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**MLIS External Program Advisory Committee (MEPAC)**

26 September, 2024

10 AM to 12 PM

3-119 Ed North

Hybrid/Zoom Remote

**Present:** K. Gariepy (MEPAC Chair and SLIS Director)  
D. Allard, H. Amendt (on behalf of L. Winton), C. Carpan (on behalf of D. Lacroix),  
S. De Guzman, N. Erickson, C. Freitas, A. Kamel, J. Kung, D. Lafitte, D. Laforest, L.  
Latta, C. Lynch, L. MacLeod, P. Martinez, M. McNally, T. Oliphant, O. O'Neill (on  
behalf of GELA President), J. Pringle (on behalf of K. Anderson), D. Rathi, J.  
Rodger, J. Tupper, C. Voth

**Regrets:** A. Bernardo, M. Chernyavska, M. Mrazik, B. Reyes Ayala, T. Samek, M. Shane

**Minutes:** C. Freitas

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Materials before members are contained in the official meeting file. Votes were conducted by a show of hands unless otherwise noted.

*Call to Order and Land acknowledgement.*

1.0 Territorial acknowledgement (**K. Gariepy**)

2.0 Roundtable Introductions

Members were asked to introduce themselves and their role on MEPAC.

3.0 Approval of Agenda dated September 26, 2024

|                                                                                                         |
|---------------------------------------------------------------------------------------------------------|
| <p><b>Motion:</b> It was moved by D. Allard, seconded by S. De Guzman, that the agenda be approved.</p> |
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**CARRIED**

4.0 Approval of Minutes dated November 24, 2023

- Amend: The UAL Library Liaison should be included in the list of members marked present.

- Amend (Item 11.0): The second and third bullet points should read that the comments were made by the UAL Chief Librarian, not the UAL Library Liaison.

**Motion:** It was moved by D. Allard, seconded by D. Rathi, that the minutes be approved as amended.

**CARRIED**

## 5.0 Continuing Business

## 6.0 Officer's Reports

### 6.1. Director's Report (**K. Gariepy**)

K. Gariepy presented the Director's Report (attached).

### 6.2. Administrative Updates (**C. Freitas**)

- The Program Assistant introduced themselves to the Committee. The Program Assistant provides general administrative support to the School, including governance administration, event coordination, accreditation support, and executive assistance to the Director, Dr. Kenneth Gariepy.
- As MEPAC Secretary, the Program Assistant provides administrative support to the Committee, including the preparation, distribution, and archiving of agendas and minutes.
- SLIS Administration hosted an online New Student Orientation on August 23rd. 45 students joined the live Zoom session. SLIS Administration also developed an orientation eClass page, which includes resources and information to support new and returning MLIS students during their time at SLIS and the UofA. We have 80 students enrolled in the eClass page so far.

## 7.0 Members' Reports & Updates

### 7.1. Graduate Coordinator/MLIS Admissions Report (**T. Oliphant**)

- "Student Admissions & Demographics 2024" was presented on screen (attached).
- The Graduate Coordinator is working alongside the Graduate Program Administrator and a SLIS faculty member to support scholarships and awards work for SLIS. This includes nominations and adjudications for awards administered by FGPS and SLIS.
- FGPS Update: The University is aiming for an enrollment growth target of an additional 60,000 students by 2030. Course-based master's programs have been flagged as areas of growth.

### 7.2. UofA Libraries Library Liaison Report (**C. Carpan**)

C. Carpan presented the Library Liaison report (attached).

### 7.3. Faculty of Education Budget Update (**J. Tupper**)

- The University of Alberta has implemented a new budget model effective fiscal year 2024-25. The model is activity based so the budget allocation is tied to Faculty activities such as teaching and research. There is a three year period of transition to help Faculties adjust to the new model. Thus, the full budget reduction is not immediately realized.
- From fiscal year (FY) 2023-24, the Faculty faces a 21.7% reduction in total allocation from the University. The Faculty of Education has been allocated \$1,205,347 for FY 2024-25 to reduce the transition reduction from Budget Model 2.0. Over the next three years, as the budget model is implemented, the Faculty of Education allocation is reduced by approximately \$2.5 million dollars.
- The reasoning for the budget reduction is complex, but includes factors such as reduced financial support from the provincial government, deferred maintenance liability costs, and inflation.
- In the new budget model, there is a shift from the Faculty receiving 85% of the revenue and Central receiving 15% for non-standard tuition programs (such as the MLIS). Going forward, the Faculty will receive 70% of the tuition with 30% going to Central for administrative costs.
- The budget model advances a new model of revenue distribution that sees the majority of tuition dollars follow students. When an Education student takes a class outside the Faculty, 60% of the tuition goes to the teaching Faculty, 30% to Central for administrative costs, and 10% to the home Faculty. When an Education student takes an education class, the Faculty receives 70% of the tuition with the remaining 30% to Central for administrative costs. Undergraduate Education students take almost all of their courses outside of the Faculty in years 1 & 2 of their degrees, so there are significant implications for tuition revenue to the Faculty under this new model. The Faculty will need to look at ways to increase tuition flow back into the Faculty without affecting students' learning experience and compromising teacher training certification.
- One way to increase revenue would be to increase the number of international students, however, the undergraduate Education program isn't designed for international students due to teacher certification requirements in Alberta. Additionally, the provincial government has recently capped the number of international students for graduate programs.
- Of note, the Faculty of Education doesn't have the same level of access to large industry/government grants as other Faculties (e.g., Engineering, Medicine, Science). The Dean is advocating for a more equitable access to grants so there isn't such a disparity.
- The Dean broke down the details of how the Faculty distributes its budget. Notably, salaries and benefits account for 95% of the Faculty's budget, with the remaining 4.5% allocated to non-salary expenditures.
- Specific Initiatives from the Provost's Office:
  - Enrolment expansion possibilities with Targeted Enrolment Envelope proposals to the Government for the Augustana collaborative program, accelerated teacher

education pathways, and increases to the FTE allocation of B.Ed. students for the Faculty.

- Reduction of the number of program pathways in our Bachelor of Education program.
  - Continue to expand the course based graduate opportunities offered through the PLU.
  - Explore possibilities for Education Clinical Services cost neutral in the short term and revenue generating in the long term.
  - Provide a short and long term plan for faculty renewal, demonstrating how it will advance long-term teaching and research goals, and the funding sources to support any growth.
- The Dean of Education expressed gratitude to SLIS and the work that the School does; the MLIS is a flagship program in the Faculty, and was the first course-based master's program in the Faculty to increase enrollment.
  - During the question period, a faculty member expressed gratitude for the Dean's transparency regarding the budget situation. The Dean affirmed that transparency is vital to the success of the Faculty as we navigate this situation.
  - The EPL CEO asked whether there is any way they can advocate for the Faculty. The Dean expressed gratitude, and explained that advocacy work through alumni engagement as potential donors, sharing success stories and the good work that the Faculty is doing, and helping folks in the broader community to understand the constraints that the Faculty and the University are facing, are all ways to advocate for the Faculty and its programs.
  - The SLIS Director commented on the important role of information professionals as advocates for high quality service and equitable access to information, especially when considering the current political climate and rise of mis/disinformation. The Director was recently appointed to the University Senate, where he will continue to advocate for SLIS amongst a diverse group of stakeholders and representatives.

## 8.0 New Business

### 8.1. CoA Special Report (**K. Gariepy**)

- The Director provided some background on the CoA Special Report, due to the Office on Accreditation on Oct. 1. The Special Report was requested from the CoA for information regarding the restructuring that occurred in 2022 in relation to the five accreditation standards. SLIS aims to keep the CoA informed on how the School is changing to ensure continued accreditation.
- The CoA recently welcomed a new Chair, and the SLIS Director hopes to meet with them soon.

### 8.2. LIS 590 - Notice of Motion (**K. Gariepy**)

- The Notice of Motion to discontinue LIS 590 will be brought to a vote at the next SLIS Academic Committee (AC) meeting on Oct. 18, and was included in the agenda package for transparency.
- The Director clarified the governance process for course discontinuations. If the motion passes at the AC meeting, it will then be brought to MEPAC for a vote. If the motion passes at MEPAC, it would then go on to the Graduate Academic Affairs Council (GAAC). GAAC is a subcommittee of Education Faculty Council and includes student representatives.

## 9.0 Information Items

9.1. MLIS Admissions Discussion (May 13, 2024)

9.2. EDID Calibrations in Adjudication Processes (May 13, 2024)

## 10.0 Announcements from Members

- The Provincial Archivist announced that the Provincial Archives of Alberta will be hosting their 36th annual film night at the Metro Cinema on October 4. The featured film this year will be "The War Between US" by Canadian filmmaker Anne Wheeler. Admission is free.
- The EPL CEO announced that they are working with a PhD student from the [Alberta Machine Intelligence Institute](#) (AMII) on a machine learning project to identify lapsed EPL memberships and undertake processes to re-engage community members. EPL's Heritage Valley Branch will be moving to an [expanded location](#), with aims to open to the public in 2025. EPL has hired two UofA grads as interns to support two research projects: one on digital literacy and the other focussing on collections and spaces. EPL's annual fundraising Gala, "[Books + Cooks](#)," will be held on October 19.
- The Public Library Services Branch Director designate announced that their branch hosted a symposium on digital literacy in June. They are now in the preliminary stages of planning for next year's symposium. The [Libraries Act](#) and [Libraries Regulation](#) were revised in May through a red tape reduction lens. The revised legislation states that municipalities with populations over 10,000 people require an MLIS professional on staff, but does not specify the capacity. Regional library systems require one MLIS professional on staff for every 25,000 people. There were no changes to the legislative requirements for MLIS employment and education.
- An ATS member and Director of the Yellowhead Regional Library shared that the [Stronger Together](#) library conference will be held on October 3-4. There are currently over 400 registrants, many of whom are MEPAC members and SLIS students. Students receive a discounted registration rate so they can take advantage of this excellent networking and experiential learning opportunity.

## 11.0 Question Period

- The ATS Representative noted that there is reference to LIS 590 in the University Calendar. The Director affirmed that the course will be removed from the Calendar in time for Fall 2025 once it goes through the governance process.
- The LISSA On-campus student representative asked for permission to share the minutes from this meeting with SLIS students, particularly regarding the discontinuation of LIS 590. The Director is meeting with the LISSA President later this afternoon, and they will relay this information to MLIS students.

## 12.0 Adjournment

**Motion:** It was moved by J. Kung, seconded by D. Allard, that the meeting be adjourned.

**CARRIED**

*Meeting Adjourned at 11:24 AM*

AC (Academic Committee)

ALA (American Library Association)

ALISE (Association for Library and Information Science Education)

ATS (Academic Teaching Staff)

CoA (Committee on Accreditation)

EDID (Equity, Diversity, Inclusion, and Decolonization)

EFC (Education Faculty Council)

EPL (Edmonton Public Library)

FGPS (Faculty of Graduate & Postdoctoral Studies)

FoE (Faculty of Education)

GAAC (Graduate Academic Affairs Committee)

GoA (Government of Alberta)

LISSA (Library and Information Studies Students' Association)

PLU (Professional Learning Unit)

SLIS (School of Library and Information Studies)

UAL (University of Alberta Libraries)

## **SLIS Director's Report to School Council**

**Sept. 26, 2024**

Welcome to campus! I hope that you had a good summer, took some time to relax, recharge, and renew, and are looking forward to the Fall semester in your respective organizations.

### **Students**

The School of Library and Information Studies extends warmest congratulations to MLIS students Amy Lim, recipient of both the American Library Association (ALA) [Spectrum Scholarship](#) and the Association for Research Libraries (ARL) [Kaleidoscope Program Scholarship](#), and to Euncho Ko, recipient of the ALA Spectrum Scholarship!

### **Teaching & Learning**

I would like to extend my sincere gratitude to Graduate Coordinator Dr. Tami Oliphant, Program Assistant Chantelle Freitas, and Graduate Administrator Sari de Guzman for their valuable contributions to, and participation in, the New Student Orientation (NSO) held last Friday and the NSO eClass. Their efforts greatly enhanced the experience for our incoming students. As of now, we have 45 students enrolled in the eClass, and we hope that more will watch the recordings of both the Faculty-level orientation and the SLIS event that followed it. During the orientation, I had the pleasure of delivering the welcoming remarks. I emphasized the significance of fostering connections and living in relation with one another, which is central to our educational mission.

### **Accreditation**

Program Asst. Chantelle Freitas has deployed the Exit Survey. Later this Fall, the Employment Survey will also be administered, and the School will contract someone to conduct the analysis and reporting of the data.

I am currently drafting the Special Report in response to the Office for Accreditation's request dated April 19th. The report aims to address the specific points raised in response to the 2022-24 Biennial Narrative regarding restructuring and to help ensure compliance with accreditation requirements.

I have been acclaimed as the Indigenous representative on the Faculty Evaluation Committee. In this role, I will be attending several training sessions, both within and outside the Faculty of Education, over the coming weeks. This position will allow me to contribute a unique perspective and participate actively in the evaluation process. I will

report my appointment to the CoA in relation to Standard III - Faculty and look forward to working with the other members of the Committee, including Dr. Rath.

I was honoured when asked to put my name forward as representative for General Faculties Council to the University of Alberta Senate. My three-year term began Sept. 11 and is an opportunity to also raise the profile of, and advocate for, the MLIS and the School, as appropriate in relation to Senate's mandate and work, as well as its Senate Strategic Plan, which we have just begun to revise.

### **Budget**

In response to current fiscal pressures, the School has been asked to identify possible cost-cutting measures. This initiative aligns with the new Budget Model 2.0, which has introduced changes to the revenue distribution. Under Model 2.0, the Faculty of Education will receive 15% less tuition revenue compared to Budget Model 1.0. The Dean advises that the "revenue split is 70% to the Faculty and 30% to University Wide services when the courses are offered by the Faculty to our own students. [For] courses taken outside the Faculty, the tuition revenue split is 60% to the teaching Faculty, 30% to University Wide services, and 10% to the program the student is enrolled in."

These changes will require careful consideration and strategic planning to ensure the effective management of resources and the continued delivery of high quality education. To those ends, I have requested one-on-one meetings with the Office for Accreditation and the Associate Dean (Integrated Strategic Initiatives) to discuss how the Faculty-level strategic planning process can support Standard I - Systematic Planning.

### **Communications & Outreach**

With support from Chantelle, the following was reported for the Fall issue of *ELAN*, the newsletter of Ex Libris

"SLIS extends warmest congratulations to the 60 MLIS graduates who convoked on June 19, 2024 in the Universiade Pavillion (Butterdome). In other student news, Mikaela LeBlanc and Myles Shingoose received the 2023/24 [COPPUL Indigenous Student Awards](#) valued at \$22K each, and Myles also received the Saskatchewan Library Association's [Indigenous Student MLIS Education Bursary](#) valued at \$5K. SLIS received a record 331 applications for Fall 2024, with 93 students set to begin their studies in September, demonstrating the

continuing high demand for, and competitiveness of, the accredited program. Two incoming students were awarded entrance scholarships valued at \$17K each. In faculty news, esteemed colleague Prof. Dr. Toni Samek is named [Scholar-in-Residence for 2024-2025](#) at TMU's Centre for Free Expression. SLIS is also pleased to announce the re-appointment of Academic Adjunct Colleagues Dr. Kathleen DeLong, Gail de Vos, and Pilar Martinez, along with the new appointment of Dr. Margaret Law."

At the invitation of the President of the Library Association of Alberta (LAA), I was interviewed as a "key informant" regarding the future of the organization, which has hired consultants to help it articulate a path forward to either financial viability or dissolution. During the interview, I made three recommendations: (a) the value proposition for membership must be clear to students, (b) SLIS should be involved in discussions about professional development across Alberta along with the current stakeholders (e.g., LAA, the Alberta Library), and (c) the Association should consider a fresh start by changing its name. A summary of conversations will be provided by the end of September and there will be follow-up meetings with interviewees.

Please accept my very best wishes for a productive and fulfilling term ahead!

Respectfully submitted,

Dr. Kenneth D. Gariepy



# Student Admissions & Demographics MEPAC 26 September 2024



UNIVERSITY  
OF ALBERTA

# ADMISSIONS: Number of applications & acceptance rate for 2024-2025

## **Record number of applications:**

On-campus: 101

Online: 210

**TOTAL: 311**

## **Acceptance Rate:**

- 65 out of 210 for online stream: 31% acceptance rate
- 53 out of 101 for on-campus stream: 53% acceptance rate

**Indigenous students: 2 On-Campus, 6 Online**

# **ADMISSIONS: Both streams**

**On-campus MLIS: 53 offers given**

- MA/MLIS: 4 students

**Online MLIS: 65 offers given**

**International students admitted for Fall 2024:**

- 6 international students—4 on-campus and 2 online

# Fall 2024 Current Students–On-campus

## On-campus: 53 offers given

- **5 deferrals** to Fall 2025
- **39 students** are listed as current students whether in the MLIS or joint MA/MLIS
  - **8 international on-campus** including **1 international MA/MLIS**
  - **30 domestic students** and
  - **4 MA/MLIS students**–(**1 international**; **3 domestic**)

# Fall 2024 Current Students—Online

## **Online: 65 offers given**

- **6** deferrals—all domestic students
- **57** current students
- **1** international student

This year's cohort is from:



- Canada
- China
- Columbia
- Ghana

- Kenya
- South Korea
- United Kingdom
- United States

## Languages:

- ASL
- Bengali
- Cantonese
- Dutch
- Farsi
- French
- German



- Igbo
- Japanese
- Korean
- Mandarin
- Spanish
- Turkish
- Yoruba

# Fall 2024 Current Active Students

## **Current active students in all years of their program:**

**Total Number of Students: 266**

- 15 Indigenous—13 online; 2 on-campus
- Current international students (12 total):
  - on-campus stream: 7
  - online stream: 3
  - MA/MLIS: 2

# SLIS Council Library Report September 26th, 2024

Submitted by: [Denis Lacroix](#) & [Carolyn Carpan](#)

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## UofA Library Webpage

- New look of the Library webpage: <https://www.library.ualberta.ca/>
  - New logo
  - Buttons and links have been rearranged
  - New page entitled [How to use the Library](#) brings together the essential knowledge for using the Library
  - New Library guide or Libguide entitled [How to Research](#) on the foundational elements of information literacy

## Library Workshops

- As always the Library offers a number of workshops open to all: see the Library's homepage for a list of all [upcoming workshops](#), e.g. 3D printing basics, Research communications design and presentations, nVivo, ORCID, Generative AI, etc.
- Library subject librarians are available to deliver in-person or virtual sessions to SLIS courses, please let Carolyn and Denis know of any library informational session needs.

## Generative AI in the Library

- Libguide now published: <https://guides.library.ualberta.ca/generative-ai>

## Integrated Library Service (ILS) to Library Services Platform (LSP) Migration

- Alma and Primo VE from ExLibris have been selected as the Library's new Library Services Platform (LSP) and Discovery System
- The UofA Library has begun its LSP implementation, data migration, and roll-out which is taking place from now until December 2025.
- NEOS consortium libraries will continue to have access to most collections through Interlibrary Loan or other reciprocal borrowing arrangements during this transition.

## Collections

- New agreements for OA publishing with Elsevier and Oxford University Press eliminate APCs for 2024-2026: <https://www.library.ualberta.ca/research-support/open-access/apc>

## Library Strategic Goals for 2024-2025

- Nine new strategic goals for the Library are available online on the Library's Mission, Vision and Priorities page (<https://www.library.ualberta.ca/about/vision>) some of which are migrating to the new LSP, advancing open access and open scholarship, and continuing to evolve how the Library describes, presents, acquires, and shares materials related to Indigenous peoples

## Vice-Provost (Library & Museums) & Chief Librarian

- Dale Askey will be returning from his administrative leave October 1st and resuming his duties as vice-provost (Library & Museums) and chief librarian

## CAPAL Membership

- One of my colleagues at Rutherford Library has a contact at McGill who is co-chair of the CAPAL Membership Committee. The committee is looking for ways of contacting Canadian information school students who might be interested in joining CAPAL. CAPAL has a special promotion going on right now where students can join for \$10. There are several library schools across Canada (like McGill) who are able to spread the word but no one for the University of Alberta. Would it be possible to promote this among SLIS students?



**NOTICE OF MOTION TO DISCONTINUE LIS 590 - PRACTICUM as presented to the SLIS ACADEMIC COMMITTEE on AUGUST 30, 2024.**

**1. BACKGROUND**

LIS 590 was originally co-developed in the 1990s by Drs. Samek and Oberg (see Samek & Oberg, 1996; 1999). Despite its initial benefits, a review conducted by the SLIS Director, in consultation with Risk Management and AC, has revealed several issues that necessitate reevaluation of its continued viability. The key issues are as follows.

**2. RATIONALE**

- a. **Administrative Burden and Costs.** The process of negotiating multi-year legal contracts (educational agreements) between SLIS/University of Alberta and the administrations and/or boards of trustees of each practicum site across Canada, which is now required for both on-campus and online students, will prove to be administratively cumbersome, duplicative, and costly, especially now that SLIS has no dedicated APO or Associate Chair and most students are studying at a distance<sup>1</sup>. For example, Risk Management estimates that SLIS should allow 4-6 months per contract just for the University's side of administration. The increased workload involved in managing and renewing these contracts would detract significantly from the efficiency of the program's administration relative to recent enrollments in the course. That must also be considered in the context of Budget Model 2.0 and its effects on the Faculty of Education over the next three fiscal years.
- b. **Decreasing Enrollment.** There has been a noticeable decline in enrollment numbers in the course, both pre- and post pandemic, which exacerbates issues related to its administrative costs. The Faculty-level enrollment policy stipulates a minimum of 12 students for course viability, which has been difficult to meet consistently over the last five years, as shown in the following table.

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<sup>1</sup> As of Fall 2024, the MLIS has 253 students, 215 of whom live outside Metro Edmonton.

| Academic Term | Enrollment |
|---------------|------------|
| Spring 2023   | 16         |
| Fall 2022     | 9          |
| Spring 2022   | 7          |
| Fall 2021     | 5          |
| Spring 2021   | 2          |
| Winter 2021   | 5          |
| Fall 2020     | 10         |
| Spring 2020   | 0          |
| Fall 2019     | 7          |
| Spring 2019   | 16         |
| Fall 2018     | 14         |
| Spring 2018   | 13         |

- c. **Administrative Burden on Site Hosts.** Site hosts, particularly those in the Capital Region who support placements for the on-campus learning stream, face an increased administrative burden due to the requirements of negotiating and (potentially) renewing educational agreements. This is in addition to the administrative costs of hosting a practicum student for 100 hours (scheduling, training, supervising, evaluating, etc.). Moreover, the additional workload could impact the School's ability to guarantee a meaningful and consistent learning experience in LIS 590 across the on-campus and online learning streams. The potential lack of parity could be flagged by the Committee on Accreditation in relation to Standard II (Program-level Outcomes & Curriculum) because the accreditation applies to one program with two delivery modes, not two programs delivered in two delivery modes.
- d. **Employment Statistics.** Current [Employment Survey](#) data shows that many students are already employed in the LIS sector, strongly suggesting that LIS 590 is no longer as critical for their career development as it once was. The 2021 survey, published in May 2023, notes that "also evenly distributed between streams, 74% of 2021 respondents participated in LIS-related employment during their degree."
- e. **Ethical Concerns.** The ethics of unpaid labor in the course are a concern because students are required to identify their potential practicum placement(s) themselves, pay tuition fees, and work unpaid for 100 hours. It is noteworthy that students in the online learning stream pay differentiated tuition, compounding questions of fairness and equity, especially for economically disadvantaged students.

- f. **Focus on Experiential Learning.** The university's budding emphasis on experiential learning across programs such as the MLIS necessitates a reevaluation of how the program's curriculum aligns with contemporary best practices, standards and professional competencies, and changes in higher education practice and student needs and expectations. LIS 590, with its set 100-hour requirement, may not adequately reflect today's professional LIS contexts or support the diverse learning needs of MLIS students.

## **Summary**

The discontinuation of LIS 590 is proposed in response to significant concerns regarding legal requirements, administrative efficiency, relevance, and equity. The motion seeks to address these issues while fostering a more effective and modern approach to experiential learning within and across the LIS program. SLIS is committed to exploring and proposing alternative methods for integrating practical experiences into the MLIS program that better align with contemporary practices and address the diverse needs of students.

**University of Alberta**  
**Master of Library & Information Studies**  
**Special Report by Dr. Kenneth D. Gariepy, SLIS Director**

| ACADEMIC UNIT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | ADMINISTRATIVE UNIT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Standard I - Systematic Planning</b></p> <ul style="list-style-type: none"> <li>SLIS is a de facto academic department in the Faculty of Education (FoE) from 1991 to June 30, 2021               <ul style="list-style-type: none"> <li>Per General Faculties Council (GFC) motion, accreditation is <i>sine qua non</i></li> </ul> </li> <li>SLIS Academic Council functions as a department council</li> <li>Authority for program held by SLIS School Council (deviation from <i>Post-secondary Learning Act</i>)</li> <li>SLIS professors are members of Education Faculty Council (EFC)</li> <li>SLIS has its own mission, vision, and values statements aligned with FoE strategic plan <i>Education with Purpose</i> (2019-2024)</li> <li>MLIS Exit survey administered by FoE and MLIS Employment survey by SLIS</li> </ul> | <p><b>Standard I - Systematic Planning</b></p> <ul style="list-style-type: none"> <li>SLIS is an admin. unit in FoE after dissolution of depts.; accreditation is <b>not</b> <i>sine qua non</i> per, GFC motion</li> <li>SLIS Academic Council dissolved because an admin. unit cannot form a dept. council               <ul style="list-style-type: none"> <li>SLIS Academic Committee (AC) formed with similar membership</li> </ul> </li> <li>Authority for MLIS transferred from SLIS School Council to EFC and delegated to Graduate Academic Affairs Committee (GAAC) per <i>Post-secondary Learning Act</i> <ul style="list-style-type: none"> <li>GAAC includes MLIS Grad. Coordinator (GC) and a student; MLIS faculty members can be elected to it</li> </ul> </li> <li>MLIS External Program Advisory Committee established with similar membership to School Council</li> <li>SLIS professors are members of EFC</li> <li>Strategic planning at Faculty, College, and University levels ongoing (10+ new plans, including Indigenous)</li> <li>SLIS continues to have its own mission, vision, and values statements</li> <li>MLIS Exit and Employment surveys administered by FoE</li> </ul> |
| <p><b>Standard II - Program-level Outcomes (PLOs) &amp; Curriculum</b></p> <ul style="list-style-type: none"> <li>SLIS has its own Curriculum committee</li> <li>MLIS has unique PLOs</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p><b>Standard II - Program-level Outcomes (PLOs) &amp; Curriculum</b></p> <ul style="list-style-type: none"> <li>SLIS Curriculum committee responsibilities transferred to SLIS AC; MLIS has unique PLOs</li> <li>MLIS course outlines vetted by GC for FoE policy compliance</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <p><b>Standard III - Faculty</b></p> <ul style="list-style-type: none"> <li>SLIS professors and Academic Teaching Staff (ATS) report to SLIS Director</li> <li>Director has seat on FoE Faculty Evaluation Committee (FEC), Academic Teaching Staff Evaluation Committee (ATSEC), and Dean's Advisory Committee (DAC)</li> <li>Director evaluates faculty and ATS, makes incrementation recommendations, presents files for tenure, promotion, sabbatical to FEC, and presents files for promotion to ATSEC</li> <li>Director mentors professors for tenure, promotion, and sabbatical</li> <li>Director signs-off on research grants and research, teaching and service awards, etc.</li> </ul>                                                                                                                                           | <p><b>Standard III - Faculty</b></p> <ul style="list-style-type: none"> <li>Professors and ATS teaching in the MLIS program report to Director by delegated authority of the FoE Dean</li> <li>Director has seat on DAC but <b>not</b> FEC or ATSEC; MLIS-affiliated faculty (incl. Director) can be elected to FEC</li> <li>Dean of Ed. evaluates <b>all</b> faculty members (100+) per <i>Collective Agreement</i> clauses regarding non-departmentalized faculties; Dean makes incrementation recommendations, presents files for tenure, promotion, and sabbatical to FEC; Dean presents files for promotion to ATSEC</li> <li>Director mentors and evaluates ATS</li> <li>Assoc. Dean Research and College Office of Research staff offer support for research grants and related awards</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                    |
| <p><b>Standard IV- Students</b></p> <ul style="list-style-type: none"> <li>MLIS Admissions Committee chaired by SLIS Assoc. Chair/GC; Director recused; recommendations for admission go to Faculty of Graduate Studies &amp; Research for approval</li> <li>SLIS Scholarships, Awards &amp; Bursaries Committee makes decisions and recommendations</li> <li>Demand is high for MLIS program but capacity is limited</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                           | <p><b>Standard IV- Students</b></p> <ul style="list-style-type: none"> <li>MLIS admissions process led by GC with members of AC; Director recused; recommendations for admission go to (renamed) Faculty of Graduate &amp; Postdoctoral Studies for approval</li> <li>Record numbers of applications received to MLIS 2023-2025; demand is very high but capacity is limited</li> <li>SLIS AC Scholarships &amp; Awards subcommittee makes decisions and recommendations</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <p><b>Standard V - Infrastructure</b></p> <ul style="list-style-type: none"> <li>SLIS Director is de facto Department Chair through 2022/23 academic year and is member of Chair's Council and faculty union</li> <li>Director responsible for accreditation per delegated authority of FoE Dean</li> <li>Director assigns teaching &amp; service, sets timetable, hires ATS with support of Admin. Prof. Officer</li> <li>SLIS has Assoc. Chair/GC, APO, F/T Grad. Admin., F/T Prog. Coord., P/T Reaccreditation Officer, and receives support from Tech. in Ed. and Courts Education Library</li> <li>Facilities 'ownership' and administration decentralized to FoE</li> <li>No college system at University of Alberta</li> </ul>                                                                                                      | <p><b>Standard V - Infrastructure</b></p> <ul style="list-style-type: none"> <li>SLIS Director is head of admin. unit from 2023/24, member of Chairs' Council and faculty union</li> <li>Director responsible for accreditation per delegated authority of FoE Dean</li> <li>Director assigns teaching, sets timetable, hires ATS, prepares ATSEC promotion files</li> <li>Reduced dedicated admin. support for SLIS; no dedicated APO; P/T Grad. Admin.; no Assoc. Chair; GC has some non-MLIS duties; no P/T Reaccred. Officer; ongoing pressure to reduce hours of F/T Prog. Coordinator</li> <li>Admin. support for accreditation transferred to FoE central Admin. and SLIS Program Coordinator</li> <li>Courts Ed. Library closed and collection moved to another library; support from Tech. in Ed. continues</li> <li>Centralization of facilities ongoing; authority for space now with College of Social Sciences &amp; Humanities</li> <li>Some upgrades to Education Complex: classroom technology, gender inclusive washrooms, elevator upgrades</li> <li>Budget Model 2.0 implemented 2023/24; FoE deficit waived 2024/24 but cutbacks continue for three fiscal years</li> </ul>             |