (overall) 60 on each subtest
PTE Academic	64	59

Admission to SLIS is particularly competitive and only a certain percentage of applicants can be admitted each year. As a result, applicants chosen for admission to SLIS are of the highest calibre and demonstrate notable academic and professional promise. [Table FF - SLIS Application and Enrollment Statistics, 2013-19](#) presents application and admission data from 2013 to 2019.

Table FF - SLIS Application and Enrollment Statistics, 2013-19

Year	Applications Received				Admitted				Accepted			
	MLIS online	MLIS campus	MA/MLIS	MBA/MLIS	MLIS online	MLIS campus	MA/MLIS	MBA/MLIS	MLIS online	MLIS campus	MA/MLIS	MBA/MLIS
2013	56	107	2	0	50	62	2	0	46	42	2	0
2014	106	75	1	3	58	55	1	3	55	30	1	3
2015	150	76	9	0	59	60	4	0	51	42	3	0
2016	123	78	2	1	59	47	1	1	46	36	1	0
2017	120	82	6	1	66	42	4	0	65	32	4	0
2018	152	99	5	1	66	41	5	0	63	37	3	0
2019	167	82	5	0	61	30	3	0	57	25	2	0
Total	874	599	30	6	419	337	20	4	383	244	16	3

As [Table FF - SLIS Application and Enrollment Statistics, 2013-19](#) shows, during the Reporting Period, SLIS received a total of 1,509 applications for all of its MLIS program offerings and combined programs, with a total of 646 students accepted, constituting an acceptance rate of 43%. There have been a steady number of applications for the MA/MLIS combined program, but a limited number for the MBA/MLIS combined program introduced in Fall 2014. For this reason, in Fall 2019, the School launched a targeted recruitment for this combined program beginning with an open information session on October 8, 2019 followed by a refresh of the related information available on the website. The School also sent a targeted email to the new Fall 2019 cohort of MLIS students to advise them of the possibility of transferring into this

program, should their career goals have changed since they first applied for MLIS admission. A follow-up information session occurred at the Alberta School of Business January 16, 2020 featuring an MBA information session and alumni panel as another way to learn about the program, the UAlberta MBA culture, and to hear from Alumni firsthand about their experiences.

The decision to pursue a thesis-option MLIS is normally made by the end of the student’s first year, therefore there is no corresponding application data. There were three thesis-option MLIS students during the Reporting Period as indicated in APPENDIX XXV: MLIS & MLIS/DH THESES which lists the MLIS and MLIS/DH theses completed.

The average grade point averages (GPAs) of entering (3.50) and convocating (3.68) SLIS students are impressive, and well above the GPA of 3.0 required for admission by the FGSR.

Table GG - Entering and Graduating GPAs of SLIS Students, 2013-19 provides the average GPAs per year from 2013 to 2019.

Table GG - Entering and Graduating GPAs of SLIS Students, 2013-19

Year	Entering GPA	Graduating GPA
2013	3.42	3.71
2014	3.52	3.75
2015	3.43	3.70
2016	3.63	3.66
2017	3.45	3.64
2018	3.47	3.67
2019	3.55	N/A
Average	3.50	3.68

We continue to openly post [student achievement data](#) for each incoming class, most recently with one-click access from the home page per COA compliance.

Financial Aid

The School has a [Scholarships, Awards, and Bursaries Committee](#) comprised of a Committee Chair and one other faculty member, further supported by all faculty on an ad hoc basis, with administrative support from the SLIS Graduate Administrator (through June 2019) or Graduate Award Administrator (July 2019 to present). The committee advises students about the process of applying for scholarships and awards; reviews students' files and applications to select winners for internal awards and scholarships; and reviews, ranks, and nominates students and applications for local, provincial, and national competitions. Individual faculty advisers also provide advice and mentorship on the scholarship application process, including the review of proposals as necessary, writing of reference letters, recommending of workshops and other resources, and consultations with students about their applications to external organizations and agencies.

The Program Assistant maintains, in consultation with the committee, a [Scholarships and Bursaries](#) section on the SLIS website with information about scholarship, award, and bursary opportunities that students can consult; an *Additional Resources* web page with links to resources on and off campus that may further aid students in obtaining scholarship funding; and a Frequently Asked Questions document created by a former student to inform peers about successful strategies for obtaining funding. The committee and Graduate Award Administrator also maintain documents to track scholarships and awards available and awarded to SLIS students.

A select list of significant scholarships and awards is provided in APPENDIX XXXIX: SELECTED LIS STUDENT SCHOLARSHIPS AND AWARDS. SLIS offers a range of scholarship and award opportunities distinctive and unique to the School, including the Lesley Heathcote Graduate Scholarship in Library and Information Studies (\$6,100 each to one entering and one continuing SLIS student) and the Sarah Rebecca Reed Memorial Scholarship (\$1,900 to one continuing SLIS student). The website includes a full list of [SLIS-administered scholarships and awards](#) and is included in APPENDIX XL: SLIS-ADMINISTERED SCHOLARSHIPS AND AWARDS.

SLIS students have been successful in provincial, national, and international competitions and often win awards offered by local and regional professional associations such as the Library Association of Alberta; national organizations such as SSHRC and Indspire; and international agencies such as the ALA, Association of Research Libraries (ARL), and Medical Library Association. For example, SLIS students have recently been selected as an ALA Spectrum Scholar, for SSHRC Canada Graduate Scholarships, and for ARL's Julia C. Blixrud Scholarship. In addition, SLIS students have often been successful at securing significant Faculty of Education, FGSR, and UAlberta-wide scholarships, awards, and grants, including the Ivy A. Thomson and William A. Thomson Graduate Scholarship (valued at \$18,000) and the UAlberta Indigenous Graduate Award (valued at up to \$15,000).

The Scholarships, Awards, and Bursaries Committee also aids students interested in applying for the SSHRC Canada Graduate Scholarships (\$17,500), and based on applications from high-achieving students, nominates students for the Alberta Graduate Education Scholarships (AGES), formerly the Queen Elizabeth II (QEII) Graduate Scholarships, valued at approximately \$10,800. Over the past six years, five students have been awarded a SSHRC Canada Graduate Scholarship and 22 students have received AGES or QEII Graduate Scholarships. These results are impressive given the highly competitive nature of these awards. SLIS allocations for AGES or QEII Graduate Scholarships have averaged just over three scholarships per year for the period 2013-19. See APPENDIX XLI: SLIS ALLOCATIONS FOR AGES/QEII GRADUATE SCHOLARSHIPS.

In 2019, SLIS offered 22 scholarships, 7 academic prizes and awards, and 2 travel awards. During the period 2013-19, SLIS offered an average of 14.57 scholarships, 7.79 academic prizes and awards, and 1.79 travel awards per year, for a total average total of 24 offered per year. Over \$585,000 in scholarships, awards, and bursaries have been awarded to SLIS students since 2013, including those listed in APPENDIX XLV: SELECTED STUDENT AWARDS AND ACHIEVEMENTS.

GRAs funded by the Faculty of Education are a major source of financial support for students. An average of over \$64,000 is available each year for graduate assistantships. Outlined in [Table HH - SLIS Graduate Assistantships Awarded, 2013-19](#), during the Reporting Period, SLIS spent over \$448,000 on GRA hires. Both on-campus and online students with strong academic

achievement — a minimum GPA of 3.5 is required— are invited to apply for an assistantship, with the School usually able to fund one GRA per full-time faculty member (including the Chair). GRAs, are governed by the [Graduate Student Assistantship Collective Agreement](#) (*GSA Collective Agreement*) negotiated between the UAlberta Board of Governors and the GSA which includes standardized pay rates applied campus-wide.

Table HH - SLIS Graduate Assistantships Awarded, 2013-19

Year	Number of GRAs Awarded	Value (Average per Student)	Total per Year
2013	7	\$7,565	\$52,958
2014	9	\$7,691	\$69,215
2015	7	\$7,805	\$54,636
2016	9	\$7,872	\$70,852
2017	8	\$8,030	\$64,237
2018	9	\$8,030	\$72,266
2019	8	\$8,030	\$64,237

SLIS faculty members also hire MLIS students as research assistants for their grant-funded research projects (with pay rates in accordance with the *GSA Collective Agreement*), and the School’s students may be recruited by other researchers in the Faculty of Education because of their valuable knowledge and skill sets. SLIS does not have records of these private transactions between researchers and students.

Placement

SLIS provides career and placement support to students in a number of ways. The School forwards job advertisements to students via the School administered library and information community listserv, Jerome-L. Individual faculty members regularly discuss job and career opportunities in their classes (e.g., bringing to class or posting relevant course-related job advertisements) and consult with students on a one-to-one basis regarding the design of

resumes / curricula vitae, crafting of cover letters, and the interview process within particular LIS contexts.

The School supports a number of student-organized initiatives that are well supported by both students and professionals providing rich opportunities for students to engage with employers. Partners' Week, for example, is held in the Fall and Winter terms each year, allowing students to shadow professional librarians and information professionals working in various settings (e.g., public, academic, and school libraries; archives; not-for-profit organizations; government). As previously discussed throughout this *Self-Study*, [FIP](#) attracts professional librarians and information professionals from across the province to an all-day conference organized entirely by students, which addresses issues related to research and practice. A combination of invited speakers and student presentations provides multiple opportunities for students to interact with potential employers. Students are also able to showcase their organizational, leadership, and professional skills through both their research presentations and the implementation of the day's activities.

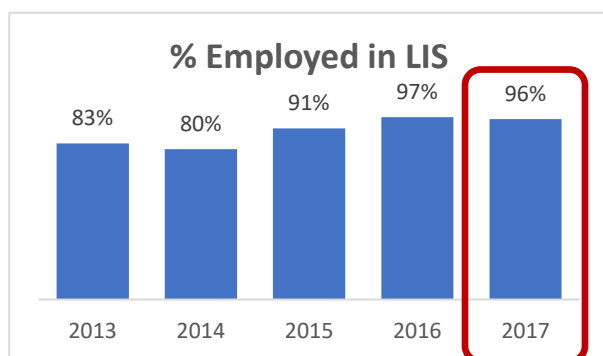
Other opportunities for students to network and engage with the professional community include:

- The annual Get Acquainted Party hosted by UAL for the purpose of connecting UAL professionals and SLIS students.
- The Public Library Services Branch (PLSB) recruitment of student presenters (with the SLIS Chair as a liaison) and sponsorship of free spots for SLIS students at its annual symposium.
- The Alberta Library's hosting of a special symposium/career/fair (live-streamed for virtual access) designed to bring together working professionals and current LIS students at SLIS and MacEwan University. This is a new opportunity with the first event taking place October 18, 2019 in Education Centre South on campus.

The University also provides career placement help. The University's [Career Centre](#) offers individual counseling to students, including the [Graduate Student Internship Program](#), the

[Career Mentoring Program](#), career advising and [Coaching Services](#), career fairs, funding opportunities, and job postings. The FGSR regularly sends out listings of professional development opportunities to all graduate students and organizes the FGSR [Professional Development Days](#) and [Career Symposium](#), which offer programming in areas such as growing professional networks, preparing scholarship applications, presentation skills, and thesis preparation. The FGSR website is a rich resource for graduate students' professional development needs, providing a range of documents and resources covering topics such as communication, career development, and professional practice. In 2017, the School developed [A Faceted Overview of Student Professional Development Activities](#) to document, encourage, and promote students' professional development activities and provide examples of applicable activities that would support the development of their ePortfolio as part of *LIS 600: Capping Exercise*. Further details about professional development activities are available in *Standards IV.5* and *IV.6*.

Figure 9 – Post-graduate LIS Employment



Two important measures of placement assistance are the annual SLIS Employment and Exit Surveys. The [Exit Survey](#) is administered upon graduation, while the [Employment Survey of MLIS Graduates](#) is conducted approximately 12-18 months after graduation once graduates have 'tested' the

job market. These surveys help the School identify additional supports needed within the program through an assessment of student perceptions of the curriculum and support for students, as well as changes in placement situations and trends as they evolve from year to year. Analysis of the most recent published Employment Survey of fifty-four 2017 graduates reveals that 96% of the respondents have been employed at some time since graduation in the LIS sector, part of a generally upward trend during the Reporting Period. (The 2018 Employment Survey closed at the end of December 2019; analysis and report are expected

during the Winter 2020 term. Preliminary analysis of the data indicates that 94% of respondents have worked in the LIS sector since graduation.)

The diversity of the job types and titles reported in the Employment Surveys is reflective of the variety of library and information work contexts and environments in which SLIS graduates found employment. The following is a sample of the job titles reported in the most recent published Employment Survey:

Data Governance Analyst, Neighborhood Librarian, Online Reference Centre Coordinator, Knowledge Management and Taxonomy Specialist, Teaching and Learning Librarian, Information Sharing Analyst, Archivist, IT Librarian, Online Media Specialist, Data Management Consultant, Copyright Strategy Manager, Reference and Instruction Librarian, Information Analyst, Collections Officer and Curator, Assistive Technology Specialist, Interdisciplinary Studies Librarian, Access and Privacy Advisor, Teen Services Librarian

SLIS students have been employed by a broad range of employers, including public libraries, college and university libraries, museums, archives, corporate and business libraries, government departments and organizations, K-12 schools, and non-profit organizations.

Internships

The generous support of the local library community is noteworthy, particularly that of the Edmonton Public Library (EPL) and UAL, in providing employment opportunities in the form of internships and residencies for newly graduated students. In 2003, EPL created a one-year internship exclusively for graduates of SLIS; the program now makes room for more than one intern per year with a variety of named focuses. [Table II - Edmonton Public Library \(EPL\) Intern Librarians From SLIS, 2013-19](#) lists fourteen positions during the Reporting Period, showcasing the range and variety of areas and trends that UAlberta alumni interns become involved in. Some of the interns transitioned to permanent jobs with EPL at the end of the internship; conversely, some full-time jobs were created after internships served as pilots for new job descriptions.

Table II - Edmonton Public Library (EPL) Intern Librarians From SLIS, 2013-19

Year	Title of Internship
2013	- Digital Discovery and Access Intern Librarian - Digital Public Spaces Intern Librarian
2014	- Community-led Evaluation Intern Librarian - Access Intern Librarian
2015	- School-Aged Services Intern Librarian - Workforce Development Services Intern Librarian
2016	- Digital Exhibits Intern Librarian - Impact of Spaces Intern Librarian
2017	- Customer Experience Intern Librarian - Customer Experience Intern Librarian
2018	- Collections Assessment and Trends Intern Librarian - Collections Assessment and Trends Intern Librarian
2019	- Digital Literacy Foundational Services Intern Librarian - Making and Creating Foundational Services Intern Librarian

The UAL [Academic Library Residency Program](#) is designed to provide recent MLIS graduates with opportunities for early career development and professional work experience in an academic research library. Established in 1999, the Residency Program continues to provide recent MLIS graduates with a diverse range of opportunities to explore as new LIS professionals. Placements are offered in a range of units across UAL, such as the Music Library and the Business Reference Library. Although they are not restricted to UAlberta students, SLIS graduates have steadily secured employment through this competition. In the past six years, twelve SLIS students have been successful in this program as shown in [Table JJ - UAL Internships Held by SLIS Alumni, 2013-19](#).

Table JJ - UAL Internships Held by SLIS Alumni, 2013-19

Years	Title	Library Unit	Year Graduated
2013-14	Public Services Librarian	Coutts Education Library	2013
	Public Services Librarian	Scott Health Sciences Library	2012
	Public Services Librarian	Scott Health Sciences Library	2013
2015-16	Library Resident	Digital Initiatives, Cameron Library	2015
	Public Services Librarian	Cameron Library	2013
2016-17	Library Resident	Digital Initiatives, Cameron Library	2015
	Student Engagement & Outreach	Cameron Library	2015
2017-18	Indigenous Library Resident	Cameron Library	2017
	Assessment Library Resident	Cameron Library	2017
	Library ITS Library Resident	Library ITS, Cameron Library	2017
2018-19	Public Services Librarian	Bibliothèque Saint-Jean	2018
	Indigenous Library Resident	Digital Initiatives, Cameron Library	2018

Since 2007, UAL has also hosted the UAL/SLIS [Collaborative Work Program](#), which provides training and employment for SLIS students. During the Reporting Period, UAL has employed more than sixty SLIS students in paid para-professional positions in libraries across the UAL system. This initiative has been very beneficial for the School's students, providing valuable networking opportunities and work experience, and illustrates the positive relationship between the School and the UAL. As discussed previously in this *Standard*, since 2015, UAL Indigenous Internships have been offered to provide an opportunity for Indigenous students to contribute to UAL while pursuing a sponsored MLIS degree at SLIS.

The School profoundly appreciates the support for SLIS students and graduates, both direct and indirect, which is enacted through the creation of these internships.

Standard IV.2 Current, Accurate, and Easily Accessible Information About the Program is Available

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

The School provides current and accurate information about its programs on the [SLIS website](#) which is the primary source of information for all relevant School policies, procedures, and activities, and is used as both an information resource for the public at large and as an administrative source of information for faculty, staff, sessionals, adjuncts, students, and other constituents such as School Council members. Current events, information about School-related activities, announcements, and other news items are posted to the website. Notices are also sent via the School's listserv, Jerome-L, to students, faculty, and other interested groups. In addition to program information and current news, the School's website provides information about faculty members' areas of research and teaching. Information on applying to the program, including links to the University's online application system and the University Calendar, as well as details about financial aid and scholarships, is provided. Student groups continue to thrive with activities regularly listed in the Events box on the School's home page and links to [student groups' web pages](#) accessible on the SLIS website.

The SLIS website is updated as needed on a daily, weekly, or monthly basis, primarily by the Program Assistant. Information posted to the website is vetted on a regular basis by individuals responsible for specific content, and new content is posted as relevant (again primarily by the Program Assistant). In summer 2015, an MLIS student was hired to: (1) conduct a SLIS Website Usability Survey sent to all MLIS students, the results of which guided decisions on content and

navigation for the new website; and (2) develop an improved web-based Frequently Asked Questions (FAQ) section for the benefit of prospective and current MLIS students. In early fall 2015, the FAQ section was quality checked against similar resources at other ALA-accredited schools and reiterated accordingly. In summer 2017, the School's website was refined to create easier navigation while at the same time enhancing dynamic content such as enriched research pages. During 2017, a new [Program Assessment](#) page that includes data visualization [mapping of PLOs](#) to core courses and to the *LIS 600: Capping Exercise* and associated ePortfolio; a [Governance](#) page that contains shared governance information, including minutes of School Council meetings and Terms of Reference for councils and committees; and [professional development examples](#) for students, was introduced to the School website. In 2018-19, new resources were added to the School website to facilitate easy access to important resources, including [Health and Wellness Support Services and Resources](#) and [Effective Communication for Graduate Students: Best Practices](#). SLIS also has a [Wikipedia page](#) that contains information about its history and programs. GRAs for the SLIS Chair are normally assigned this updating task, as it may be used as a concrete contribution to their *LIS 600: Capping Exercise* portfolio. Proposed content revisions are checked by the SLIS Chair and/or the SLIS Associate Chair & Graduate Coordinator, and in consultation with student leadership. Most recently, in January 2020, the School added the [Contact List and Communications Pathway for MLIS Students](#) resource to the website.

[UAlberta's policies and procedures](#) are available online including information on grading, evaluation, academic appeals, and academic integrity. The [FGSR](#) website also provides details on the application process, applying for scholarships, and policies governing graduate programs; relevant information is linked through the SLIS website and/or circulated to students, faculty, and staff via email. In addition, online and on-campus orientation sessions introduce students to the above resources. SLIS is also strongly committed to supporting what might be called a human information interface. The staff in the General Office answer questions and give advice to prospective and current students. They guide students through the University's bureaucratic maze, find solutions to problems, and are helpful and effective, serving as one of the major information resources of the School.

Providing information in an online environment demands policies and procedures to control the flow of information and to manage the ways that information is made available. For example, SLIS, in alignment with relevant GFC, Faculty of Education, and UAlberta policies, maintains guidelines to support full-time faculty and sessional instructors in the development of course outlines. The general model for SLIS Course Outlines is available in APPENDIX XV: COURSE OUTLINE TEMPLATE and is included in the *Sessional Instructors' Handbook*, found in APPENDIX XXXI: SLIS SESSIONAL INSTRUCTORS' HANDBOOK 2018-19. A listing of all MLIS courses is available on the [SLIS website](#), with detailed information about each course, including the pre and co-requisite courses, found in the [University Calendar](#) which is linked from the SLIS website.

Standard IV.3 Standards for Admission are Applied Consistently

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

The standards applied for admission to the MLIS program meet or exceed those set by the FGSR. Consult [Table EE - Comparison of SLIS and FGSR Admission Criteria](#) and [Table GG - Entering and Graduating GPAs of SLIS Students, 2013-19](#) earlier in this chapter for a comparison between FGSR and SLIS admissions requirements. All applicants must hold (at minimum) a four-year bachelor's degree from an accredited institution and must meet the minimum 3.0 grade point average set by the FGSR. A complete application to the MLIS program includes an application form and its supporting materials, a statement of purpose, a resume/CV, transcripts, and three letters of reference. While the FGSR requires that all applicants demonstrate a minimum level of English language proficiency, SLIS requires applicants to score higher than the FGSR's minimums in order to be considered for admission. English language proficiency is demonstrated by possession of a degree in which the language of instruction is

English or through an English-language examination. [Application procedures](#) and all [entrance requirements](#) are found on the School's website.

As previously discussed in *Standard IV.1*, the process of application review and assessment is shared by [Admissions Committee](#) members to determine the suitability of applicants for acceptance to the MLIS program in accordance with SLIS and FGSR entrance criteria and admissions policies. Evidenced by their academic records, academic and professional references, personal statements of career and academic interests, and curricula vitae / resumes, an assessment of each applicant's academic, intellectual, and professional promise for work in the LIS professions informs the decisions of the Admissions Committee.

When admissions standards and academic prerequisites are waived, the policies and procedures for doing so are applied consistently and as stated clearly on the [FGSR website](#). For example, in accordance with the FGSR [Admission Policy 5.19](#) of the [Graduate Program Manual](#), Indigenous students may be considered for admission on the basis of their life experience (in the context of the FGSR's [Guidelines for Considering Life Achievement](#)). Some graduate courses taken before admission may be granted as transfer credit by the FGSR, on the recommendation of SLIS, provided that the courses have not been counted towards a previous degree or diploma, or to qualify for admission to the MLIS program. Applicants must request transfer credits in their application package, with the Admissions Committee making the decision on transfer credits and providing a recommendation to the FGSR.

For a transfer course to be considered for credit, it must be (at least) a 3-credit graduate level course and not already have been accounted for in gaining application (i.e. cannot be part of previous degree on which admission was granted). For UAlberta courses, it is a straightforward process to establish their credit number and whether they are graduate or undergraduate level. [Figure 4 - External Courses and Thematic Areas](#) on page 131 considers courses offered at UAlberta, but outside of SLIS, that have previously been accepted for transfer credit.

Figure 4 - External Courses and Thematic Areas on page 131 of the *Self-Study* provides previous UAlberta courses which have been used for transfer credit. FGSR will have a say in terms of the institutions from which they accept courses for credit transfer.

For all core required courses and IT courses, the Graduate Coordinator and the APA will request the course outline, description, and details to establish whether the course meets the criteria for SLIS core and IT courses. For core required courses, only courses from other ALA-accredited programs are accepted. For IT courses, SLIS will review the course's content to establish if they qualify as IT courses. The same process holds true for elective courses; however, the student needs to justify why a particular elective course should be counted towards their MLIS credits. This is done on a case by case basis. For example, a course on Museum Studies is different from a course in Physical Education and the former is more likely to be accepted than the latter.

Standard IV.4 Students Construct a Coherent Plan of Study

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

The MLIS program at SLIS is rigorous and multi-faceted. With competing demands on student time, including work and family obligations, the School is committed to providing students with a supportive and encouraging environment to construct a coherent program of study that meets individual needs and goals and ensures student success.

Student Support and Academic Program Advisors

Student support and advising begins at the point of admission and continues throughout the student's program. The Associate Chair & Graduate Coordinator and other faculty members advise prospective students on program and course choices that will best meet their needs and goals. The School's Associate Chair & Graduate Coordinator also sends a *Letter of Welcome* (APPENDIX XLII: LETTER OF WELCOME) to new students to discuss such issues as balancing home, work, and school life during the completion of the MLIS program, and to provide tentative

timetables for timely program completion. This letter includes details about the program requirements, the program sheet, a sample course selection schedule, on-campus or online new student orientation information, answers to frequently asked questions, important dates to remember, and links to the School's website and to Information Services and Technology (IST). The School's Graduate Administrator also provides advice to applicants during the admission process. The *SLIS Student Handbook* (See APPENDIX XLIII: SLIS STUDENT HANDBOOK) is shared with students as part of their on-campus or virtual welcome package providing detailed and up-to-date information about SLIS staff, Faculty contacts, IST, tips on how to use eClass (the UAlberta learning management system), the Mahara ePortfolio system (to complete *LIS 600: Capping Exercise*), general technology resources, and tips for effective time management.

All students, whether pursuing course-based or thesis routes of study, have a faculty member as an assigned APA and receive academic advising and support as needed on a term-by-term basis. SLIS holds an orientation for newly admitted on-campus students at the beginning of the Fall Term to address practical issues related to the start of the program, and to allow students to meet and interact with their assigned APA, other faculty members, SLIS staff, and each other. The on-campus orientation presentation, co-developed and co-hosted with student leadership and volunteers, provides information about the program requirements, graduate student responsibilities, the role of the APA and the Associate Chair & Graduate Coordinator, making course selections, SLIS grading policy and procedure, and the role of advisers. The School's Graduate Administrator is on hand to provide support to new students during orientation and throughout their program. The sister online orientation is a live, interactive session that is held and recorded in June each year, consisting of presentations by the Chair, Associate Chair & Graduate Coordinator, Graduate Administrator, and Tech-in-Ed Learning Consultant, followed by an interactive question and answer session. It includes many of the points made in the on-campus orientation while tailored to the context of the online educational experience. A recording is made and deposited into the *LIS 501* eClass for reference. The next online orientation (2020) will be expanded to include student leadership. Both the on-campus and online orientations are evaluated by participants, with very positive feedback from both.

Orientation materials can be found in APPENDIX LVI: 2019 STUDENT ORIENTATION MATERIALS; related materials from previous years will be available on site.

The FGSR requires evidence that students have been properly advised. FGSR guidelines, as stated in the [Graduate Program Manual](#), stipulate that graduate programs should advise students to consult with a designated APA. The APA assists students in selecting courses for the graduate program and provides referrals to relevant campus support systems when required. Significant progress has been made in the renewal of the School's advising strategy to ensure consistency in the delivery of advising responsibilities and to maximize student success. Throughout the course of their programs, students may choose to change advisors as their personal interests and goals change and are encouraged to seek advice from other relevant instructors to design a balanced program that will meet their needs.

APAs also provide continuing guidance regarding students' personal situations, including their career aspirations, issues related to work-life balance, and other counseling-related topics. As appropriate, advisors direct students to specialized student advising resources on campus, including UAlberta's [Centre for Writers](#), which offers free writing support in any subject, discipline, program, or faculty, and at all levels of study; and to University and community counselling, mental health, and wellness services when appropriate and necessary. Students may also seek financial services and the offerings of the Campus Foodbank.

The flexibility of program choice - course vs. thesis-based; online vs. on-campus; full-time vs. part-time; MLIS vs. combined degree - as well as in course options – electives; directed studies; seminars in advanced research; interdisciplinary courses; experiential options - are all choices that students are encouraged to make in partnership with their APAs.

Coherent Plan of Study

The MLIS program offerings were set forth in *Standard II.2*, with *Standard II.3* providing further detail of the elements and options available for students, under the advisement of their APA, to formulate a coherent plan of study.

Systematic, Multifaceted Feedback Mechanisms

As discussed in *Standard II.6*, there are a number of data-generating mechanisms critical to assessment, such as the USRIs and ePortfolio capping data form that provides feedback about the realization of PLO and SLOs at a course level, but not until after the completion of the course, and then on an aggregated basis. Instructors may also employ informal feedback mechanisms, such as weekly reflection or mid-term check-ins, to receive timely feedback and take corrective action as appropriate. Through informal means, the instructor can gain insights into student perspectives that are not readily gained through the more formal USRI at the end of the course, and students have the opportunity to shape and contribute to their overall learning arrangements. Similarly, the practicum instructor has a mid-experience check-in with the supervising site mentor.

On the first day of class and as eClasses open, well in advance of the course add/drop deadline, all students are given a syllabus that provides an outline of the course structure including the timing and content of assignments. During the first class, instructors review the syllabus with the students to ensure full awareness of expectations, as well as to clarify any questions or concerns. MLIS courses normally contain a minimum of three assignments with intermittent due dates throughout the term, providing students with a structured timeline for course completion and with timely marking feedback to assess their performance. Additionally, within a course – and co-ordinated, as possible, between core courses – a variety of assignment types such as research papers, reflections, presentations, group work, analyses, literature reviews, or journals are incorporated, recognizing that students have different learning styles and output strengths. Instructors are responsible for marking student work, and are, therefore, immediately aware of issues – applicable to the class as a whole or to individual students – that signal problem areas requiring correction or intervention (which may include the student's APA). Students are encouraged to talk directly with their instructors if they have concerns and an instructor may/will follow up with a student if assignment performance indicates a problem area. Unresolved issues may be pursued with the APA, then the Associate Chair & Graduate Coordinator, then the SLIS Chair. Instructors determine final grades and submit them for

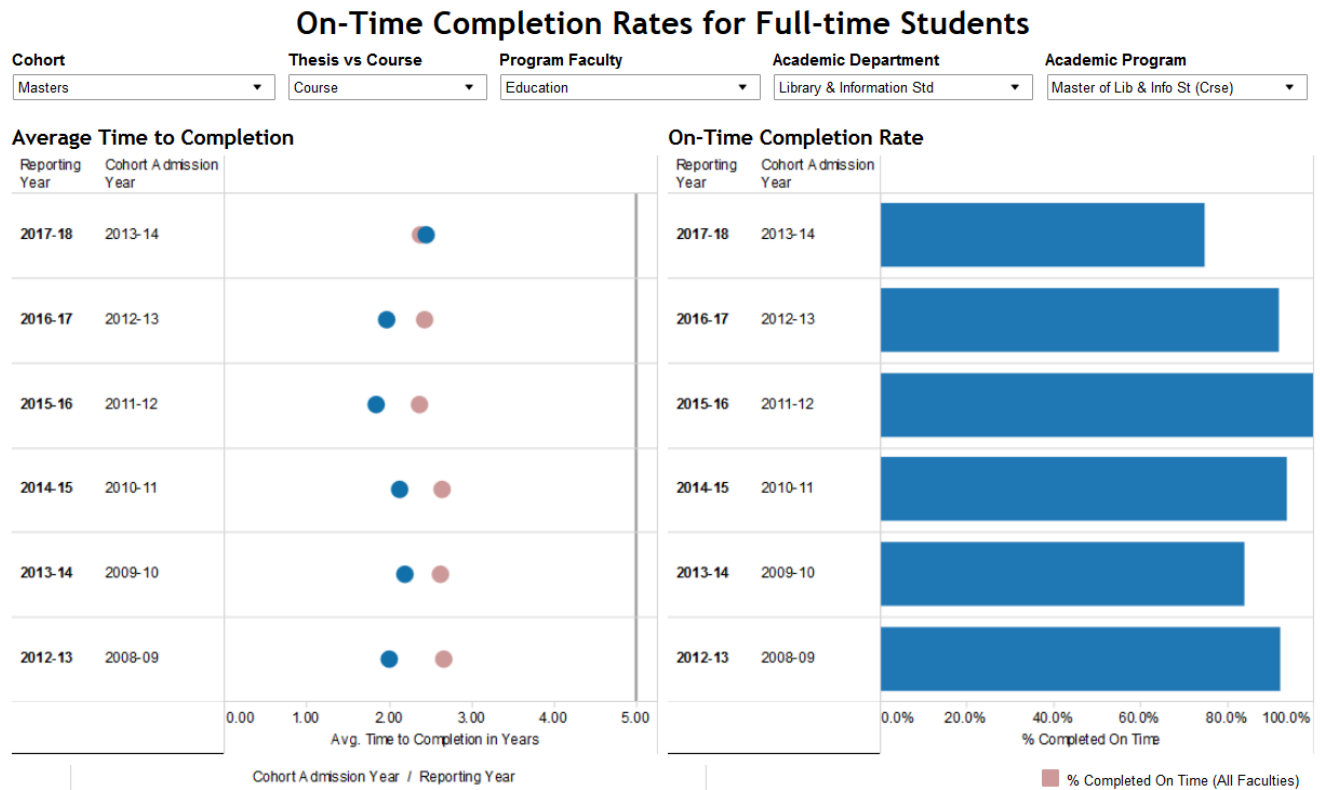
approval to the Associate Chair & Graduate Coordinator; the SLIS Chair approves the final grades for the Associate Chair & Graduate Coordinator's teaching. SLIS has a formal process for grade appeals. For more information, see SLIS policies and documents, such as: [Failure in LIS 501](#), [Procedure for Grievances and Appeals](#), [Research Ethics Documents](#), [SLIS Copyright Policy](#), [SLIS Grading Procedure](#), and [SLIS Thesis Oral Examination Procedure](#).

Demonstrated in the next section, the SLIS MLIS has high on-time completion and low withdrawal rates, indicating that students have the necessary supports to design a relevant program of study and successfully manage their course loads and content.

Completion Time

Most SLIS students complete the program in a timely fashion and it is rare that an extension be required on any basis other than extenuating circumstances, such as a maternity leave. Normally full-time students take two years to complete their program of study. Students' completion rates from 2013-18 are shown in [Figure 10 - On-time Completion Rates for SLIS Full-Time Course-based Students 2013-18](#). Between 2012 and 2018, 90% of SLIS students completed their program on time, providing evidence that SLIS has maintained the highest completion rates among all the faculties on the UAlberta campus.

Figure 10 - On-time Completion Rates for SLIS Full-Time Course-based Students 2013-18



Given the increase in the number of online students who are part-time, the time to completion for students is expected to become longer.

The School has an excellent record of assisting struggling students in proactive ways allowing them to ultimately complete their degrees. [Table KK - SLIS Student Withdrawals, 2013-19](#) shows student withdrawals per year since 2013. There were only two on-campus students withdrawing from the program during the Reporting Period. The number of online student withdrawals was higher due to a range of reasons, including health and family reasons and change of circumstances. It should be noted that due to the competitive and technologically demanding nature of the online MLIS offering, earlier student cohorts underestimated the academic rigour, time management, and discipline that was required to succeed in an a purely online MLIS offering, and this was one of the main reasons for a higher number of online student withdrawals in the earlier years of the online offering. Most of these students withdrew from the program in the first semester of the MLIS. Technology proficiency requirements are now clearly stated on the [Entrance Requirements](#) web page.

Table KK - SLIS Student Withdrawals, 2013-19

Year Admitted	On-campus Withdrawals	Online Withdrawals
2013	2	13
2014	0	9
2015	0	4
2016	0	11
2017	0	5
2018	0	3
2019	2	6

Standard IV.5 Program Provides an Environment that Fosters Student Participation

The program provides an environment that fosters student participation in the definition and determination of the total learning experience. Students are provided with opportunities to:

- IV.5.1 Participate in the formulation, modification, and implementation of policies affecting academic and student affairs;*
- IV.5.2 Participate in research;*
- IV.5.3 Receive academic and career advisement and consultation;*
- IV.5.4 Receive support services as needed;*
- IV.5.5 Form student organizations;*
- IV.5.6 Participate in professional organizations.*

Students, staff, and faculty work together to provide and maintain an environment that fosters student participation in the total learning experience at SLIS, in the social activities within the School, and in engagement with the wider professional community at UAlberta and beyond. Whenever possible, the School consciously engages students in transformation of the organization as it constantly evolves to meet the needs of students and employers.

Standard IV.5.1 Student Involvement in Governance

SLIS students serve on the SLIS Curriculum Committee and on SLIS's School Council, where they are able to provide input into, and feedback on, the formulation, modification, and implementation of policies affecting academic and student affairs. Through their work on the Curriculum Committee, students provide vital insights into current course offerings, areas of potential curricular development, and students' curriculum-based needs that may bear importantly on the broader stewardship and development of the MLIS program itself. Student participation in governance is discussed in *Standard I.1*. In addition to representation through SLIS committee membership, students have a direct channel for raising opportunities, interests, questions and concerns, and for bringing new ideas forward at regular meetings between the SLIS Chair and LISSA representatives.

Fostering inter-departmental exchange, SLIS students have representation on governance committees and councils across the Faculty of Education and the University more broadly, including GAAC in the Faculty of Education and on the FGSR's GSA Council. These roles are further discussed in *Standard V.2*.

LISSA

The School values student engagement in the learning experience and encourages all students to be involved in the activities of the School. LISSA is the primary organization through which students participate and have voice in the workings of the School. LISSA acts as a liaison between students and faculty and the field, and facilitates student participation in a variety of academic, professional, and extracurricular activities. Student-organized, LISSA represents all students in the MLIS program with elected representatives from both first- and second-year students as well as from on-campus and online students. Full-time student and part-time student opinion is considered critical. Students elect their own officers, with the presiding President (a continuing student) and Vice-President / President-Elect (a first-year student) representing the student body at meetings of the School Council. They regularly interact with a designated online student representative. As the [School Council](#) is the governing body for SLIS

and approves all curricular and program changes, students have a constant and valued voice in decisions made by this Council.

LISSA has its own set of [Bylaws](#) which outline its responsibilities and procedures, and a [Constitution](#) comprised of seven articles detailing its mandate as a student organization at SLIS. LISSA has engaged in bylaw review work transparently vetted at its 2016 and 2017 Annual General Meetings. Bylaws have been adjusted to accommodate the growth in student population, especially the increase in the number of online students. Online students have been integrated formally into student governance through representation and informally through a new online forum. Throughout 2017-18 and 2018-19, LISSA was engaged in an extensive, rigorous, and consultative development of an inaugural [LISSA land acknowledgment](#), which was adopted at the April 2019 LISSA AGM.

Standard IV.5.2 Research

Discussed throughout this *Self-Study*, research is a foundational aspect of the University's and the School's mandate, critically flowing through to student opportunity and involvement. Previously discussed in *Standard II.2.2*, students have the option to take research specific courses such as *LIS 597: Advanced Scholarship and Research in LIS* and, for on-campus students, *LIS 599: Directed Study* in which students undertake a self-developed research project, and can choose the thesis-option MLIS for in-depth research into a particular subject.

A research culture is further promoted at the School with the SLIS [Research Colloquia](#) and SLIS [Speaker's Corner](#) series, which are attended by faculty, sessionals, adjuncts, students, the professional community, and colleagues on campus. In most cases, and with consent, these talks are live-streamed and recorded for the SLIS website. At [FIP](#), students have the opportunity to present their own research and exchange ideas on current and emergent LIS topics of interest with other researchers, scholars, and practitioners. SLIS students are annual contributors at the Alberta Library Conference. This year, a number of students presented posters at the Indigenous Librarianship Research Day. APPENDIX XXIV: SELECTED STUDENT POSTER PRESENTATIONS provides a list of student posters presented at these two venues. In 2020, a SLIS

student-led open access, peer-reviewed journal, [Pathfinder: A Canadian Journal for Library Science Students and Early Career Professionals](#), promoting scholarly work of students and early career information professionals from across Canada, is expected to publish its first edition.

Additionally, a number of opportunities exist for students to undertake collaborative research opportunities with faculty. Indicated in [Table HH - SLIS Graduate Assistantships Awarded, 2013-19](#), a number of students are hired each year as GRAs funded by the School, and additionally with external grant funding, allowing them to pursue joint research opportunities with faculty members. As previously illustrated in *Standard III.7*, student-faculty collaborations are often published and/or presented at conferences, with examples found in APPENDIX XXII: CONFERENCE PRESENTATIONS BY STUDENTS AND FACULTY and APPENDIX XXIII: PUBLICATIONS CO-AUTHORED BY STUDENTS AND FACULTY.

Standard IV.5.3 Academic and career advisement and consultation

Standard IV.4 discusses career advisement and consultation services available to students including an assigned APA to guide academic and extra-curricular choices, School communication of employment opportunities, and University career placement support.

Standard IV.5.4 Support Services

Cognisant of the challenges of the academic and personal demands of the MLIS program, and as discussed in *Standard IV.4*, the School endeavours to provide a supportive environment for students to succeed and thrive. Courses are designed with intermittent and diverse assignments, checkpoints, and timely feedback help students manage their workloads and academic performance. Discussed previously in *Standard IV.4*, each student's APA is available to assist in selecting courses and evaluating choices to ensure a program that meets individual student needs. The APA may also direct a student to the myriad of other [supports](#) available to UAlberta students including academic, health and wellness, career, and community resources.

Standards IV.5.5 and IV.5.6 Student and Professional Organizations

LISSA participates in the selection of student representatives for other governance committees and councils across the Faculty of Education and the University more broadly, as previously discussed in *Standard I.1*.

Throughout the year, in addition to attending to comfort issues at SLIS (e.g., lounge maintenance, water cooler, snacks), LISSA, and its associated committees, plan and sponsor a variety of social and professional activities that contribute to the enrichment of the student learning experience and the MLIS program. SLIS student committees organize the following events:

Table LL - Student Organized Events

Forum for Information Professionals (FIP)	<p>The Forum for Information Professionals (FIP) is an annual one-day conference that consists of discussion of current topics in librarianship and a variety of research presentations. The event is hosted by the students of the School, has been funded through funds from LISSA, and organized by a student committee. It is advertised widely, with everyone in the field welcome; the turnout of working librarians and other information professionals is always large. FIP is an opportunity for librarians and information professionals from across Alberta to exchange ideas and concerns regarding the profession with SLIS students and faculty. The speakers include both professional librarians and students (online and on-campus), with a featured visiting keynote speaker chosen, hosted, and invited by the students.</p> <p>FIP participation and attendance is open equitably to online and on-campus students. Online students are encouraged to present at FIP in person or via livestream. Online students are also able and encouraged to view the presentations given at FIP via livestream or to attend the conference in person if they can.</p> <p>At the 2019 event, there were ten presentations involving fifteen presenters and six poster presentations. The conference was attended by 138 people, of which 100 were from the professional community.</p> <p>(Previous FIP conference activities can be viewed at Education and Research Archives)</p>
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Future Librarians for Intellectual Freedom (FLIF) various events

Future Librarians for Intellectual Freedom (FLIF) was established in 2004 (stemming from the *LIS 592: Intellectual Freedom and Social Responsibility in Librarianship* course first offered in Winter 2001) and has maintained a very active presence in School, University, and community life. FLIF activities include an active role in Freedom to Read Week, participation in the Edmonton Homeless Connect project, cooperation with local initiatives such as GELA's literacy project within the library of the Edmonton Women's Prison. The group's active and dynamic commitment to social justice marks it as an important element of student life at SLIS.

Partners' Week

This student-run committee operates in collaboration with Partners in Education, LISAA, and LISSA. Partners' Week is held twice per year - once in the Fall Term and once in the Winter Term - and enables students to observe librarians and information professionals in the workplace. Partners' Week helps students relate the theory learned in the MLIS program to professional practice. Participating information professionals are highly supportive of the initiative and students have found Partners' Week to be an excellent opportunity to gain practical experience and develop professional contacts. Partners' Week hosts are invited to the FIP conference.

In 2018-19, seventy-one professionals volunteered to host students, with forty-two students participating.

Pathfinder: A Canadian Journal for Library Science Students and Early Career Professionals

A new initiative, with the submission deadline for the first issue February 17, 2020, [Pathfinder](#) is a student-led, open access journal dedicated to promoting the scholarly work of students and early career information professionals from across Canada. Based at the University of Alberta, issues will be published once a year and will be peer-reviewed and will welcome original scholarship in the fields of library science, information studies, and archives from current Canadian LIS or archival students, library tech students, and early career professionals (individuals that graduated from information science programs within 2 years).

Student orientation

Students organize and participate in the annual SLIS on-campus student orientation by welcoming new students to the program, showing them the School and other University facilities, and by hosting a breakfast to welcome and introduce them to the activities of LISSA. In addition, the [LISSA website](#) includes a Contact Us box that often serves a "help" function for new students.

SLIS social activities and fundraising

Each year, LISSA organizes a welcome reception in September so first and second year students can get to know each other on a more informal basis. A second-year and a first-year member of the LISSA executive organize a graduation party at the end of each academic year. In between, there are numerous social get-togethers. These can include movie nights or sporting activities and participation in fund-raising events such as Santas Anonymous.

In 2019, both FIP and FLIF met the qualifications to migrate from being a LISSA student group to become a UAlberta student group, thereby becoming eligible to receive increased guidance from the [Office of the Dean of Students](#) and [Student Group Services \(SGS\)](#), greater access to resources, and enhanced stature and visibility across campus.

Professional groups connect with future LIS professionals through SLIS. The Canadian Association of Professional Academic Librarians has a [University of Alberta CAPAL Student Chapter](#) that includes both on-campus and online MLIS students. The [Edmonton Law Libraries Association](#) is active on-campus recruiting student members and as guest lecturers. The [Library Association of Alberta](#) provides a low-cost student membership to SLIS students and considers them for funding grants. A number of SLIS alumni and instructors serve on the executive of these organizations. Social, networking, experiential learning, and other student-centred opportunities (such as mentoring) are available through such venues as [GELA](#). Notably, the GELA [Prison Libraries Project](#) has been popular with local MLIS students to engage in library and information-based social justice volunteerism under the guidance of seasoned professionals.

A special event that draws together the total learning experience at SLIS, the social activities of the School, and liaisons with the wider professional community is a long-established (27 years) feature of student life at SLIS: the Get Acquainted Party. This party is generously hosted by the UAL and all SLIS students are invited to meet and mingle with guests from the local and provincial professional community. This party normally takes place in Fall Term and includes a “welcome to the profession” presentation to new students from UAlberta’s Chief Librarian and a short thank you/appreciation speech by the SLIS Chair. Although an informal event, it has played an important role in the early socialization of students as part of a broader professional

community, and students always speak of it as an important part of their time at the School. Local online students (some of whom work for UAL) especially welcome such opportunities to mix and mingle. This party normally takes place in Fall Term, and it includes a “welcome to the profession” presentation to new students from UAlberta’s Chief Librarian and a short thank you/appreciation speech by the SLIS Chair. It has played a role in the early socialization of students as part of a broader professional community, and students always speak of it as an important part of their time at the School. Local online students (some of whom work for UAL) especially welcome such opportunities to mix and mingle. Unfortunately, the 2019-20 event was postponed, then cancelled, due to budget constraints. However, recognizing the mutual benefits of this event, UAL and SLIS are together exploring a more informal interaction and may even integrate a UAL welcome experience into the School’s orientations going forward.

Standard IV.6 Applying the Results of Student Evaluations to Program Development

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

The most direct measurement of individual student achievement is manifested in course grades and subsequent program completion. At the end of each term, the Assistant Chair & Graduate Coordinator reviews the grades for each course (the Chair reviews the grades for courses taught by the Assistant Chair & Graduate Coordinator) to ensure that students have acquired the appropriate level of achievement and to identify any problem areas that may require follow-up. A breakdown of grades assigned in core courses over the Reporting Period can be found in APPENDIX XLIV: AGGREGATED GRADES FOR CORE COURSES. [Table GG - Entering and Graduating GPAs of SLIS Students, 2013-19](#) demonstrates that students have a high graduating GPA. [Figure 10 - On-time Completion Rates for SLIS Full-Time Course-based Students 2013-18](#) validating the

high program completion rates of SLIS students, further evidences students' success in meeting program requirements.

To assess whether the program is successful in meeting students' requirements and to signal where change is required, students provide input in a number of ways. Direct feedback through mandatory course evaluations, the USRIs, is completed by students at the end of each course, and they are usually asked to provide informal feedback mid-course to instructors. These formal and informal student evaluations of MLIS courses are utilized by individual instructors to develop and enhance assigned courses and, as all USRI results are reviewed by the Chair, to inform the School's broader planning processes. See *Standard III.2* for a full discussion of USRI and mid-term course evaluation.

The SLIS Curriculum Committee, discussed in *Standard II.5*, which includes student members, also regularly evaluates student and program needs. Student membership on School Council further ensures direct student influence on programming decisions. School Council's broad membership base ensures that other constituents such as faculty, sessionals, adjuncts, employers, alumni, professional organizations, and relevant University stakeholders, also have input into critical decisions.

Finally, students provide feedback through the [Exit](#) and [Employment](#) Surveys. The Exit Survey provides a mechanism to measure student opinion related to overall program quality; satisfaction with instruction, scholarly experience, career relevance and appropriateness of courses, furtherance of career and professional development goals, attainment of personal and intellectual enrichment goals, and opportunities to learn and grow; and evaluation of program resources and supports. The Employment Survey directly measures students' success in gaining employment related to their studies and is reflective of the aptness of their MLIS educational experience.

Standard IV.7 Documented Evidence of Ongoing Decision-Making Processes

The program has explicit, documented evidence of its ongoing decision-making processes and the data to substantiate the evaluation of student learning outcomes, using appropriate direct and indirect measures as well as individual student learning, using appropriate direct and indirect measures.

The School continues to openly post student achievement data for each incoming class, most recently with one-click access from the home page per COA compliance.

Documented evidence of the School's ongoing decision-making processes is provided in *Standard I.1*. The Curriculum Committee, Academic Council, School Council, and stakeholder consultations are among the key components of the decision-making process with all committees keeping minutes of decision-making. Examples of recent decision-making processes include:

- **Curriculum review:** The School's recent curriculum review was conducted over a series of stages from 2017 to 2019, entailing focus group discussions with current MLIS students; surveys of current online and on-campus students, employers and alumni; and consultations with archivists and records managers, SLIS faculty, and sessional instructors. The curriculum review recommendations were documented in the *CRWG Report* found in APPENDIX XXI: CURRICULUM REVIEW PROJECT (2013-2018), and select recommendations approved by the Curriculum Committee, Academic Council, and School Council.
- **Credit reduction in the MLIS program:** After the seed was first planted in 2015, this followed a detailed, consultative decision-making process described in *Standard I.1*, and the recommended credit reduction was approved by Academic Council, School Council, the FGSR, the APC/GFC, and finally, in 2019, the Ministry. (The Ministry's approval for the thesis-based credit reduction is still pending.)
- **Thesis requirement for thesis-based MLIS and MA/Digital Humanities students:** The School conducted a survey of the MA/MLIS students in 2016 to ascertain the extent to which the thesis students continue to value the thesis component. Seven of twelve

students surveyed (58%) were in favour of continuing the thesis option. Based on an assessment that included this data, the School continues to require a thesis as part of the requirement for the successful completion of the MA/MLIS offering. In line with the best practices laid out in the *Supervisory Guide* developed by FGSR in 2018 and to enhance graduate student supervision, effective July 1, 2018, SLIS integrated a thesis exit interview process.

On an on-going basis, and in addition to the direct student feedback discussed in the previous *Standard*, the analysis of the ePortfolio data from *LIS 600: Capping Exercise* provides evidence for the direct measurement of students' success in meeting the PLOs, the efficacy of the underlying SLOs, and to inform long-term, ongoing developmental review of the MLIS PLOs. There have been two comprehensive sets of analyses of this data which have provided critical evidence of the contribution of each MLIS course taught to the students' achievement of the PLOs. See *Standard I.1.1* a discussion of the ePortfolio data and its relationship to program and student learning outcomes.

Additionally, the [Employment Survey](#) directly measures the applicability of each PLO in attaining meaningful LIS employment, and provides feedback on how well the MLIS program prepares students in each of these areas. As a professional program, the contribution to the attainment of meaningful employment in the LIS field is critically important in defining the MLIS PLOs and driving the resultant program parameters. The Practicum Supervisor Survey, as well, provides assessment of how prepared students are to take on LIS-related employment responsibilities.

Standard IV.8 Evaluation of Student Learning Outcomes

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

Improvements to the MLIS program are driven by their impact on students' overall program experience, with high and generally improving satisfaction levels reported in the [Exit Survey](#) for

all “Key Indicators of Program Quality and Student Satisfaction with Educational Experience” demonstrating effective strategies in supporting students’ learning. These results are externally validated through [Employment Survey](#) results that report high employment rates for SLIS graduates in the LIS sector. (See [Figure 9 – Post-graduate LIS Employment](#) on page 241.)

Program accessibility has been a key focus in connecting students with relevant learning opportunities. Operationalized this Reporting Period, the online offering of the MLIS program has helped to reduce geographic barriers for students not only from the four western Canadian provinces, but also from other regions of Canada, providing access to students who might not otherwise have access to an ALA-accredited program, and allowing for an MLIS education in a manner that accommodates academic/family/work responsibilities. The School has actively engaged in targeted approaches to the recruitment and support of Indigenous students, admitting Indigenous students into the MLIS program at a concentration at least twice as high as that of other UAlberta graduate programs. This has been achieved through innovative partnerships such as those with the Faculty of Native Studies and the UAL discussed in *Standard IV.1*, and with on-going support from the School for all enrolled students.

Student learning outcomes are most directly supported through curriculum and programmatic evolution. Fully discussed in *Standards II.5 – II.7*, and briefly summarized here, the on-going work of the Curriculum Committee and the systematic curriculum review to ensure a rigorous, up-to-date, and community responsive MLIS curriculum, resulted in a number of new courses being piloted and evaluated, with *Human Information Interaction; Emerging and Evolving Technologies; Selected Topics in Information Policy; Government Information* with a refresh of course content; *Technology, Information, and Society*; and *Issues and Trends in Public Librarianship* assigned permanent course numbers. A number of programmatic changes have also been implemented including the credit reduction, the introduction of the MLIS/MBA combined degree, the increased flexibility in meeting the technology requirement by allowing for one of the courses to be taken outside of SLIS, and the validation of the thesis requirement for combined degree and thesis-based students. Each of these decisions was supported by evidence that indicates a strengthening of student learning outcomes.

Summary and Conclusions

SLIS is very much a student-centred school, and successful completion by students of an MLIS program that meets the needs of the School's constituencies is its highest priority. SLIS students are academically competent with the ability to tailor individual plans of study to meet their goals. They are highly engaged while at SLIS and demonstrate a great deal of professional promise in their activities. SLIS will continue to ensure that students are supported in their academic work and extra-curricular activities.

Areas for Future Development

- Expanding the School's commitment to reconciliation and with the steady intake of Indigenous students into the MLIS program, the School will explore with LISSA the possibility of forming a SLIS Indigenous Student Advisory Group.
- Given the desire to continue to advance diversity in the MLIS student population, SLIS will explore with LISAA the possibility of an Equity, Diversity and Inclusion Advisory Group within the School to, in part, provide input to the SLIS Admissions Committee.
- With limited enrollment to date, SLIS will continue to partner with the Faculty of Business to conduct further focused recruiting campaign for the joint MBA/MLIS program, with the first phase initiated in Fall 2019.
- The SLIS Program Administrator will better streamline, in consultation with the committee, the Scholarships and Bursaries section of the SLIS website to improve usability.
- SLIS will engage with LISAA to explore the staging of alumni events outside of the Edmonton area, as well as virtual alumni events, to extend accessibility to the expanding population of online SLIS graduates.
- SLIS will continue to curate the new student orientations, building capacity for targeted contributions from student leadership in the online orientation, as well as potentially from UAL and from our alumni association executive in both orientations.

STANDARD V: ADMINISTRATION, FINANCES, AND RESOURCES

Introduction

SLIS has been an academic/administrative unit within the Faculty of Education at UAlberta since July 1, 1991. At that time, it transitioned from a Faculty to a School, but maintained many of the key governance and administrative corporate personae elements associated with Faculty standing while embracing the substantive advantage of being a significantly autonomous School within a vibrant and particularly supportive Faculty of Education. APPENDIX VI: GFC EXEC AND GFC MINUTES CONFIRMING SCHOOL STATUS - 1991 provides the formalization of this re-structuring. This structure and the associated relationships provide SLIS with a nurturing environment—culturally, administratively, financially, professionally, and academically. In large measure, the School draws strength from the professional mandate of its host Faculty. Organizational charts for the Faculty of Education and SLIS are found in APPENDIX IX: ORGANIZATION CHART - FACULTY OF EDUCATION, APPENDIX XI: ORGANIZATION CHART - SLIS /EDUCATIONAL POLICY STUDIES ADMINISTRATIVE TEAM, and APPENDIX XII: ORGANIZATION CHART - SLIS. As noted in the *Introduction* to this *Self-Study*, MLIS students are students in both the Faculty of Education and FGSR.

Standard V.1 Distinctive Academic Unit

The program is an integral yet distinctive academic unit within the institution. As such, it has the administrative infrastructure, financial support, and resources to ensure that its goals and objectives can be accomplished. Its autonomy is sufficient to assure that the intellectual content of its program, the selection and promotion of its faculty, and the selection of its students are determined by the program within the general guidelines of the institution. The parent institution provides both administrative support and the resources needed for the attainment of program objectives.

As set out *Standard I.1*, SLIS is, and operates as, an administrative unit within the Faculty of Education, and operates within the general policies, admission guidelines, program regulations and requirements, and graduation processes of the FGSR. SLIS students are members of both faculties.

Faculty of Education

The Faculty of Education recognizes, indeed actively promotes and supports in all manners, the requirements of the School such as its need for autonomy and the contingent financial requirements necessary to maintain accreditation of its MLIS program. In short, the Faculty of Education and the Dean of the Faculty, currently Dr. Jennifer Tupper, recognize that accreditation by way of the COA is a *sine quo non* for the MLIS program. And, it is adhered to in practice. The Faculty of Education recognizes, for example, the School's distinctiveness and autonomy in and with respect to: vision, mission, values, program outcomes, and strategic directions; graduate program (within FGSR expectations) and curricular planning; admission policies, standards, and procedures; faculty and staff selection (subject to approval by the Dean of the Faculty); and independence of marketing and promotion.

Key, but not an exclusive element representing the autonomy of the MLIS program, is the fact that although SLIS is represented on the Faculty's GAAC, LIS courses and programs are not submitted to the Committee for discussion and approval (as are the graduate courses of the other departments), but go directly through SLIS Academic Council to SLIS School Council and then on to APC/GFC. SLIS representation on the Faculty of Education's boards and committees can be found in [Table A - Governance Councils and Committees](#) on page 36.

Conducted within the University's and Faculty of Education's policies and procedures that support a decentralized recruitment model, the School defines recruitment need; short-lists candidates; and as part of the Advisory Selection Committee on which three of the five positions are filled by SLIS faculty including the Chair, develops interview questions; observes and provides feedback to the Committee of candidate performance in both a public research presentation and a public teaching presentation; and, as a Committee, makes a recommendation to the Dean for approval. More information about the University- and Faculty-level selection process, policies, and procedures, is detailed in *Standard III.2* of this *Self-Study*.

SLIS values its now almost thirty-year relationship with the Faculty of Education and can candidly and emphatically state that it operates within an ideal governance and administrative structure—a structure that values and preserves autonomy and permits dependency and facilitates interdependency when warranted or required.

Faculty of Graduate Studies and Research (FGSR)

FGSR is responsible for the general administration of graduate programs, from admission and registration of graduate students through to convocation. SLIS offers one of the many master's programs in FGSR, and operates within the general policies, admission guidelines, program regulations and requirements, and graduation processes of FGSR, however final admission to SLIS is made by FGSR only upon the recommendation of the School.

FGSR offers critical support for graduate students and [affirms](#):

Everyone at FGSR works collectively to see each student achieve positive, transformational experiences during their graduate school years. We offer a variety of programs and supports that are designed to help students meet their academic goals, including thesis-writing boot camps, sessions on research ethics and intellectual property, scholarship writing seminars, and the Graduate Teaching and Learning (GTL) Program. FGSR is also focused on graduate student professional development, and through our Career Mentoring and Graduate Student Internship Programs (GSIP), students can connect with mentors, entrepreneurs, and enthusiastic employers within our local community and beyond. An essential component of a positive graduate school experience includes maintaining one's health and overall well-being, and we encourage you to take time out from your studies to participate in the various wellness activities that are offered by FGSR throughout the year.

Our Associate Chair & Graduate Coordinator, currently Dr. Ali Shiri, is the SLIS faculty member with designated responsibility for the School's graduate program and is the official representative on FGSR Council. The SLIS Associate Chair & Graduate Coordinator role is tied to statutory membership of the Faculty of Education's GAAC. Effective January 1, 2020, Dr. Shiri has been appointed as an Associate Dean, FGSR for a six-month term with a 50% time commitment; as our Associate Chair & Graduate Coordinator, he will retain his duties as the SLIS representative on the FGSR Council and GAAC.

Finally, SLIS has set admission standards that exceed the minimum requirements set by FGSR, exercising the right granted by FGSR to the departments offering graduate programs to impose additional requirements and higher standards, primarily in the area of language competencies, for admission. [Table EE - Comparison of SLIS and FGSR Admission Criteria](#) on page 234 and [Table GG - Entering and Graduating GPAs of SLIS Students, 2013-19](#) on page 236 provide further information about the relationship between SLIS and FGSR admission standards.

The balance of *Standard V* presents evidence of the School's ability to execute on its goals and objectives with appropriate leadership (*Standard V.3*), administrative support (*Standard V.5*), financial adequacy and stability (*Standard V.6*), and resources (*Standards V.8 through V.12*).

Standard V.2 Representation on Institutional Bodies

The program's faculty, staff, and students have the same opportunities for representation on the institution's advisory or policy-making bodies as do those of comparable units throughout the institution. Administrative relationships with other academic units enhance the intellectual environment and support interdisciplinary interaction; further, these administrative relationships encourage participation in the life of the parent institution. Decisions regarding funding and resource allocation for the program are made on the same basis as for comparable academic units within the institution.

The School's Chair, its faculty, staff, and its students participate actively in the administration of the Faculty of Education and of the University. They are both statutory and elected members of committees at the University, as well as within the Faculty of Education. [Table A - Governance Councils and Committees](#) on page 36 provides as a summary of faculty, staff, and student representation on statutory decision-making, with further detail provided in this section.

Faculty

Despite its autonomy within the Faculty of Education to make final decisions (subject to GFC approval) about its courses and programs, the School actively participates fully in the affairs of the Faculty. All continuing appointment academic staff, including the Assistant Chair, Administration, are members of the Faculty Council of the Faculty of Education. SLIS has statutory membership on all Faculty committees and boards on which the academic

departments are represented. This includes: Dean’s Pool for Advisory Selection Committees; DAC; DER; Election Committee; FEC; GAAC; HT Coutts Library Advisory Committee; Master of Education in Educational Studies Advisory Board; and TAB. Of these, the Chair of the School sits as the School’s sole representative on DAC, the Master of Education in Educational Studies Advisory Board, and is the School’s representative on FEC—responsible for all decisions associated with annual performance and salary merit increments, tenure appointments, promotions to Professor and sabbatical proposals. The Associate Chair & Graduate Coordinator sit as the School’s representative on GAAC. The set of related Terms of References for these committees and boards can be found [here](#).

Additionally, the Chair has had extensive participation in University governance. In this and (and prior) reporting periods, Dr. Samek has served on the University’s [GFC](#). She has also served on the GFC Executive and GFC Replenishment Committee prior to this Reporting Period. In this Reporting Period, Dr. Samek has been a member of the Committee on the Learning Environment of GFC, which is the committee responsible for the promotion of excellence in teaching and of an optimal learning environment, as well as the provision of appropriate information resources to the University community as a whole. The SLIS Chair is also a statutory member of Chairs’ Council, an advisory body to the President, the Provost, the Board of Governors, and the GFC.

The Chair has extensive service experience at the University level as shown below in full:

1994-95	Women's Studies Committee
1999-02	General Faculties Council Executive Committee
2005-11	General Faculties Council Replenishment Committee
2006-09	Faculty of Graduate Studies and Research Council
2007-08	Humanities and Social Sciences Library, Collections Project Committee
2008-13	Global Citizenship Undergraduate Curriculum Development Committee (& Working Group) Member

2011-13	Safe Spaces Initiative
2012-16	General Faculties Council
2013-16	General Faculties Council Committee on the Learning Environment , Major Teaching Award Holder representative
2014-15	Vargo Teaching Chair Selection Committee, Representative of GFC's Committee on the Learning Environment
2015-16	Nomination of Chancellor Joint Committee
2015-	Chairs' Council
2015-	MOOC Portfolio Management Committee
2016-17	Chancellor Nominating Committee
2016-18	General Faculties Council Committee on the Learning Environment, Teaching Tenure Stream Subcommittee
2019	Free Expression Advisory Group

The Chair has also served the Association of Academic Staff, including in the following capacities:

2000-02; 2005-07	Council Member
2001-02	Equity Committee
2001-02	CAUT Task Force Member
October 28- 30, 2005	University of Alberta Representative at the CAUT Conference on Academic Freedom Post 9/11
2006-07	Teaching and Learning Committee
2007-08	Agreement and Review Committee

Table U - Faculty Service and Participation in Professional or Scholarly Organizations on page 184 provides information about the teaching faculty’s participation in Faculty of Education and University advisory and policy-making bodies.

Administrative Staff

Administrative and support staff also contribute appropriately and enjoy equal opportunity to engage in relevant committees:

Table MM - Administrative Staff Governance

SLIS Staff Member	SLIS , Faculty or University Level Committee
Assistant Chair, Administration (Martyniak, Izabela)	Faculty of Education <ul style="list-style-type: none"> ▪ Faculty Council, 2016-present ▪ Faculty Budget Committee, 2019-present ▪ Assistant Chair (APO) Committee, 2016-present ▪ Technology Advisory Board, 2015-16 ▪ Records Management Committee, 2018-present School of Library and Information Studies <ul style="list-style-type: none"> ▪ School Council, 2018-present ▪ Academic Council, 2018-present ▪ Curriculum Committee, 2019–present ▪ Accreditation Advisory Committee, 2019-20 ▪ Accreditation Working Committee, 2019-20
Graduate Administrator (White, Joan)	University of Alberta <ul style="list-style-type: none"> ▪ Graduate Program Administrator Committee, (GPAC), ongoing School of Library and Information Studies <ul style="list-style-type: none"> ▪ Admissions Committee, 2019-present ▪ Accreditation Advisory Committee, 2019-20 ▪ Accreditation Working Committee, 2019-20
Program Administrator (Mosimann, Cameron)	Faculty of Education <ul style="list-style-type: none"> ▪ Diversity , Equity and Respect Committee, 2019-21 School of Library and Information Studies <ul style="list-style-type: none"> ▪ School Council, 2018-present ▪ Academic Council, October 2019-present ▪ Accreditation Advisory Committee, 2019-20 ▪ Scholarship and Awards Committee, 2019-20

SLIS Staff Member	SLIS , Faculty or University Level Committee
Graduate Award Administrator (Johnson, Gail)	University of Alberta <ul style="list-style-type: none"> Graduate Program Administrator Committee (GPAC), ongoing Faculty of Education <ul style="list-style-type: none"> Diversity , Equity and Respect Committee, 2018-19

Students

SLIS students participate in committees and advisory bodies in the Faculty of Education and represent the interests and concerns of SLIS students and the MLIS program through their statutory participation in GAAC, which includes graduate student membership from each of the Faculty of Education departments. Through this representation, SLIS students are involved in examining and approving proposed calendar changes prior to submission to GFC for approval; examining and approving new programs and program changes prior to submission to FGSR for approval; monitoring and responding to changes in graduate programs in relationship to FGSR; and supporting coordination of graduate programs and initiatives to complement and increase cooperation across units in the Faculty.

SLIS is entitled to one representative on the GSA Council, a University-wide body that represents all graduate students at UAlberta. The GSA representative, who also serve on the Executive of LISSA, represents MLIS students at all GSA general meetings and reports back to the LISSA Executive. These LISSA members are considered GSA counselors and, as such, have voting privileges on all GSA resolutions.

In addition to these councils with statutory membership for a SLIS student representative, students are also encouraged to seek open seats for student positions on [Faculty of Education committees](#) and [University committees](#). An example of a call for student service contributions for the Faculty of Education can be found online [here](#).

Standard V.3 Qualifications of the Administrative Head

The administrative head of the program has authority to ensure that students are supported in their academic program of study. In addition to academic qualifications comparable to those required of the faculty, the administrative head has leadership skills, administrative ability, experience, and understanding of developments in the field and in the academic environment needed to fulfill the responsibilities of the position.

The Chair of SLIS is the executive officer of the MLIS program. The appointment to this executive position is normally for five years with the appointment made by the Dean of the Faculty of Education, following the recommendation of a duly constituted selection committee. The School is subject to the University's uniform search process for the selection and appointment of executive officers and completes the search process in an open and consultative manner by a committee chaired by The Dean of the Faculty of Education. See APPENDIX XLVI: SELECTION OR REVIEW PROCEDURES FOR DEPARTMENT CHAIRS for the applicable procedures. Dr. Toni Samek was appointed Chair effective July 1, 2015, for a five year term (2015-20) following an open international search in Fall 2014. During the Reporting Period, the School has been served in the Interim Chair (former Interim Director) position by Dr. Anna Altmann, an esteemed retired SLIS colleague and former SLIS Director, from July 1, 2013 to June 30, 2015. The search for the next Chair is actively underway; the position has been posted with a January 31, 2020 closing date. The job posting can be found in APPENDIX XXXIII: SLIS CHAIR RECRUITMENT.

The Chair of SLIS has the title mandated for the executive officer of the School and has qualifications, status, authority, and administrative experience comparable to chairs of other departments and directors of other Schools at UAlberta. The Chair's salary is determined by academic rank according to the salary scale negotiated by The Association of the Academic Staff of the University of Alberta and is augmented by a standard stipend of a department chair and, depending upon circumstances, the addition of other financial supplements such as for research assistantship and conference travel where representing the School (e.g. ALISE).

The role of the Chair of SLIS is to provide educational and administrative leadership for the School and the MLIS program and to represent the academic and administrative interests of the School at all other levels of the organizational structure of UAlberta, as well as in the various external communities of interest to the School. The full role is clearly outlined in the document entitled [Selection of Department Chairs Procedure \(Appendix A\): Roles and Responsibilities](#). This document is an appendix to its parent document [Recruitment Policy](#).

Purpose of the Chair

Reporting to the Dean of the Faculty of Education, the Department Chair is charged with a complex, demanding role of providing the management and leadership necessary to enable successful academic endeavours in the areas of teaching, research, and service. During the course of their term(s) as Chair, the incumbent has the ability to have direct impact on their Department and Faculty by working with colleagues to create and/or reaffirm the common vision of success. The Chair then uses their personal reputation to build trust and momentum to move the Department in this direction. Faculty members who take on this role have the opportunity to develop as academic leaders and make a direct contribution to the success of their Department, Faculty and the University.

Key Roles and Responsibilities

Strategically Positions the Department for Success

- Positions and represents the Department in such a way as to ensure that it is acknowledged internally and externally for its contributions.
- Builds the image and reputation of the Department within its discipline so that it has standing not only within the Faculty and the University, but also provincially, nationally, and internationally.
- Promotes strong partnerships which benefit the Department, Faculty and the University.
- Integrates departmental goals with Faculty and University goals and missions.
- Creates a departmental mission in alignment with the Faculty's.

Creates a Positive Working Environment

- Works to build a cohesive Department by promoting a positive, supportive climate with good morale, cooperation, and collegiality.
 - Builds commitment for the Department's vision by encouraging a culture of equity, respect, and collaboration where everyone understands the vision and how they contribute to the Department's and Faculty's overall success.
 - Recognizes and acknowledges the contributions of all.
-

Manages the Administration of the Department within the parameters established by the Faculty and the University

- Makes efforts to find, develop, acquire, and fairly distribute the resources to fulfill the vision.
- Manages the budget. Adopts policies and procedures for the Department that ensure the appropriate stewardship of operating budgets and trust funds. Investigates over-expenditures and possible inappropriate uses of trust funds.
- Designs departmental processes and structures to ensure the smooth operation of the Department.
- Ensures, to the extent possible, the necessary support systems (e.g. space and infrastructure) are available to staff members.
- Understands the legislative responsibilities of their position (e.g. privacy, safety, harassment, accommodation) and responds accordingly.
- Understands the requirements of the University as written in University Policy and Agreements.
- Ensures resources required for teaching (e.g. equipment) are maintained.

Maintains Good Internal and External Departmental Relationships

- Models and fosters good communication within the Department.
 - Represents the Department in dealings with the Dean and Central Administration.
 - Works to support the Faculty and the University as a whole (e.g. through participation on committees).
 - Seeks out opportunities for collaboration with internal and external stakeholders.
 - Deals with conflict between staff members as it arises.
 - Encourages intra-and trans-disciplinary collegial relationships.
-

Develops and Evaluates Departmental Staff

- Works to maintain and improve the performance of the Department by providing individuals with feedback and suggestions for improvement. Promotes faculty development.
- Recognizes superior performance in addition to consistent contribution.
- Ensures junior faculty members are mentored/coached and provided with the opportunities to succeed.
- Ensures all members of the departmental staff (support, Academic Professional Officer, Faculty Services Officer, and faculty) have their performance evaluated in a timely fashion.
- Represents the faculty through the FEC process (i.e. tenure, promotion and incrementation).

Plans for the Future of the Department

- Contributes to the Faculty/University's academic plan.
 - Develops a departmental vision, through collaboration, in order to foster the Department's areas of strength.
 - Recruits to positions that will support the vision into the future and that move the Department into emerging areas within the discipline.
 - Identifies and develops individuals with potential to serve in future academic leadership roles.
-

Builds Academic Programming and Assigns Work Accordingly

- Develops and maintains excellence in academic programming for both undergraduate (in departments where appropriate) and graduate students.
- Contributes to a quality learning environment for students.
- Leads staff in setting and maintaining academic standards/quality UAlberta Policies and Procedures On-Line (UAPPOL).
- Assigns teaching loads equitably while balancing the need to give appropriate time for research.

Plays a Role in Public Relations and Fund Development

- Fulfills the role as determined by each Faculty.

Remains Active in Scholarly Pursuits

- Maintains teaching and/or research activity, and where applicable engages in the practice of their profession, at a level sufficient to remain active in the discipline.
-

Qualifications and Credentials

Dr. Toni Samek is well-suited, with the leadership skills and administrative ability to fulfill the responsibilities of the Chair. Throughout her term, Chair Samek has sought structured mentoring, counsel, and advice from previous SLIS Directors/Chairs, LIS head counterparts at other universities within Canada and beyond, as well as from peer Chairs within the Faculty of Education and more broadly on campus. Her qualifications and credentials can be viewed in her CV available in APPENDIX XXVII: FACULTY CVs. They attest to her research and scholarship, teaching and service, administrative experience, and her profile within the community of practice.

Research and Scholarship

Professor and Chair Dr. Toni Samek is the most senior and longest serving faculty member in the School. She is an award winning academic well known in scholarly and professional circles. Her books include: *Intellectual Freedom and Social Responsibility in American Librarianship 1967 to 1974*; *Librarianship and Human Rights: A twenty-first century guide*; *She Was a Booklegger: Remembering Celeste West*; *Information Ethics, Globalization and Citizenship: Essays on Ideas to Praxis*; and *Minds Alive: Libraries and Archives Now*. Her scholarship has appeared in translation in such countries as Bosnia and Herzegovina, Brazil, Japan, Spain, Sweden, and Turkey.

Teaching and Service

Dr. Samek is the first winner of the *Library Journal Teaching Award* in 2007, and has been awarded a *Faculty of Education Graduate Teaching Award* in 2009, and the prestigious *3M National Teaching Fellowship* from the Society for Teaching and Learning in Higher Education in 2012 (making her the first and only in the LIS field to do so). In 2013, she was honoured with the University of Wisconsin-Madison School of Library and Information Studies *Distinguished Alumna Award*. In 2018, Dr. Samek was awarded an Honorary Membership into the Golden Key International Honour Society, University of Alberta Chapter, in recognition of her academic and career achievements, as well as her ability to build strong connections between SLIS, UAlberta, and students.

Notably, in spring 2019 Dr. Samek was invited by the Provost's Office to serve on the inaugural Free Expression Advisory Group for the University, evidence of her ability to intelligently engage her academic scholarship with practical concerns prevalent in post-secondary education today. She was one of two panelists at the October 8, 2019, Workshop on Free Expression alongside Dr. Eric Adam, Vice-Dean and Professor, Faculty of Law. For more information, see [here](#).

Administrative Experience

Discussed in *Standard V.2*, Dr. Samek is well seasoned in UAlberta administration and higher education more broadly, including two consecutive terms on the CAUT Academic Freedom and Tenure Committee (2007-13).

Community of Practice

Dr. Samek is the recipient of the 2017 Library Association of Alberta *President's Award*, which recognizes the efforts of an individual who has made a major impact on a province-wide basis in the library field in Alberta. She twice convened the Canadian Library Association's Advisory Committee on Intellectual Freedom and served two consecutive terms on the CAUT's Academic Freedom and Tenure Committee. On December 31, 2019 she completed a two year term on the Canadian Federation of Library Associations' (CFLA's) Intellectual Freedom Committee, as well as its Indigenous Matters Committee - both as a representative of the Library Association of Alberta. She serves on the Advisory Board of Canada's Centre for Free Expression, and the Advisory Board of the International Centre for Information Ethics.

Well acculturated in the LIS community, Dr. Samek has made considerable effort to further engage herself in the culture and activities of this community during her tenure as Chair, including leading the Canadian Council for Information Studies (CCIS) for the two year period, January 1, 2017 to December 31, 2018, and regularly attending the annual ALISE conference. In this latter regard, she has attended all of the ALISE conferences in the Reporting Period, presenting at many of them, as recently as September 2019 in Knoxville, Tennessee.

Achievements

Chair Samek is a skilled leader who demonstrates success in guiding a thriving academic unit. The TalentMap Engagement Survey conducted by the Faculty of Education in March 2019 evidences the unit results for SLIS academic staff were the strongest across the Faculty of Education, and in many instances, higher than at comparator institutions. (Non-academic staff results were not calculated for SLIS due to its size.) APPENDIX XXXVI: 2019 TALENTMAP

ENGAGEMENT SURVEY provides the survey results and report. The high SLIS scores are particularly notable considering Chair Samek led the School through significant change in her term, for example: facilities move and renovations; administrative merge, which involved a layoff, a position disruption, a new position, reassignment of job responsibilities, centralization of Finance and HR within the Faculty of Education; 50th anniversary celebration of the School amidst a move; management of the early years of the MLIS online offering; faculty renewal and change in faculty composition; concrete commitments to reconciliation and recruitment, including retention of over 30 Indigenous students and the first home-grown Indigenous instructors at SLIS; program credit reduction (the first in Canada to take the initiative); alignment with new University and Faculty of Education directions following new leadership at the central and decanal levels; and a refreshed *SLIS Vision, Mission and Values Statement*. Chair Samek leads sustained positive momentum with a clear sense of perspective.

Chair Samek has worked with one Senior Administrator and two Assistant Chairs, Administration in the Reporting Period due to a secondment to cover a parental leave and a layoff, in tandem with an administrative merge with the Department of Educational Policy Studies. The Chair has proven she can adapt quickly and brings a mentoring role to her administrative relationships. Indeed, she has paid particular attention to the nurturing of an encompassing collegial environment that is committed to equity, diversity, inclusion, and psychological well-being. She recognizes that the small size of the School is its inherent strength and has thus created a collegial administrative and academic structure that gives voice to all academic staff in decision-making and in the strategic directions of the School and has made every effort to engage staff and students in the School's activities. By way of her longstanding ties to the campus and professional community, Chair Samek has been able to navigate both the academic and the administrative bureaucracies in support of the School. Some example accomplishments, but not an inclusive list, while guiding the School's evolution in the balance of its on-campus MLIS offering and the newer online offering, include:

- fostering inspiration for new vision, mission and values;
- fostering a culture of reconciliation in partnership with Indigenous stakeholders (e.g., in this Reporting Period: LISSA elected its first and second Indigenous student President (Lorisia MacLeod, Kaia MacLeod); LISAA elected its first Indigenous alumni President (Kirk MacLeod); LISSA adopted its first land acknowledgement; and MLIS graduates Kayla-Lar-Son and Tanya Ball co-developed and co-teach the new dedicated Indigenous course);
- guiding teamwork to achieve approval of MLIS program credit reduction, accreditation planning, and continuous assessment activities;
- wrote two *Biennial Narrative Reports* for COA in the Reporting Period - each received by COA with no questions;
- wrote the *Plan for the Self-Study* which was received very positively by Karen O'Brien and ERP Chair Lynn Howarth;
- advancing the governance structure of the School (e.g., all faculty on SLIS Admissions Committee, more inclusion of Assistant Chair, Administration and staff, updates of Terms of References) and records management practices;
- mentoring SLIS faculty with three promotions (two for tenure and promotion to the rank of Associate Professor one for promotion to the rank of Professor), all SLIS sabbatical applications approved in this Reporting Period, and SLIS faculty performing consistently well at FEC;
- fostering teaching excellence (including online), evidenced in the 2019 Exit Survey results indicating that the quality of teaching rose steadily during Chair Samek's term;
- instituting the SLIS Annual Teaching Symposium effective 2017;
- championing (e.g., at DAC) the place of SLIS in the heart of the Faculty of Education, as reflected by SLIS prominence in *Education for the Public Good*;
- strengthening SLIS profile with the Provost's Office, evidenced by inclusion on Free Expression Advisory Group;

- fostering the School in communities of practice, locally and regionally, as evidenced by winning the Library Association of Alberta's *President's Award* in 2017, and across the country and into the North;
- leading the 50th anniversary activity including the launch of an inaugural [SLIS video](#);
- enhanced the School's profile by way of an intensive series of SLIS conference participation and exhibits; and
- partnering with Advancement professionals and Alumni Relations to improve communication with stakeholder communities (Faculty of Education, alumni, practitioners, employers, etc.) resulting in concrete donation funds.

Standard V.4 Staff and Faculty Involvement

The program's administrative head nurtures an environment that enhances the pursuit of the mission and program goals and the accomplishment of its program objectives; that environment also encourages faculty and student interaction with other academic units and promotes the socialization of students into the field.

UAlberta provides institution-wide opportunities for faculty, staff, student, and alumni participation. In this Reporting Period, the Chair continuously built momentum in the evolving SLIS culture for a refreshed *SLIS Vision, Mission and Values Statement* effective May 2019. This sophisticated endeavour communicates the School's critical commitments to conditions for SLIS to successfully demonstrate positive program outcomes within an appropriate academic matrix and an atmosphere that inspires ethical socialization of students into the field. The place of SLIS in the *Education for Public Good* strategic plan, the positive Faculty of Education Engagement Survey results for SLIS, and the extensive evidence on the [Program Assessment](#) web page (e.g., Exit Surveys, Employment Surveys, Practicum Supervisor Surveys) demonstrate the Chair is successful in promoting a healthy and thriving environment grounded in collegiality, shared governances, rights, responsibilities, and human dignity.

In addition to the faculty, staff, and student representation on various institutional governance bodies as discussed previously in *Standard I.1*, *Standard V.2*, and summarized in [Table A - Governance Councils and Committees](#) on page 36, many faculty members have developed research collaborations within and outside of the University. [Table AA - Collaborative Research and Scholarship](#) on page 213 lists these research partners and institutions.

Standard V.5 Administrative Staff Support

The program's administrative and other staff support the administrative head and faculty in the performance of their responsibilities. The staff contributes to the fulfillment of the program's mission, goals, and objectives. Within its institutional framework decision-making processes are determined mutually by the administrative head and the faculty, who regularly evaluate these processes and use the results.

The administration of the School is conducted according to its mandate by GFC; the provisions in the University Calendar; the prescriptions of the Faculty of Education and FGSR; the multiple staff collective agreements; and, the appropriate policies and procedures compiled within the University's official policy repository, [UAPPOL](#). These set a framework for understanding academic decision-making and administrative decision-making for the MLIS program.

The Chair and the Assistant Chair, Administration through their interactions with all faculty on Academic Council, and on an ad hoc basis, bring strong representation of academic requirements and perspectives to administrative decision-making. Academic Council agendas regularly include an Administrative update from the Assistant Chair, Administration (e.g., staffing assignments, facilities, budget), an Associate Chair & Graduate Coordinator's Report (e.g., FGSR policy changes; GAAC news), and a Chair's Report (e.g., student leadership feedback; DAC activity), and allow for a feedback loop.

The past eighteen months have been spent studying, experimenting, and honing staff support and related re-allocation of job responsibilities following the administrative merge of SLIS and the Department of Educational Policy Studies effective April 2018. Today SLIS is truly blessed with an administrative staff that provides support for the Chair, faculty members, adjuncts and sessionals, alumni, and most particularly, the students in the MLIS program. The staff fulfill a

vital part of the School's mission, vision, values, providing support for the success of the program and strategic directions. As a team, they handle administrative processes, provide assistance to the faculty and other instructors at SLIS, offer front-line responses and help for prospective and admitted students as they progress through the MLIS program, and support alumni and other constituents in their engagement with the School. The ethos of the administrative merge has been a positive trajectory, as evidenced in the June 2019 Exit Survey rating of 4.6/5 for the graduate program administration category, higher than in 2018 and prior years in the Reporting Period. SLIS has been notably nimble in this regard.

The administrative staff at SLIS, with their responsibilities very briefly noted here and outlined in APPENDIX XLVII: ADMINISTRATIVE STAFF JOB DESCRIPTIONS, fill the following positions and complete the duties within their positions for the School and the MLIS program. The CVs for the administrative staff can be found in APPENDIX LIV: ADMINISTRATIVE STAFF CVs.

Assistant Chair, Administration

Our SLIS Assistant Chair, Administration is Izabela Martyniak; the School is most fortunate to have an Assistant Chair, Administration / Academic Professional Officer [herein, referred to as Assistant Chair, Administration] who holds both a Bachelor of Commerce and a Master of Technology in Education. This educational background is an immense asset to the role.

The Assistant Chair, Administration is responsible for establishing and coordinating an efficient and effective administrative support system for the teaching, research, and service functions of the School. Reporting to the Chair, the Assistant Chair, Administration is accountable for developing administrative policies and practices to ensure the effective human, physical, administrative, and financial services of the School.

The Assistant Chair, Administration attends meetings of School Council, Academic Council, and Curriculum Committee, and provides support to the Awards, Scholarships and Bursaries Committee. Her mandate is to bring required background and/or new information to these meetings, to ensure proper recording of the proceedings, and to implement resulting decisions. For example, the Assistant Chair, Administration guides the necessary chain of information, in

timely a manner, for curricular change: changes initially proposed by the Curriculum Committee are directed to Academic Council and then on to School Council; once approved at SLIS, she forwards the proposed changes to the GFC for circulation and final approval (and possible objection), and ultimate inclusion in the University Calendar. In addition, the Assistant Chair, Administration attends meetings of the Administrative Strategic Council (campus-wide), Education Administration (faculty-wide), and occasionally other faculty-wide committees, thereby connecting the School with Faculty of Education administrative changes or initiatives.

The Assistant Chair, Administration meets weekly (or more) with the Chair to assess ongoing work, upcoming events, and adherence to strategic directions. One year in advance, in consultation with instructors and with consideration of program needs, available teaching expertise, and financial resources, the Assistant Chair, Administration and the Chair formulate a timetable to best serve the needs of the program. The Assistant Chair, Administration then monitors the School budget and ongoing expenditures, keeping the Chair informed and planning for future expenditures for instructional stipends or for equipment or materials, based on the proposed timetable.

Every winter (unless otherwise requested by the Dean), the Assistant Chair, Administration projects the year-end financial outlook; each spring, she prepares a budget for the next year which is presented to the Dean of the Faculty for approval. The Chair and the Assistant Chair, Administration are advised of any additional 'soft' funds to be made available for the fiscal year, with adjustments to plans made based on this information.

Graduate Administrator

The Graduate Administrator, Joan White, serves as the liaison for SLIS students and faculty with the Registrar's Office and FGSR. She responds to students' needs and requests for information and deals with the administrative details of their programs such as submission of grades and program forms and documents. Within the School and directly for the students, specific duties include: compiling and completing applicant files for review and consideration by the SLIS Admissions Committee; flagging student files for consideration for awards, scholarships and

bursaries; sending applicants letters offering admission or advising denial of their application; providing welcome letters and all entrance program information to incoming students; monitoring student progress during the program with attention to grades, course registrations, forms required, deadlines to be met, and all procedural requirements for the completion of graduate programs; maintaining close communication with the Assistant Chair & Graduate Coordinator and the faculty advisors; attending a variety of recruitment events, and maintaining social media communications to promote the School. (Note: the title Graduate Administrator and Graduate Program Administrator are both used at UAlberta for similar positions. With the administration merge, the SLIS position was re-named Graduate Administrator. Both variants may be found in historical documentation such as the instructional handbook and committee names and terms of reference.)

Graduate Program Assistant

Reporting to the Assistant Chair, Administration and Graduate Administrator, the Graduate Program Assistant, Sarita Ann De Guzman, is responsible for providing graduate administrative support. The Graduate Program Assistant generates admission letters and responds to inquiries from applicants and existing students. Other responsibilities include the monitoring of conditions that require clearing before admission and assisting the Graduate Administrator.

Program Administrator

The Program Administrator, Cameron Mosimann, provides administrative support to the School in a number of capacities. He provides administrative governance support to the SLIS Chair by issuing Academic Council and School Council agendas; liaising within the Faculty of Education to ensure alignment with Faculty and UAlberta expectations; and advancing issues within the School for timely resolution. The Program Administrator issues department communications and social media, ensures website materials are up-to-date, supports student recruitment, and supports the Curriculum Committee for SLIS. He meets weekly (or more) with the SLIS Chair to assess ongoing work, upcoming events, and to plan for successful execution. This role is transitioning to take on SLIS-specific work of the Graduate Award Administrator (see below).

Graduate Award Administrator

This position is filled by Gail Johnson who is primarily working on the Department of Education Policy Studies awards and who is currently transitioning many of the SLIS-specific awards duties to the Program Administrator role (see above). The Graduate Awards Administrator communicates available relevant competitions to graduate students, manages applications for specific awards, and verifies student eligibility. The Graduate Award Administrator also coordinates application packages for assessment for the Graduate Scholarship and Awards Committee and disseminates final results to FGSR.

Administrative Assistant

This position is being filled by Darcy Wolfspirit while Karen Kutzyn is on leave. The key areas of responsibility associated with this position include administrative and technical support to staff and students; timetabling; Teaching Awards administration; entry grading for instructors; filing exams; and maintenance of equipment and facilities.

Re-accreditation Administrator

Former SLIS Assistant Chair, Administration, Nancy Evans, has been re-hired from retirement in a temporary part-time position to support the SLIS Chair in the project management and delivery of the *Plan for the Self-Study*, the *Draft Self-Study*, the *Self-Study*, the ERP site visit, and the in-person meeting with the COA in Chicago in June 2020.

Standard V.6 Financial Support

The parent institution provides continuing financial support for development, maintenance, and enhancement of library and information studies education in accordance with the general principles set forth in these Standards. The level of support provides a reasonable expectation of financial viability and is related to the number of faculty, administrative and support staff, instructional resources, and facilities needed to carry out the program's teaching, research, and service.

Budgeting

The School receives funding from UAlberta through direct allocation of funds to the Faculty of Education. In preparation of these budget cycles, the School engages in an annual budget and financial planning process to account for all anticipated costs for the next fiscal year. Annual costs are similar from year to year as there is a rhythm to the School's programming and budgetary requirements, with factoring for any anticipated changes to revenues and expenses due to inflation or specific income or cost changes. Discussed below, UAlberta is currently transitioning to a rolling 3-year budget planning model—planning three years out, with annual revisions.

The Dean of the Faculty of Education allocates the School's operating budget which includes funding for: continuing appointment academic staff salaries; the Assistant Chair, Administration's salary; enhancement of facilities; travel awards; and special initiatives. The budget allocation for the School is based on the budget proposals submitted by the School's Chair and Assistant Chair, Administration each year and a follow-up meeting between the Dean of the Faculty, the Chair, the Assistant Chair, Administration, and the Dean's Academic Professional Officer to provide further detail and context to budget requests.

Subsequent to the annual budget allocation, the Dean may consider requests for additional funding for matters such as the costs associated with the accreditation of the School; additional term or interim appointments; and, for improvements in teaching and other technologies. The Faculty of Education provides further financial support to the School through the yearly provision of in-kind contributions for administrative support, facilities, and student support.

In addition to operating funding allocated from the University (via the Faculty of Education), SLIS directly receives 85% of the tuition revenue from MLIS online offering courses. The remaining 15% is transferred to UAlberta's overhead account. For a 3-credit course, SLIS receives is \$868 (85% of \$1022) from the tuition, with the remaining \$154 (15% of \$1022) flowing to the University. See [Sample Fee Assessment for Online MLIS Students 2019-20](#). SLIS retains discretion on the spending of these funds. Referencing *Table NN - Sources of Income*,

these funds are reported in the line 'Revenue -Tuition and fees' and are a significant boost to the School's overall revenues.

Other additional funds available to the School but not processed in the same way as the general operating account, include endowment funds, government grants, donations, scholarships and awards, and travel grants which must be spent in accordance with the donors' criteria, such as supporting SLIS student employment and travel, purchase of equipment and materials, student scholarships, and entertainment.

The School's annual income for the last Reporting Period is presented in [Table NN - Sources of Income](#), and a detailed income statement can be found in APPENDIX XLVIII: DETAILED INCOME STATEMENT.

Table NN - Sources of Income

SLIS Sources of Income 2019-2013							
	FY 2019	FY 2018	FY 2017	FY 2016	FY 2015	FY 2014	FY 2013
UA/Faculty of Education Support	\$1,619,345	\$1,652,140	\$1,582,000	\$1,519,934	\$1,518,810	\$1,582,614	\$1,736,210
Revenue -Tuition and fees	\$515,000	\$524,888	\$521,316	\$476,628	\$460,492	\$305,575	\$126,650
Donations	\$7,000	\$16,675	\$5,761	\$24,952	\$7,494	\$17,575	\$9,621
Endowment Capital*	\$233,812	\$224,479	\$221,770	\$219,372	\$212,872	\$211,632	\$210,487
Spending allocation of Endowments	\$15,899	\$12,250	\$11,940	\$11,716	\$11,612	\$11,460	\$12,444
Research Grants*	\$147,456	\$65,423	\$68,771	\$211,195	\$238,563	\$139,097	\$3,240
Total	\$2,538,512	\$2,495,855	\$2,411,55	\$2,463,797	\$2,449,843	\$2,267,95	\$2,098,652
<i>*Research Grants and Endowment Capital are not used for operating budget</i>							

The School uses the UAlberta budget planning system [uPlan](#) which uses Oracle's cloud version to support integrated planning, budgeting and forecasting. Using uPlan assists SLIS with enhanced accountability, transparency, and evidence-based decision-making.

Most recently UAlberta announced the [New Budget Model](#) that is set to go-live for the 2020-21 fiscal year, beginning April 2020. The new budget planning process begins in Fall 2019 for all faculties, with funding distributions starting in April 2020. The new model will allocate revenue on the basis of activity-based-metrics (i.e., course and program enrollment; research grants and expenditures). In alignment with the new budget model and to ensure responsibility and accountability for School resources, the School has prepared a three year budget forecast which can be found in APPENDIX XLIX: BUDGET FORECAST.

Advancement

SLIS is working with staff assigned to the Faculty of Education, in UAlberta's expert [Office of Advancement](#) umbrella, to identify innovative fundraising opportunities and further prospecting of donations intended to directly benefit students through technologies, facilities, and funds for student events. Building on its valued alumni relationships, particularly through LISAA, SLIS continues to leverage the cultural capital of former colleagues as a critical means of connecting with alumni, securing donations, and sustaining the reputation of, and loyalty to, the SLIS MLIS program and its stakeholder community.

In September 2018, in honour of its 50th Anniversary, the School welcomed Hope Olson, who is recently retired from the School of Information Studies at the University of Wisconsin-Milwaukee. Dr. Olson spent 21 years at UAlberta first as an academic librarian and then as a SLIS faculty member. Her research has focused on cultural aspects of subject across cultures and on theory and classificatory structure from a feminist, post-structural, post-colonial perspective using humanities-style text-based methods. In 2017, Dr. Olson received the Margaret Mann Citation and directed OCLC to donate the associated funds to SLIS, as reported [here](#). She became the Knowledge Organization Travel Award, awarded in January 2018, January 2019, and expected to be awarded early in 2020.

Standard V.7 Equitable and Sufficient Compensation

The compensation for the program's faculty and other staff is equitably established according to their education, experience, responsibilities, and accomplishments and is sufficient to attract, support, and retain personnel needed to attain program goals and objectives.

The compensation for the Chair of SLIS, all faculty, and other staff is determined by salary scales and benefits negotiated by the Association of the Academic Staff of the University of Alberta and by the Non-academic Staff Association and are applicable campus-wide. The GSA negotiates payment rates for GRAs. The University salaries are comparable, indeed compare most favorably with similarly situated institutions. [Pay scales](#) and [collective agreements](#) are transparently published on the University's website.

For the purposes of determining appropriate schedules under the [Academic Faculty Agreement](#), the Chair and faculty are administered under [Schedule A](#), sessionals under [Schedule D](#), the Assistant Chair, Administration under [Schedule E](#). The rest of the administrative staff are administered under the [Collective Agreement Between the NASA Non-Academic Staff Association and the University of Alberta, June 29, 2016 to March 31, 2019](#), graduate students fall within the [GSA Collective Agreement](#).

Standard V.8 Research and Ancillary Funds

Institutional funds for research projects, professional development, travel, and leaves with pay are available on the same basis as in comparable units of the institution. Student financial aid from the parent institution is available on the same basis as in comparable units of the institution.

SLIS faculty and students are evaluated on the same basis as faculty and students from other faculties or departments.

Further discussed in *Standard V.11*, SLIS faculty receive full support from the University's Research Services Office and from the Faculty of Education's dedicated Research Facilitation Office (RFO). The *Academic Faculty Agreement*, [Schedule A](#), applies equitably to all faculty at UAlberta, including clauses and articles on sabbaticals (Article A4 of Schedule A), and leaves

(Article 8). All UAlberta faculty are eligible for the [Professional Expense Reimbursement Program](#), which provides an allocation of \$1400.00 to each eligible full-time academic staff member at UAlberta for reimbursement each academic year. (Newly hired staff and staff who are appointed under a contract less than a full year will have a pro-rated allocation based on the months employed during the academic year.) In order to access allocated funds, eligible academic staff must [submit a claim](#). Expenses must have been incurred by the employee and submitted with receipts for reimbursement. Additionally, the Faculty of Education provides [Conference Fund](#) support to which all full-time academic staff members in the Faculty are eligible. The Conference Fund award amount will not exceed \$7,000. Funding for faculty research is discussed in *Standard III.5* and [Table Y - Research Grants Awarded from UAlberta, 2013-19](#) on page 207 summarizes UAlberta research funding received by SLIS faculty during the Reporting Period.

Students are eligible to apply for a wide range of scholarships and bursaries administered by FGSR equal to the opportunities of all other graduate students in similarly situated circumstances. Discussed in *Standard IV.1*, SLIS students have been successful in securing SSHRC Canada Graduate Scholarships and AGES. Policies and procedures of the FGSR are found in the [GSA Collective Agreement](#) which applies to all graduate students at UAlberta. The SLIS website provides a link to [Awards and Funding](#) available through the FGSR. Additionally, discussed in *Standard IV.1*, SLIS students have been awarded a number of GRA positions during the Reporting Period.

Standard V.9 Physical and Technological Resources and Support Services

The program has access to physical and technological resources that allow it to accomplish its objectives in the areas of teaching, research and service. The program provides support services for teaching and learning regardless of instructional delivery modality.

The School's physical facilities and technological resources, created with consideration of MLIS on-campus and online student needs, are regularly evaluated through concrete measures such as space audits conducted by central administration and the Faculty of Education; informal and

formal course evaluations; the SLIS Annual Teaching Symposium; the SLIS Exit Survey; compliance with evolving policy; and interactions between student leadership and the School's administration. Examples of relevant policies or procedures include the University's [Duty to Accommodate Procedure](#) and the [Environment Health and Safety Policy](#). The School complies with the expectations of UAlberta's [Facilities and Operations](#) (Office of the Vice-President).

The School is connected in a number of capacities to ensure adequate technical resources. Jim Boyes, the Associate Director Relationship Management, IST, serves on DAC and has regular interactions with the SLIS Chair, both for point of need support as well as for longer term planning. Multiple SLIS faculty members have served on the Faculty of Education's TAB in this Reporting Period. Minutes of Academic Council and School Council meetings affirm that the School is careful to consider assessment tools and consultations that align with optimal conditions.

As outlined in the excerpt from the *SLIS Sessional Instructors Handbook 2018-2019* found in APPENDIX XXXI: SLIS SESSIONAL INSTRUCTORS' HANDBOOK 2018-19, SLIS recognizes and supports the mutuality between instructional delivery modes and further recognizes the potential benefits of a holistic model for teaching exchanges:

SLIS sustains a vibrant teaching community of faculty and sessional instructors who teach both on campus and online. Much mutuality occurs between instructors.

In the ethos of our teaching community, we are transitioning away from a formal academic lead model, which was greatly helpful in the early years of the launch of the online offering and the growth of our instructor pool. And we are shifting to a less hierarchical and more holistic model for teaching exchanges, which draws on the strength of all of our instructors.

The handbook continues to introduce a number of teaching supports available to all instructors including administrative support from the Assistant Chair, Administration and other administrative staff; instructional design support from Tech-in-Ed; SLIS faculty and adviser support; assessment support; Chair support; the SLIS Annual Teaching Symposium; an eClass forum for the exchange of teaching questions and ideas; and access to the University's CTL.

SLIS strives for teaching and learning parity between on-campus and online offerings; however, in this still early stage of the online offering, by virtue of a shift to admitting less on-campus students, on-campus core and elective course student registration numbers were slowly lowered, but online course numbers were not. Online elective offerings have closer registration numbers to those on-campus than do core courses. The School will continue its work on parity in enrollment management for optimal graduate student experience, for teaching equity for instructors, and for reasonable instructor to student ratios. SLIS is affirmed by the favourable rating of graduates specific to the quality of instruction, the quality of required courses, and the quality of elective courses in the [2018-19 Exit Survey](#).

Standard V.10 Physical Facilities

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 program.

The allocation of all property, base building systems, and equipment owned or leased by the University, is conducted through the office of the Vice-President (Facilities and Operations). Total faculty space allocations, as well as administrative allocations, are reviewed on a regular basis by the Vice-President (Facilities and Operations) and are subject to readjustment as the needs and priorities of the campus community change. A number of [University policies](#) set out the framework for the University's management of its physical properties.

The Faculty of Education is located on UAlberta's main campus (North Campus) in the Education Centre. SLIS is located in Education Centre North on floors five and seven. It adjoins Education Centre South which houses the Herbert T. Coumts Library (Coumts Library), including the Library and Information Science (Z) Collection, conveniently located for the School.

The School relocated to Education Centre North in a phased move starting late May 2018 with final completion of all phases of the facilities upgrades completed in summer 2019. Coming up to, and throughout this period, the School's evolving needs have been based on intensive and extensive planning, review, and consultation involving central staff from Facilities and

Operations, the Dean's office, the SLIS Chair, and Assistant Chair, Administration. The current SLIS space has more than met evolving needs. The School has access to sufficient physical resources and facilities to accomplish the mission, vision, values, strategic directions, and program outcomes of the School and of the MLIS program. The School has developed the facilities and resources available in various faculty, administrative staff, and student areas to accommodate the evolving needs of these groups in the form of instructional classrooms, computing labs, lounge areas, GRA workspace, and dedicated study space. All SLIS spaces are spacious and designed with the comfort and convenience of faculty, students, and staff in mind, as well as the School's constituents who also regularly use these spaces for meetings and events. Detailed floor plans of all levels of the School are located in APPENDIX L: 7TH FLOOR MASTER MAP, APPENDIX LI: 5TH FLOOR MAP, AND APPENDIX LII: EDPS/SLIS OFFICE ASSIGNMENTS.

The SLIS administrative offices and SLIS Chair are located on the 7th floor of Education Centre North. The General Office on the 7th floor houses faculty mailboxes, current and recently graduated students' records, and other School-related records. The lobby space outside of the General Office is used for informational and practical purposes. The lobby space has a 40" LCD TV mounted on the wall and is used for sharing relevant information, such as SLIS news, upcoming events at the School, faculty and student awards, and deadlines. Administrative staff members are well supported and well equipped with the latest technologies in the form of high-speed computers, a wide array of relevant software programs, and a range of peripheral devices, such individual scanners and color printers. The location of the General Office enhances contact between the School's staff, faculty, and students and allows office staff to offer timely assistance to students, faculty, and visitors.

The faculty offices are on the 5th floor and are easily accessible to the 7th floor by elevator and stairs. These offices are spacious and newly renovated - each has large windows that provide natural light, and include space for desks, computer systems and equipment, bookshelves, cabinets, and seating arrangements for meetings with guests, students, or other faculty members. Other spaces on the 5th floor include the SLIS Boardroom (5-152), a conference room (5-109), a Faculty and Staff Lounge (5-182), washrooms, photocopying, supplies and storage

room (5-182A and 5-182B), an office for SLIS adjuncts and sessionals (5-172, 5-174 and 5-176), and a SLIS accreditation meeting office serving double duty as the ERP room (5-107). The main interactions between SLIS faculty and students occur on this floor.

The School uses a diverse range of classrooms, both in dedicated SLIS space on the 5th (5-180 and 5-102) and 7th floors (7-102, 7-114, 7140B, and 7-152) of the Education Centre North Building as well as more broadly throughout the Education Centre North and South buildings. The variety in classroom sizes serves the program well and is considered in the scheduling of classes, taking into account class size, technology requirements, instructor needs, course content, and format (e.g., lecture style versus seminar format). Physical resources and facilities in each of the School's classrooms are IST grade, further discussed in *Standard V.11*.

Fostering both a sense of responsible ownership and of belonging are important mandates for LISSA. The Student Lounge on the 5th floor (5-182) has two offices, one used by LISSA (5-102F) with the second accommodating SLIS GRAs (5-182E). To this end, the Student Association manages and administers the assignment of the available lockers in the basement of Education Centre South. Comfort and security, and welcoming spaces for studying and socializing, are important attributes of a satisfying student experience at SLIS, which LISSA contributes to through their work within the School.

Standard V.11 Instructional and Research Facilities

Instructional and research facilities and services for meeting the needs of students and faculty include access to information resources and services, computer and other information technologies, accommodations for independent study, and media production facilities.

Research Services

The [Research Services Office](#) (RSO) supports researchers and administrators by providing services focused on the identification of potential funding sources, assistance with the application process, and guidance with the financial management of awards. The role of the RSO is to provide the University's research community, partners, and sponsors with

professional, client-focused research administration through central and distributed services while meeting the requirements of research funding sponsors and supporting the University's vision and mission. The RSO supports researchers by

- developing and enhancing research administration-related systems applications,
- holding workshops/educational sessions on various aspects of research administration,
- distributing information/materials on various research administration matters,
- liaising with sponsoring agencies, faculties, departments and central units on research administration issues,
- providing distributed research administration services within faculties, and
- compiling statistics on research applications and awards.

The RSO works within a set of [Research Policies and Procedures](#) applicable to research conducted at UAlberta. Within this context, the RSO assists SLIS faculty in obtaining funding to support their research and in managing funds when granted, ensuring that funding sponsors' guidelines are adhered to, thus protecting faculty's integrity and on-going ability to access funds from funding agencies. All RSO services are equally available to all faculty members of UAlberta and orientations to RSO services are offered regularly to advise faculty of their services. The RSO also sponsors meetings and workshops with representatives of the Social Sciences and Humanities Research Council (SSHRC), the Natural Sciences and Engineering Research Council, and the Canadian Institutes of Health Research—to name only three of the key University funding sponsors. SSHRC is a major federal funding agency for researchers in the School, and SLIS faculty have demonstrated an excellent rate of success in obtaining and managing these grants. Major awards from external agencies with faculty as Principal Investigators or Co-Investigators can be found in [Table Y - Research Grants Awarded from UAlberta, 2013-19](#) on page 207.

The Faculty of Education hosts a Research Facilitation Office (RFO), a Faculty-based extension of the RSO, to overcome the challenges in research administration resulting from the volume, value, and complexity of research awards. The School is most ably served by the Faculty of Education RFO under the leadership of Lan Chan-Marple. Lan Chan-Marple is the first point of

contact for SLIS researchers with regard to research administration matters. The RFO is available to respond to a wide range of queries related to research policies and funding sponsors guidelines; to provide advice and information on research funding opportunities; to review grant applications; to authorize official applications, proposals, and letters of intent; to mentor researchers as they develop funding applications; and to work with the RSO on the administration of research funds according to University and funding sponsor policies. The RFO also administers a portion of the University Conference Fund and provides subvention, upon application, to SLIS faculty or students for the hosting of scholarly conferences or symposia.

Technology Services and Resources

Faculty of Education [Tech-in-Ed](#) and UAlberta's centralized IT department, [IST](#), provide SLIS with technological support, including technical help to staff, faculty, and students; assistance with classroom and lab needs; hardware repair service and troubleshooting as required; and the provision of wifi and wireless services. IST provides the majority of technical support services to units across campus.

[Tech-in-Ed](#), located in the same building as SLIS, provides IT services to SLIS, such as equipment loans (including individual laptops, projectors, microphones, iPads, flip-cameras, etc.) and equipment purchasing and consultation services. Support and help for video conferencing, including audio-visual consultation, set-up, recording and video editing services for classes or events is provided. In addition, Tech-in-Ed provides and supports the [Education Learning Commons](#) (ELC), a learning environment in which students, faculty, instructors, and staff in the Faculty of Education can develop critical digital literacy in the areas of teaching, learning, research, and administration. ELC is equipped with the following facilities and resources:

- Tech-in-Ed Student Mentors, technically savvy graduate and undergraduate Education students, who provide just-in-time tutoring on educational software and help with technical issues, and who may also work with instructors and their students to develop and deliver customized resources and support for course assignments or technology-related activities;

- individual workstations with desktop computers running both MAC OS and Windows, and loaded with useful software;
- collaborative workspaces equipped with large LCD displays that can be connected to multiple laptops;
- interactive white boards (SMART boards);
- break-out rooms for small groups; and
- short term loan of specialized equipment.

In addition, the Faculty of Education has created the [Research Innovation Space in Education](#) (RISE) located in ED N 2-111 which can be used by Education faculty researchers and their GRAs to work collaboratively, have access to a variety of technology, and receive technical and statistical support. Each area in the space can be configured to support various aspects of the research process. The following software is available on computers in RISE:

- Data Analysis
 - SPSS 24 Statistics (only available on the Mac Mini in the large media pod)
 - SPSS 24 AMOS (only available on the Mac Mini in the large media pod)
- Microsoft
 - Windows - Available on Mac Minis & Macbook Airs
 - Office - Available on Mac Minis & Macbook Airs

- Apple
 - iPhoto - Available on Mac Minis & Macbook Airs
 - iMovie - Available on Mac Minis & Macbook Airs
 - Garage Band - Available on Mac Minis & Macbook Airs
 - Pages - Available on Mac Minis & Macbook Airs
 - Numbers - Available on Mac Minis & Macbook Airs
 - Keynote - Available on Mac Minis & Macbook Airs
 - Notes and Presentation
 - Smart Notebook - Available on Macbook Airs
 - Omni Outliner - Available on Mac Minis & Macbook Airs
 - Skype - Available on Mac Minis & Macbook Airs
- Media
 - VLC Media Player - Available on Mac Minis & Macbook Air

The Faculty of Education, through the Tech-in-Ed unit, oversees the Faculty Purchase Program (Evergreen Program) whereby all continuing appointment faculty members are eligible to purchase an upgraded computer (desktop or laptop) for teaching and research purposes every five years. The Evergreen Program will cover the cost of a new computer to a maximum of \$1,500. The Evergreen Program document for faculty members and support staff is available in APPENDIX LIII: EVERGREEN PROGRAM In addition, faculty members can use the [Professional Expense Reimbursement](#) program which provides eligible academic staff with an annual allocation of funds of up to \$1,400 for the reimbursement of eligible expenses incurred for the performance of their professional responsibilities, including computer equipment and software.

SLIS students have 24/7 access to six Apple iMacs located in the Student Lounge which include: email accounts through the UAlberta system, full Internet access including wireless, access to a vast range of electronic databases and LIS informational resources for research through UAL, and a wide variety of current software programs for course assignments and projects. In addition, SLIS students and faculty can use any of the Faculty of Education four computer labs

maintained by IST. These labs are located in Education N 3-108, Education N 3-110, Education S-155A and Education S-155B.

In addition to the use of computers in the various labs, SLIS faculty, staff, and student have access to the following:

Printers:	two laser printers, including one multi-functioning machine with printing, copying, and scanning capabilities and one colour printer for faculty, staff, and sessionals (some faculty members have in-office printers)
Scanners:	one in the General Office and one in the SLIS photocopier room's multi-functioning machine (some faculty members have in-office scanners)
Audio-Visual and Other Equipment:	Overhead projectors, slide projectors, digital audio recorders, a video camcorder, cameras, VCRs, televisions, cordless mice, and pointers (this equipment can be moved between classrooms as needed)
SLIS-designated SMART Classroom:	SMART Classrooms (i.e., Room 5-180 and Boardroom 5-182) have a projector, retractable projector screen, sound system and amplifier, a document camera, a wireless microphone, a DVD player, a computer, and a touch screen

Standard V.12 Libraries, Media Centres, and Information Technology Units

The staff and the services provided for the program by libraries, media centers, and information technology units, as well as all other support facilities, are appropriate for the level of use required and specialized to the extent needed. These services are delivered by knowledgeable staff, convenient, accessible to people with disabilities, and are available when needed.

Information Technology Support and Services

As described throughout *Standard V*, the IT support staff, facilities, and services provided to SLIS by various campus units and facilities, including, but not limited to, CTL, IST, Tech-in-Ed, and computer labs, are more than adequate for the level of use required by the School, and are

specialized to the degree needed for MLIS program requirements. Most of the School's facilities, including the SLIS Student lounge and offices, are available to authorized users 24/7. SLIS benefits from priority booking in a number of Faculty of Education and University computer labs and from the availability of many support services and facilities when needed.

Online Course and ePortfolio Support

To facilitate standard practices, the eClass Learning Management System powered by Moodle is the course management tool used by UAlberta, and by SLIS, in the delivery of the School's online courses. In addition, eClass is used by instructors to create a virtual classroom for on-site courses, including the posting of course syllabi, assignment details, and for facilitating online discussion and assignment submissions.

[CTL](#) maintains and operates eClass for organizing and delivering online course content. CTL maintains and continually improves the system, allowing students the flexibility of anytime/anywhere access within a secure, familiar, and easy to navigate interface. CTL provides a variety of services and support, including teaching services, technology services, and instructional resources.

CTL also manages and provides support to UAlberta's ePortfolio system which is powered by Mahara. The ePortfolio system helps students keep a record of their studies and achievements throughout the course of their degree. As discussed in the *Introduction to Standard II*, all course-based MLIS students are required to complete an ePortfolio for their capping exercise requirement, while thesis-based MLIS students are not. Although simple and intuitive to use, CTL offers a workshop for SLIS students that addresses the requirements of the capping exercise any associated queries and concerns. [Tech-in-Ed](#) offers additional eClass and Mahara (and other) support through [professional development](#) and [consulting](#) to faculty and staff, and through their [Customized Assignment Support Program](#) for students. These services are a particularly valuable support for sessional instructors and new faculty members.

Professional Development and Consulting Services provides:

- Workshops and Training Sessions: Regular professional development opportunities for students, staff, and instructors
- Coaching and Mentoring: One-on-one coaching and mentoring to faculty and staff members to gain technology skills necessary to move forward in their teaching and research
- Mobile Devices and Equipment Integration: Consultation on mobile devices and equipment integration (e.g., tablets, interactive whiteboards) and their use in classes and research
- Assignment Support: Instructors who want to create assignments that incorporate technology receive assistance in creating meaningful and realistic tasks for students. Students can get the guidance and help they need to successfully complete assignments
- Research Consultation: Consultation services on technology to support a variety of research activities, including technical requirements, ethics application advice, and basic training opportunities
- eClass Support: Consultation and coaching on effective pedagogical use of eClass, as well as technical support
- Mahara Support: Troubleshooting for primarily students for the development of their eportfolios

Library Support and Services

The [UAL system](#), ranked 2nd in Canada and 29th out of 114 in North America by ARL in Fiscal Year (FY) 2018 on the *ARL Library Investment Index*, provides broad support to the School through its extensive collections, staff resources, and facilities. UAL enjoys tremendous support from the University administration, students, and faculty. The Libraries are part of the Learning Services portfolio within the University, with a current budget of approximately \$50 million, with approximately \$25 million dollars spent on collections. This equates to a ranking of 23rd for total materials expenditures in FY 2018 in North American ARL libraries. UAL's collection numbers over 8.2 million volumes representing over 5.4 million titles.

The Herbert T. Coutts Library (Coutts Library), located in UAlberta's Education Centre South, provides a convenient, readily available, and accessible resource for the School. During the term, the Coutts Library is open Monday through Thursday from 8am to 8pm, Friday from 8am to 6pm and Saturday & Sunday from 11am to 6pm. The Coutts Library houses a large, thirty station computer lab, with numerous other computer stations available throughout the 3rd floor of the library. The Coutts Library is accessible and provides access to all floors via an elevator and several height adjustable and accessible workstation options. As well, a gender-inclusive washroom is available in the library space. There are multiple student study spaces available for students at the Coutts Library that can accommodate small and large groups and come equipped with a variety of technologies including large display monitors and an interactive white board.

The Coutts Library houses a dynamic, integrated reference and circulation service, provides instructional programming, and maintains course-based reserve services. The Library and Information Science (Z) collection is housed at the Coutts Library. The entire UAL's extensive collection of print and electronic resources is available via the [library website](#) and is supported by a variety of in-person, chat, email, and text messaging services. UAL has worked proactively to develop services that meet the needs of students, staff, and faculty. Some of the most distinctive service developments include:

- data visualization and digital scholarship services via the Library's Digital Scholarship Centre;
- short videos to highlight important services and resources;
- online research LibGuides for each major subject discipline;
- digital initiatives services that include digitization, web archiving, and institutional repository services including streaming media; and
- data research management services including access to Dataverse and assistance with data management plans.

UAL's overall collection budget has remained stable over the past five years, though spending power has fluctuated due to the exchange rate between the Canadian and US dollars. Acquisitions processes have been streamlined and centralized over the past five years so subject-level budget allocations are no longer being used. It is, therefore, impossible to determine the proportion of the budget spent on LIS materials; however, given an e-preferred policy and the regular purchase of many publisher direct ebook frontlists and journal packages, as well as extensive approval plans, UAL offers good coverage of current content related to LIS topics. UAL also subscribes to relevant LIS databases such as Library & Information Science Source (LISS), Library & Information Science Abstracts (LISA), and Education Resources Information Center (ERIC). All SLIS students and faculty have 4-month term-loan privileges for borrowing from the library's print collection and all have campus computing IDs (CCIDs) that enable remote access to licensed electronic resources.

UAL staff and librarians, particularly those in the Humanities & Social Sciences and the Coutts Library, have developed close working relationships with the School. Many librarians are invited to deliver presentations in SLIS classes and enjoy providing this practical expertise as a way to support the learning of students and faculty. Their presence within the School also provides students with valuable networking opportunities. SLIS students are encouraged to use the UAL's extensive print and electronic reference collection for courses, such as *LIS 503: Reference and Information Services*. They are also encouraged to bring research questions to the Service Desk, where well-trained staff are always eager to help them. UAL have also supported student learning by mentoring many *LIS 590: Practicum* experiences for SLIS students, pairing a librarian with a student who engages in practical work experience. In addition, each year, UAL and SLIS offer a [Collaborative Work Program](#), wherein a substantial number of part-time paid positions are offered to SLIS students who work in a variety of service areas to gain valuable work experience. During the Reporting Period, UAL has employed more than sixty SLIS students in paid para-professional positions in libraries across the UAL system.

UAL provides additional employment opportunities for SLIS students. The Libraries' Indigenous Internship provides an opportunity for Indigenous students to make a contribution to UAL while pursuing their MLIS. The two-year internship includes:

- A part-time paid position in one or more of the UAL unit libraries, undertaking various duties including public service and research or project work. In the event the intern is unable to work in Edmonton, project work that can be done at a distance may be an option.
- Tuition (full-time or part-time) paid for a student entering the master's degree program (on-campus or online) at SLIS for up to two years.

UAL also offers an [Academic Library Residency Program](#) which *Table JJ - UAL Internships Held by SLIS Alumni, 2013-19* on page 244 demonstrates has provided early career employment to twelve SLIS graduates during the Reporting Period.

The Coutts Library appoints a library liaison representative to the School. Currently, SLIS alumna Dr. Allison Sivak fills this role. The library liaison meets regularly with a designated SLIS representative, as well as other SLIS faculty and students, and attends SLIS School Council sessions as required. In these meetings, the library liaison seeks input for the selection of materials for the collection and provides support for instructional and research needs. The liaison librarian works closely with SLIS faculty members to purchase these titles and to introduce them to the services that the Library offers.

As discussed above, the Coutts Library has one computer lab on the main floor of the Library. Coutts Library also has numerous public workstations, which are located on all three floors of the Library. The lab is conveniently accessible to SLIS faculty, staff, and students and can be used for instruction purposes. Printing service is available in the Coutts Library.

Accessibility

UALberta is obligated by legislation to provide disability-related accommodations to students with disabilities to the point of undue hardship. The University's [Duty to Accommodate](#)

procedure which includes accessibility to services as well as physical accommodation, ensures accessibility and safety by removing barriers which affect the wide range of students with disabilities. As such, all buildings and services used by SLIS faculty, students, staff, sessionals, adjuncts, alumni, and visitors are accessible. The University supports for prospective/current students, staff, and faculty with disabilities affecting mobility, vision, hearing, learning, and physical or mental health can be found [here](#).

Standard V.13 Review of Policies and Requirements

The program's systematic planning and evaluation process includes review of its administrative policies, its fiscal and support policies, and its resource requirements. The program regularly reviews the adequacy of access to physical resources and facilities for the delivery of face-to-face instruction and access to the technologies and support services for the delivery of online education. Within applicable institutional policies, faculty, staff, students, and others are involved in the evaluation process.

As part of the annual budgeting process, administrative and fiscal policies for the School are normally reviewed by the faculty at the beginning of the Fall Term. The SLIS faculty sets annual goals at its May planning retreats, reviewing information from Academic Council and institutional initiatives (e.g., *For the Public Good, Education for the Public Good*) to develop goals for the following year(s). *Standard I.1* sets out the decision-making process at SLIS, including the flow of information into Academic Council for consideration from various committees, feedback mechanisms, and constituents.

Additionally, each year, Academic Council meets in an annual retreat. Here challenges and opportunities for the vision, mission, values, overarching aims or strategic directions, program outcomes, and School administrative work come into consideration and often prompt action items set for the forthcoming year(s) and, in turn, trigger agenda items for School Council.

Comments from individual course evaluations, meetings of LISSA leadership with the SLIS Chair, the School's Exit Surveys (which measure student satisfaction with the School and the MLIS program) are regularly analyzed for desired enhancement of facilities at the School. From these, and in order to address student concerns, the School's [Strategic Directions](#) for 2018-19

promised “Visitors to the School and website will experience enhanced inclusive signage, spaces, and resources”. These proposed advancements were approved at the May 2017 SLIS Academic Council Retreat and were achieved - of course in context - before the first phase of the SLIS move in late May 2018. In the Rutherford South space, for example, as evidenced in the *Biennial Narrative Reports*, the SLIS lobby was refreshed with new signage; bathroom signage in Henderson Hall was changed from gender neutral to gender fluid; 3rd floor bathrooms were fully renovated; and the first-floor student lounge was fully renovated.

From *Standard V.10*, the Vice-President (Facilities and Operations) is responsible for the administration of University space and on-going evaluation of its usage. Guided by the [Space Management Policy](#), consultations take place with faculties with regard to efficient use of space, improved planning capabilities for space, furnishings, equipment and growth, and access to technology and accommodation of special needs.

The Faculty of Education’s [TAB](#) assists in reviewing the changing needs of integration and support of technology into teaching and learning, research, and administration. However, after consulting TAB members, the work of TAB is suspended until further notice as the Faculty of Education explores an alternative approach. Described in *Standard V.12*, SLIS benefits from leading-edge technology services and support from the IT support staff, facilities, and services provided by various campus units and facilities, including, but not limited to, CTL, IST, Tech-in-Ed, and computer labs.

Standard V.14 Documentation of Administration, Finances, and Resources

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

Decision-making is well evidenced in the agendas and minutes of the School with [School Council minutes](#) posted on the School’s website, and minutes from other committees available on site for ERP access. Since the administrative departmental merger, changes to records management practices ensure that all SLIS records are maintained on a shared drive – with

appropriate confidentiality protections – to facilitate continuity of access that transcends personnel turnover. A generic SLIS governance email account has also been operationalized.

SLIS, of course, is transparent with, and accountable to, the Dean’s Office regarding finance, human resources, and administration. Each of these areas is necessarily reviewed on an annual basis as part of the annual budgeting process and are conducted according to the policies and procedures of the Faculty and the University. The Faculty’s integrated planning, budgeting and forecasting is documented through its use of the UAlberta budget planning system uPlan. SLIS (and all) faculty must submit an annual report to their Chair which forms the basis for the annual performance review by FEC. The Faculty of Education’s administrative decision-making is well documented in the records of its [councils, committees, and boards](#) and must align with the University’s documentation expectations and practices. For example, [Faculty Council minutes](#) and [GAAC minutes](#) are transparently posted on the Faculty’s website.

Finally, UAlberta as a publicly funded institution must transparently and equitably conduct its operations to the highest level of scrutiny, including the public posting of its [collective agreements](#), [pay scales](#), [policies and procedures](#), and [GFC decisions](#).

Standard V.15 Evaluation of Administration, Finances, and Resources for Program Improvement

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

Exit Surveys provide feedback not only on the academic aspects of the MLIS program, but also include a selection of questions addressing program resources and services. In the June 2019 Exit Survey, in all categories except one, respondents provided a rating of 4.0 or greater on a scale of 1 to 5. The School is proud of this evaluation, especially as the move to Education Centre North during the summer of 2018 was accomplished with, at least initially, minimal (and less than expected) impact on student satisfaction levels. This is a testament to the School’s intensive and extensive planning, review, and consultation involving central staff from Facilities

and Operations, the Dean's office, the SLIS Chair, and Assistant Chair, Administration – and to the total care and attention given to constituent needs garnered, for example, at Academic Council and with student leadership meetings with the Chair and Assistant Chair, Administration. As discussed in *Standard V.10*, due to careful planning and advocacy, the current SLIS facilities meet or exceed faculty and student needs in almost every way. It should be noted, though, SLIS is always realistic. The next Exit Survey report will be compiled in summer 2020. It is anticipated that the SLIS move (coinciding with the elongated ethos of the administrative merge, plus a limited number of elective offerings in 2018-19 to prepare for the impact of the credit reduction) created a challenging matrix of critical variables that will have played into the student experience in the 2018-19 academic year especially. Given a good number of students having had that 2018-19 experience will graduate by June 2020, SLIS is expecting to see a dip in scores and comments from a limited cohort of graduates to reflect this unique context and is working doubly hard this year to reset back to normal.

Technology Support for the on-campus MLIS offering is the single area related to program resources and services that rated less than 4.0 in the June 2019 Exit Survey. At 3.7, the score was the same as in 2018 and better than in 2017, but lower than those of the online cohort for the same category. It is expected that the move to the Education Centre complex with closer proximity for on-campus students to Tech-in-Ed resources, and with further promotion by the School and its faculty, will encourage SLIS on-campus students to better utilize this support resource. The next survey reporting period will be the first where (the majority of on-campus) respondents will have completed their program exclusively in the Education Centre setting. Proactively, the School has taken a number of measures to enhance the competencies related to the use of technology in teaching to benefit of all students. In addition to specific teaching supports offered by CTL and Tech-in-Ed, the School has acted to recognize and support the mutuality between instructional delivery modes, including the SLIS Annual Teaching Symposium which provides a forum for sharing of best, including technology-related, practices and has spurred the on-going forum for the eClass community to continue the sharing of best practices and teaching resources with less technology-savvy instructors.

SLIS's online MLIS offering is innovative in the Canadian LIS field and at UAlberta. With this offering, the School has improved both its fiscal performance and strengthened the MLIS program for both the online and on-campus cohorts. In particular, through the ability to generate revenue from online tuitions and retain stewardship of its use, the School has been able to greatly expand the size and scope of its program offerings by funding sessional instructors who bring significant experience and unique subject matter expertise to the MLIS program. The School's unique mix of faculty and sessional instructors also allows a nimbleness that facilitates dynamic program evolution. With seven years of experience administering the online program and associated budgeting decisions, the School understands its cost base and program needs and has demonstrated its sustainability as a self-supporting program. Critically, the School is well poised and prepared for the new UAlberta [Budget Model](#) which allocates revenue on the basis of activity-based-metrics in which SLIS already tracks strongly. Through the online offering, the School has reduced geographic barriers for students, providing access to students who might not otherwise have access to an ALA-accredited program, while reducing its physical space allocation needs on the UAlberta campus. With budget accountability that includes the cost of sessional instructors, the School has proven adept at ensuring its timetable offers the classes demanded by its students and offered by instructors who attract sufficient students to ensure class size optimization. Optimization measures such as space requirements and class size will be critical in the allocation of funds in the new UAlberta Budget Model that is set to go-live for the 2020-21 fiscal year. With the groundwork in place from the strategic management of the online offering, SLIS approaches the upcoming budget cycle from a position of strength and confidence.

Summary and Conclusions

As Dean Tupper affirms, Chair Samek is a fierce champion for SLIS. The School enjoys a very positive relationship with the Faculty of Education, and within the limits of its ability, the Faculty has been extraordinarily supportive of SLIS, both financially and in all other administrative matters. The University is similarly supportive. Financial support for SLIS is adequate to generous. Within this environment, the School meets all conditions associated

with the best practices embedded or implied in the *2015 Standards*. Its autonomy is ensured in governance and it regulates its selection, evaluation, tenure, and promotion of its faculty. SLIS works within the FGSR broad guidelines for the selection of its students. Faculty, staff, and students are active in School, Faculty, and University committees and councils. The School has excellent support staff. Decision-making and planning are part of a regular and collegial process. The faculty and staff complements are holding at strong levels. Significant enhancements have been made to teaching and learning environments. Finally, the School, in its new location in Education Centre North on the UAlberta campus, has more than adequate access to sufficient physical resources and facilities to accomplish the mission, vision, values, goals, program outcomes, and objectives of the School and of the MLIS program.

Areas for Future Development

- The School will continue its work on parity in enrollment management for optimal graduate student experience, for teaching equity for instructors, and for reasonable instructor to student ratios.
- SLIS will continue to assess and monitor emerging and evolving trends and developments as they apply to the School's teaching and learning environments and will upgrade its technologies and facilities accordingly, within: (1) the context of the School's budget and available funding; and (2) by continued liaising with colleagues in Advancement.
- SLIS will seek partnership with Indigenous artists who may work alongside SLIS students, faculty, and staff, to curate a dedicated space within SLIS facilities for the purpose of inspiring reflections and commitments to reconciliation. In this process, fundraising will be required to ensure appropriate consultation, including with elders in accordance with this March 28, 2019 statement:

The University of Alberta recognizes the importance of honorarium to First Nations, Métis and Inuit individuals in a culturally sensitive way. These payments are most often considered 'Gifts' - a long Inherent and Traditional Custom in most Indigenous cultures today. Guidelines to assist employees when making these payments have been developed

with consultation from other Canadian educational institutions as well as across the University of Alberta, including Human Resource Services, Supply Management Services, Office of the Provost and Vice-President (Academic), Dean of Students, First Peoples' House, and the Faculty of Native Studies. These guidelines and associated forms are available on the [Honoraria](#) page of the Human Resource Services website.

- Having now settled into its space in Education Centre North, following a campus space audit, SLIS is well positioned to co-develop a strategy with LISSA to inspire long-term commitments to sustainability, including annual engagement with [Sustainability Awareness Week](#)

CONCLUDING REMARKS

The preparation of the *Self-Study* involved all SLIS faculty members and staff, under the guidance of the SLIS Chair, Dr. Toni Samek. Preparations for the review have been a particularly useful orientation for the School's three new tenure-track faculty members and for the new Assistant Chair, Administration. The SLIS Re-accreditation Administrator, Nancy Evans, provided counsel and advice on the process throughout; assisted in locating sources of evidence, editing and proofreading; and, ensured compilation of the five Standards. The contract editor/auditor, Cheryl Trepanier (who is a SLIS alumna) ensured a clear, crisp, and accountable narrative, plus an accessible appendix set, that together formed a coherent whole. The School approached preparation for re-accreditation as a collaborative and consultative process, broadly based among all SLIS faculty and staff, students, and alumni, employers, practitioners, and others. Special thanks are extended to the Accreditation Advisory Committee and the Accreditation Working Committee for their generous, skilled, and sustained efforts throughout the process.

This *Self-Study* provides evidence demonstrating how UAlberta's MLIS program at SLIS complies with the *2015 Standards*. It provides a foundation for understanding the context and environment in which the School operates, offers a comprehensive overview of the School and the MLIS program, clearly articulates numerous planning and assessment processes for the ongoing development and improvement of the MLIS program, and addresses important areas for the School's future as it moves forward in a dynamic professional and academic environment.

The period embraced by the *Self-Study* has seen new leadership; the School has embarked upon a review of its vision, mission, and values, ensuring harmony with the intentions of its host institution and transparency with the communities and clients it serves; the curriculum has evolved and been mapped out as appropriate; the first MLIS online offering in Canada was launched; a renewed focus on recruitment continues to attract outstanding students; a refreshed visual identity has been introduced; new facilities in the heart of the Faculty of Education's Education Centre have been settled into; the School's milestone 50th anniversary

was celebrated; and, critical engagement with reconciliation has begun. Throughout the Reporting Period, the School has undergone many changes and has thrived. As strong as the MLIS program is at the present, it will be stronger still as SLIS strives for the next level of achievement.

This is an exciting time for the School. SLIS looks forward to continuing to build on its gains as it refines the program's curriculum, transitions to new leadership, enhances its faculty cohort, and actively recruits students who intelligently engage with the world of imagination, information, and ideas for learning, citizenship, and connecting communities. SLIS will continue to negotiate its way forward through a challenging new provincial political climate. While it poses a threat to the post-secondary landscape (and others) in Alberta, it also offers a clear catalyst for continued intelligent future-driven decision making. SLIS is, and will continue to be, nimble, adaptable, and resilient throughout changing circumstances without losing sight of its history, traditions, and values. Led by President Turpin and documented on the regularly updated [University Budget](#) webpage, the School is already deeply engaged with related work on the UAlberta campus. The School's engagement with the new landscape is, and will continue to be, driven by a commitment to the long-term best interests of the School, the MLIS program, and its host faculty and institution. This involves ongoing consultation with SLIS stakeholders to ensure that the MLIS program continues to meet their needs. There will be continued development of strategic directions in light of constituent feedback, ongoing program assessment, and reflective of emerging practices in the field and in higher education, as well as an ethos of compliance expectations of the COA.