Self-Study

University of Ottawa
School of Information Studies

Master of Information Studies

Submitted to the Office for Accreditation

American Library Association

August 16, 2021

uOttawa

Faculté des arts
École des sciences de l'information

Faculty of Arts
School of Information Studies

Required Information

Unit	École des sciences de l'information / School of Information Studies (ÉSIS)
Brief Description of MIS Program	The bilingual Master of Information Studies (MIS) program is offered on-site at the University of Ottawa and requires 45 credits for completion. The MIS curriculum is delivered through three options: the course-based option (15 three-credit courses), the CO-OP option (15 three-credit courses and an 8-month full-time work placement), or the thesis option (11 three-credit courses and a thesis). All candidates must complete six compulsory courses plus a capstone experience. All candidates must satisfy the second-language requirements of this bilingual (English/French) program by following a minimum of one quarter (25%) of their courses in their second language. Full-time students are normally able to complete the program requirements in two years. Students on the CO-OP option must study full-time. Students following the course-based or thesis options may complete the program on either a full-time or a part-time basis. Candidates must complete all program requirements within five years.
Chief Administrator of the Unit	Mary Cavanagh, Director
Parent Institution	University of Ottawa, Ottawa, Ontario, Canada
Chief Executive Officer	Jacques Frémont, President and Vice Chancellor
Chief Academic Officer	Jill Scott, Provost and Vice-President, Academic Affairs
ÉSIS Reports to	Dr. Kevin Kee, Dean, Faculty of Arts

COA *Standards for Accreditation* Addressed in the *Self-Study*	*Standards for Accreditation of Master's Programs in Library and Information Studies*, 2015, revised January 28, 2019
COA *Accreditation Process, Policies and Procedures (AP3)* Used in the *Self-Study*	Fourth Edition, 2015, updated through May 4, 2020
Program Seeking Continued Accreditation	Master of Information Studies (MIS) / Maîtrise en sciences de l'information (M.S.I.)
Regional Accrediting Agency and Current Status	Universities in Ontario are not "accredited" as such. However, the Ontario Universities Council on Quality Assurance (OUCQA) is an arm's length body designed to ensure rigorous quality assurance of university undergraduate and graduate programs (https://oucqa.ca/). OUCQA is responsible for the approval of new undergraduate and graduate programs, as well as auditing each university's quality assurance processes on an eight-year cycle. The MIS was approved in 2008 and was audited in 2016.
Contact Information	School of Information Studies (ÉSIS) University of Ottawa 55 Laurier Ave E. (DMS 11101) Ottawa, Ontario, K1N 6N5, Canada Telephone (General Office): (613) 562-5130 Fax (General Office): (613) 562-5854 Email (General Office): esis@uottawa.ca Website: https://arts.uottawa.ca/sis/

Preface

This *Self-Study* has been prepared as part of a comprehensive review of the Master of Information Studies (MIS) program offered by the School of Information Studies at the University of Ottawa. The comprehensive review is required to secure continued accreditation of the program by the Committee on Accreditation (COA) of the American Library Association (ALA).

The accreditation process overseen by the COA involves the continuous assessment and evaluation of a program and the enhancement of the program's operations. Continued accreditation status is granted to an accredited program that continues to demonstrate compliance with the Standards for Accreditation of Master's Programs in Library and Information Studies following a comprehensive review.

The *Self-Study* has three purposes:

- to document the program's compliance with the *Standards*
- to describe how the school plans to maintain the accredited program and to continue compliance with the *Standards*
- to serve as an ongoing planning and assessment tool for the program

A draft of the *Self-Study* was submitted in May 2021 for review by an External Review Panel (ERP) appointed by ALA. Following feedback from the ERP and the incorporation of revisions and updates, a final version was submitted to the ERP in August. A virtual site visit by the ERP is scheduled for September. Following the site visit, the Chair of the External Review Panel will prepare a draft ERP report that will be reviewed by the program director and then submitted to the Committee on Accreditation along with the *Self-Study*.

The Committee on Accreditation will make its decision on continued accreditation at its mid-winter meeting in January 2022.

Development of the *Self-Study*

In 2019, in preparation for the comprehensive review, the ÉSIS Interim Director established three committees whose terms of reference relate specifically to the development of the *Self-Study*: the Accreditation Advisory Committee, the Accreditation Working Committee, and the Accreditation Document Development Committee.

Accreditation Advisory Committee

The Accreditation Advisory Committee (AAC) was established to guide the development of the *Self-Study* and to advise the working groups on matters relating to the completion of the *Self-Study*.

The AAC is currently chaired by the ÉSIS Director. The other members of the committee were appointed originally by the Interim Director. The ÉSIS Administrative Officer provides administrative support to the AAC and serves as secretary for the AAC.

The terms of reference of the AAC are as follows:

> Review the ÉSIS mission and vision statements, the MIS program objectives, and the School's strategic priorities.
>
> Provide guidance for the Accreditation Working Committee and the Accreditation Document Development Committee with regard to the content and interim deadlines for completing the *Self-Study*.
>
> Review draft versions of the *Plan* and the *Self-Study* before final approval by the ÉSIS Departmental Assembly.

The members of the AAC are as follows:

All ÉSIS full-time faculty	Dr. Mary Cavanagh, Director (AAC Chair) Dr. Inge Alberts, Associate Professor Dr. Stefanie Haustein, Associate Professor Dr. Heather Morrison, Associate Professor Dr. André Vellino, Associate Professor
Representatives of ÉSIS adjunct, cross-appointed, and part-time faculty	Dr. Lynne Bowker, Cross-appointed Professor Dr. Jada Watson, Adjunct Professor William Curran, Adjunct Professor
Administrative staff	Élisa Ferrarin Burgess, Administrative Officer, ÉSIS Sara Jirari, Administrator, Office of Graduate Studies, Faculty of Arts
University of Ottawa Library	Elizabeth Hayden, Associate University Librarian, Content and Access
Representatives from various LIS constituencies in the National Capital Region	Alexandra Yarrow, Manager, Alternative Services, Ottawa Public Library Jasmine Bouchard, Section Head, Gatineau Public Library Maureen Martyn, Chief, Branches and Reference Services, Library of Parliament Dr. Kristof Avramsson, Engineering and Design Librarian, Carleton University Library Dr. Julie Roy, Manager, References Services, Library and Archives Canada
MIS student representatives and members of the ÉSIS student association executive committee	David Bynoe, AÉSISSA Executive Committee [TBC], MIS student
Representatives of ÉSIS alumni	Victoria Tsonos, Head, User Services, Saint-Paul University Library

Accreditation Working Committee

The Accreditation Working Committee (AWC) addresses ÉSIS's compliance with the five *Standards*, providing input for the drafting of the five chapters for the *Self-Study* and gathering appropriate evidence and data to support the corresponding narrative.

The terms of reference for the AWC are as follows:

Identify goals and objectives, assessment measures, and sources of evidence relevant to each of the five *Standards*.

Gather documentary evidence to demonstrate ESIS's compliance with the *Standards*.

Identify future developments and activities to support continuous improvement.

The core of the AWC is made up of the ÉSIS Director, three other full-time ÉSIS faculty members, and the accreditation coordinator. However, where appropriate, other full-time, part-time, adjunct or cross-appointed faculty members, university administrators, students, alumni, practitioners, employers and other constituents will be invited to provide input and feedback throughout the process.

To facilitate the preparation, compilation, and review processes leading up to the submission of the *Self-Study*, the primary responsibility for each of the five *Standards* has been assigned to a full-time ÉSIS faculty member. Nevertheless, the preparatory work for each of the five *Standards* will benefit from the collaboration of and input from various members of the AWC as required.

The lead assignments for the AWC are as follows:

Standard I. Systematic Planning	Dr. Inge Alberts
Standard II. Curriculum	Dr. Mary Cavanagh
Standard III. Faculty	Dr. Andre Vellino
Standard IV. Students	Dr. Stefanie Haustein
Standard V. Administration, Finances and Resources	Dr. Mary Cavanagh

The AWC reports back to the Accreditation Advisory Committee.

Accreditation Document Development Committee

The Accreditation Document Development Committee (ADDC) drafts, edits, and proofreads all narrative sections of the *Self-Study*. This committee also coordinates the collection of supporting material and assembles everything to produce the complete first draft of the *Self-Study*, to be submitted by May 30, 2021 to the Chair of the External Review Panel (ERP) and the Director of the Office for Accreditation (OA).

Following consultation with the Chair of the External Review Panel and the Director of the Office for Accreditation after submission of the draft *Self-Study*, the ADDC will proceed to finalize the *Self-Study*, in consultation with the Accreditation Working Committee and Accreditation Advisory Committee. The final *Self-Study* will be delivered to the OA and the ERP members by August 16, 2021.

The members of the ADDC are as follows:

Dr. Mary Cavanagh, Director, ÉSIS
Dr. Tom Delsey, Accreditation Coordinator, ÉSIS
Élisa Ferrarin Burgess, Administrative Officer, ÉSIS

In addition to the three committees whose terms of reference relate specifically to the development of the *Self-Study*, the ÉSIS Departmental Assembly and the ÉSIS External Advisory Committee are involved in the development of the *Self-Study* consistent with their respective roles in developing general policies that ensure the school's efficient operation and providing counsel on the school's general direction.

Accreditation Coordinator

The Accreditation Coordinator is responsible for coordinating all aspects of the *Self-Study*, providing support to the ÉSIS Director by tracking requirements and deadlines for various stages of the process, preparing the *Plan for the Self-Study*, compiling sources of evidence, preparing drafts and editing the final *Self-Study* report.

Plan for the Self-Study

The *Plan for the Self-Study*, prepared over the summer of 2019, included the terms of reference and membership of the committees described above, a timeline for the development of the *Self-Study*, a brief description of the proposed layout of the document, and a detailed listing of all the sources of evidence that would be used to support the narrative analysis of the program's compliance with the *Standards*.

A draft of the *Plan* was reviewed by the Accreditation Advisory Committee in August 2019, and after some minor revision was approved by the school's Departmental Assembly in September 2019. Later that month, the *Plan* was submitted to the ALA Office for Accreditation and the Chair of the External Review Panel for review and feedback. The *Plan* was then used to guide the development of the *Self-Study* and the compiling of sources of evidence.

Following the postponement of the ERP site visit to September 2021, an updated Plan was approved by the school's Departmental Assembly in September 2020 and submitted to the ALA Office for Accreditation and the Chair of the External Review Panel.

Content and Organization of the *Self-Study*

The COA requires that the *Self-Study* address compliance with each standard and its elements in order. The document must be concise yet complete and include narrative statements that are supported by clearly identifiable evidence and data. The information must be presented so that readers external to the program are able to identify the relevant information and evidence when evaluating the *Self-Study* against the *Standards*.

The *Self-Study* must demonstrate the ongoing planning, evaluation, and assessment used by the school to ensure continued compliance with the *Standards*. It must also provide evidence that the program is meeting the mission, goals, and objectives of the program, the school, and the university. The document also serves to identify the program's strengths, limitations, and challenges.

The main body of the *Self-Study* comprises five chapters, corresponding to each of the five accreditation standards:

Standard I: Systematic Planning

Standard II: Curriculum

Standard III: Faculty

Standard IV: Students

Standard V: Administration, Finances and Resources

The text of the *Self-Study* concludes with a chapter that takes the form of a synthesis and overview, including an analysis of the program's strengths, limitations, and challenges, as well as an outline of future plans.

Within each of the five main chapters of the *Self-Study* we provide a description and analysis of how our MIS program addresses the standard. Each chapter is divided into sections corresponding to the detailed elements of the standard as set out in the 2015 edition of the *Standards for Accreditation of Master's Programs in Library and Information Studies.* The heading for each section reflects the primary focus for that element of the standard. Immediately below the section heading the full text of that element is reproduced as it appears in the *Standards*. The sections are further divided into subsections each dealing with specific aspects of the element as articulated in the *Standards.* Each of the five chapters concludes with a section providing a summary assessment of our overall compliance with the standard that is the subject of that chapter.

Within each section and subsection of the chapter, the narrative description and analysis of how the program addresses that particular element or aspect of the standard is followed by an explicit identification of the sources of evidence relevant to that element or aspect of the standard. For each source of evidence identified, there is a clear indication of where that evidence is presented: through links to sources available on public websites maintained by the university or related organizations; in sources held in the school's electronic document repository; or in sources that will be made available to the External Review Panel during their virtual site visit. All sources held in the school's electronic document repository that are referred to as sources of evidence in the *Self-Study* will be made available to the ERP as pdf files, along with the text of the *Self-Study* itself through Dropbox. ERP members will also be given temporary accounts for the school's electronic document repository so that they can access those sources of evidence directly online via the links in the text of the *Self-Study* during the period of the comprehensive review.

At the end of each chapter there is a consolidated list of all the sources of evidence referenced in that chapter. An appendix provides a consolidated master list of all sources of evidence referenced in the *Self-Study* as a whole.

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Abbreviations and Acronyms

AAC	Accreditation Advisory Committee
ADDC	Accreditation Document Development Committee
AÉSISSA	Association des étudiants en sciences de l'information | Information Studies Student Association
ALA	American Library Association
ALISE	Association for Library and Information Science Education
AP3	*Accreditation Process, Policies and Procedures (3rd ed.)*
APUO	Association of Professors of the University of Ottawa
APTPUO	Association of Part-Time Professors of the University of Ottawa
ARMA	*Formerly:* Association of Records Managers and Administrators
AWC	Accreditation Working Committee
CAFCE	Canadian Association for Co-operative Education
CARL/ABRC	Canadian Association of Research Libraries | Association des bibliothèques de recherche du Canada
CAUT	Canadian Association of University Teachers
CCIS	Canadian Council for Information Studies
CGCE	Centre for Global and Community Engagement
CGSA	Communication Graduate Students' Association
CIHR	Canadian Institutes of Health Research
CIPDL	Centre for Innovative Pedagogies and Digital Learning
CITE	Centre for Innovative Technologies in Education
CMTL	Centre for Mediated Teaching and Learning
COA	Committee on Accreditation
CRKN	Canadian Research Knowledge Network
CUPE	Canadian Union of Public Employees
CUT	Centre for University Teaching
DMS	Desmarais building
DTPC	Departmental Teaching Personnel Committee
EBSI	École de bibliothéconomie et des sciences de l'information, Université de Montréal

ENSSIB	École nationale supérieure des sciences de l'information et des bibliothèques
ERP	External Review Panel
ÉSIS	École des sciences de l'information | School of Information Studies
FGPS	Faculty of Graduate and Postdoctoral Studies
FSWEP	Federal Student Work Experience Program
FTPC	Faculty Teaching Personnel Committee
GDIM	Graduate Diploma in Information Management
GDIS	Graduate Diploma in Information Studies
GSAÉD	Graduate Students' Association | Association des étudiant(e)s diplomé(e)s
IDRC	International Development Research Centre
IFLA	International Federation of Library Associations and Institutions
JASIST	*Journal of the American Society for Information Science and Technology*
ISSP	Institute for Science, Society and Policy
JCDL	Joint Conference on Digital Libraries
LAC	Library and Archives Canada
LANCR	Library Association of the National Capital Region
LIS	Library and Information Studies
LWB	Librarians without Borders
MDS	Multimedia Distribution Service
MIS	Master of Information Studies
MRT	Morisset Library
NCR	National Capital Region
NISO	National Information Standards Organization
NRC	National Research Council
NSERC	Natural Sciences and Engineering Research Council
OA	Office for Accreditation
OCUL	Ontario Council of University Libraries
OLBI	Official Languages and Bilingualism Institute
OUCQA	Ontario Universities Council on Quality Assurance
PTR	Progress Through the Ranks

RDP	Research Development Program
RISE	Racialized and Indigenous Student Experience Centre
RMS	Research Management Services
SASS	Student Academic Success Services
SSHRC	Social Sciences and Humanities Research Council
SSUO	Bargaining Unit of the Support Staff of the University of Ottawa
SWOC	Strengths-Weaknesses-Opportunities-Challenges
SWOT	Strengths-Weaknesses-Opportunities-Threats
TLSS	Teaching and Learning Support Service
TOEFL	Test of English as a Foreign Language

Standard I

Systematic Planning

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

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

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

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

Context

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

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

The National Capital Region

Canada's National Capital Region straddles the Ontario-Québec border, encompassing the cities of Ottawa and Gatineau, with a combined population of more than 1.3 million. While English is the predominant language in Ottawa, and French in Gatineau, more than forty percent of residents in the NCR are bilingual.

As the seat of Canada's federal government, the NCR is home to Parliament and the Supreme Court, and headquarters for all federal departments, as well as for a number of federal agencies and Crown

corporations. Among the key federal institutions located in the NCR responsible for information-related programs are Library and Archives Canada (LAC), the National Research Council (NRC), and the International Development Research Centre (IDRC). Major cultural institutions include the National Gallery of Canada, the Canadian Museum of History, the Canadian Museum of Nature, the Canada Science and Technology Museum (Ingenium), and the National Arts Centre.

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

Both Ottawa and Gatineau provide public library services through extensive systems of main and branch libraries throughout the NCR. The public libraries as well as those of the universities and colleges participate in regional and national resource-sharing networks. The Canadian Association of Research Libraries (CARL) is headquartered in Ottawa, and several other associations representing librarians, archivists, and records managers at the regional and local level are active in the NCR as well.

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

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

The University of Ottawa

Our parent institution, the University of Ottawa, is the only bilingual (English/French) university in North America. Founded in 1848 as the College of Bytown, the university has undergone enormous change and growth over the 173 years of its history. Since 1965 it has operated as a publicly funded institution under the University of Ottawa Act. Currently the university employs an academic staff of approximately 2,600 regular, adjunct, and part-time professors, and has a student enrolment of more than 44,000.

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

The University of Ottawa ranks among Canada's top ten universities for research funding and research intensity. In addition to research conducted within the academic and professional programs by faculty and graduate students, there are twenty-five research centres and institutes based in the university, and another seven affiliated research institutes. One area currently identified by the university as a strategic area of research that is of particular relevance to our program is "shaping the digital world", addressing not only enabling technologies, but the social, cultural, and legal impacts of technological change as well.

A number of the academic programs and research activities centred in other faculties of the university provide our own students and faculty with opportunities to broaden their horizons and benefit from expertise in those faculties that is directly relevant to our program. Three professors in the Faculty of Law, two of whom hold Canada Research Chairs, are cross-appointed to our school. Our school also has formal links with the Digital Transformation and Innovation program in the Telfer School of Management and with the interdisciplinary Institute for Science, Society and Policy (ISSP).

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

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

The Faculty of Arts

The Faculty of Arts offers undergraduate programs in 39 disciplines and 23 programs at the graduate level. There are more than 200 full-time professors in the Faculty, and current student enrolment is a little over 5,000.

The strategic directions for the Faculty of Arts are focused on reimagining programs for the future, attracting and supporting students of the future, promoting La Francophonie and bilingualism, and enhancing research collaboration and visibility.

Programs within the Faculty of Arts most closely related to our own are Communication and the undergraduate minor in Digital Humanities. Courses offered in those programs are frequently cross-listed with courses in Information Studies.

The School of Information Studies (ÉSIS)

The establishment of a graduate program in information studies at the University of Ottawa was first proposed to the university's administration in 2004. The program proposal was linked to the university's strategic goals of playing a leadership role in promoting Canada's official languages, building productive partnerships with various communities of interest within the National Capital Region, and creating new graduate programs in interdisciplinary areas of excellence such as digital society.

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

Following approval by the Ontario Council on Graduate Studies and the University of Ottawa Senate for the creation of a Master of Information Studies (MIS) program and a Graduate Diploma in Information Studies (GDIS), the School of Information Studies (ÉSIS) was established in 2009. That same year, ÉSIS

completed the hiring of its first professors and welcomed its initial cohort of students. Since that time, we have continued to work closely with our community, remaining responsive to their needs as we carry out our mandate to serve Canada's bilingual and bicultural information market, with a particular focus on the requirements of the National Capital Region. The MIS program offered by the School of Information Studies was granted initial accreditation by the American Library Association (ALA) in 2014.

The key strengths that distinguish the school are:

- its bilingual character
- the flexibility of the curriculum
- its CO-OP and experiential learning components
- the range of expertise and the accessibility of its faculty
- its strong ties with the professional community
- the quality of its graduates

Students, employers, and faculty all recognize the unique strength of the program's bilingual and bicultural character, both in the way the interchange between the two languages and cultures enriches the overall student experience, and in the advantages it provides with respect to employment. The MIS program offered by ÉSIS is the only bilingual (French/English) master's program in information studies in North America. It was designed specifically to meet the needs of students preparing for professional careers in a bilingual environment, and to serve the community that provides library and information services in both of Canada's official languages, in the NCR and beyond.

In accommodating study on both a full-time and part-time basis, and allowing the flexibility for students to switch from one to the other, the program is particularly attractive to students who are employed full- or part-time seeking to advance their careers, as well as to students entering the program directly from an undergraduate degree or with a master's degree in another discipline. The program also offers students a range of options and electives that give them the flexibility to design programs of study tailored to their particular career interests within the information professions.

The CO-OP and experiential learning components of the program are highly valued by students for the opportunities they provide to apply the knowledge and skills gained in the classroom, to work with and learn from professionals in the field, and to begin establishing the networks of professional relationships that will assist them in pursuing their careers.

Students appreciate the range of expertise that exists within the school's teaching faculty—among regular, cross-appointed, and adjunct professors, as well as sessional and guest lecturers—and the way in which their various areas of expertise complement one another. They also appreciate the opportunities they have to engage with members of the faculty, benefitting not only from the relatively small size of classes but also through the counselling that is provided by faculty advisors and thesis supervisors, and the opportunities that they have to work with faculty members as research assistants.

Students, faculty, and employers all recognize the benefits gained through the strong ties that exist and are nurtured between the school and the professional community, particularly the community within the NCR. The MIS program is richer for the advice and feedback it receives from the school's External Advisory Committee, the Curriculum Advisory Committee, and those who participate in various ad hoc planning and evaluation initiatives. The relationship between the school and employers participating in the CO-OP and experiential learning components of the program benefits both students and employers, not only in the immediate context of work assignments but with respect to longer term employment prospects as well.

The success of students in gaining professional employment after graduating from the program, in participating in the professional community, and in advancing their careers attests to the quality of the program. Employment rates among recent graduates are impressively high, and employers are quick to recognize the quality of the graduates they hire and eager to draw on future pools of students graduating from the program.

Several of the program's strengths, however, were put to the test in the 2020-2021 academic year as a result of lock-downs and restrictions imposed by the federal and provincial governments in response to the COVID-19 pandemic. There were fewer employers than usual who were in a position to offer CO-OP work assignments, especially among those in the library sector. With the closure of the university campus, all contact between students and faculty had to be virtual, primarily through learning management systems and social media. Opportunities for students and faculty to engage with the professional community were limited largely to participation in formally organized virtual conferences. Despite all those constraints, however, the success of students in gaining professional employment remains impressively high, even for those who completed their final year of the program under all the constraints and challenges imposed by the pandemic.

Program Planning

Standard I.1

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. Elements of systematic planning include:

I.1.1 Continuous review and revision of the program's vision, mission, goals, objectives, and student learning outcomes;

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

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

I.1.4 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 the culture and mission of the program and foster quality education.

In the lead-up to the initial accreditation of the school's MIS program in 2014, we put in place the key elements needed for effective program planning and evaluation—defining the school's mission, framing program objectives, and setting mid-term goals. We then brought those elements together, expanded on them, and formalized them in a program planning framework, linking them to a broad array of mechanisms for measuring progress in achieving our goals and objectives.

Program Planning Framework

Our program planning process was formalized in 2012 with the development of a program planning framework. The framework sets out the scope of the planning process, identifies the activities and actors involved and the instruments required to carry it out, and establishes timelines and responsibilities for the process.

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

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

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

The first four-year planning cycle actually began prior to the formalization of the program planning framework, in 2010-2011, and concluded in the year the school's MIS program received its initial accreditation in 2013-2014.

The second four-year planning cycle was initiated in 2014-2015, with a planning session focusing on emerging trends in the information sector and the implications for our MIS program. In the subsequent three years of that planning cycle, the respective focus was on teaching and learning (2015-2016), research (2016-2017), and community engagement (2017-2018). The school's internal planning and assessment activities for those years were coordinated with a cyclical review of the school's program (conducted as part of the University of Ottawa's quality assurance regimen) and with a faculty-wide strategic planning process initiated by the Dean of Arts. The cyclical review entailed production of a self-study report covering all aspects of the program—objectives, curriculum, faculty, students, administration, and resources—followed by a site visit and report by external reviewers and a review of both reports by the Graduate Program Evaluation Committee of the university's senate.

The third four-year planning cycle was initiated in 2018-2019, with a series of long-range planning sessions centred on reviewing and updating the school's program goals and priorities for the planning period 2018/19–2021/22. In the second year of that planning cycle, 2019-2020, the focus was again on teaching and learning, addressing a number of priorities identified in the updated long-range plan relating to curriculum and the student experience. In 2020-2021 the planning and review focus was to have been on research, but that was overtaken by the need to focus the school's energy on pivoting the program's course offerings for the year entirely to online delivery and dealing with all the other constraints imposed by the COVID-19 pandemic. In 2021-2022 we expect to return to the normal planning and review cycle with a focus on community engagement.

Sources of evidence

The ÉSIS Program Planning Framework can be accessed online on the ÉSIS website. A copy is also included in the sources of evidence for this chapter.

A summary of the planning session held in June 2014, reports from the cyclical review conducted in 2015-2016, and documents from the Faculty of Arts strategic planning process initiated in 2016 and the school's long-range planning sessions held in 2018-2019 are included in the sources of evidence for this chapter.

Assessing Progress in Achieving Goals and Objectives

Assessing progress in achieving program goals, objectives, and student learning outcomes is an integral part of the program planning process set out in the ÉSIS Program Planning Framework.

Among the many instruments used to track that progress are:

- statistical reports on admissions, enrolment, program retention and completion, and post-degree employment
- evaluations of student coursework by faculty
- evaluations of CO-OP work-term performance and experiential learning activities by employers
- evaluations of master's theses by thesis supervisors and defence committees
- evaluations of capstone portfolios and case problem reports by faculty committees
- evaluations of courses, CO-OP work terms, and experiential learning by students
- tracking of scholarships and honours awarded to students
- tracking of conference presentations and publications by students
- tracking of student volunteer activities
- tracking of faculty appointments, tenure, and promotion
- tracking of faculty research support and output
- tracking of faculty participation in professional and scholarly associations
- tracking of honours and prizes awarded to faculty
- regular surveys of students and graduates of the program
- feedback from advisory committees and focus groups

The information obtained through those assessment mechanisms is compiled on an ongoing annual basis in two key reports: Program Performance and Student Achievement and Assessment of Student Learning Outcomes. In addition, statistical reports are submitted annually to the Association for Library and Information Science Education (ALISE) and to the American Library Association Committee on Accreditation (COA); responses to surveys of students and graduates are tabulated and analyzed; and reports are prepared on consultations with advisory committees and on feedback from focus groups.

Key findings from those evaluation, tracking, and feedback mechanisms also form the basis for periodic reviews of progress on priorities identified in long-range plans; for comprehensive assessments such as the program presentation prepared in 2013 for the initial ALA accreditation of the MIS program, the self-study conducted in 2015-2016 as part of the University of Ottawa's cyclical review process, and the current self-study conducted as part of the ALA continuing accreditation process; as well as for the biennial and special reports prepared as part of that same process.

Additional information on the assessment of progress in achieving program goals and objectives is provided in the section on program evaluation under standard I.4 below (see page 17).

Sources of evidence

The most recent iteration of the reports on Assessment of Student Learning Outcomes and Program Performance and Student Achievement are included in the sources of evidence for this chapter. The report on Program Performance and Student Achievement can also be accessed on the ÉSIS website.

The statistical reports submitted annually to ALISE, the responses to our surveys of students, etc., reports on feedback from focus groups conducted as part of the cyclical review process, and a summary of student feedback from a survey and focus group on online learning conducted in May 2021 are all included in the sources of evidence for this chapter. Reports on consultations with advisory committees are also included.

The Program Presentation prepared in 2013 for the initial ALA accreditation of the MIS program, as well as the biennial and special reports submitted to ALA can be accessed online on the ÉSIS website. Copies of the Program Presentation and the biennial and special reports are also included in the sources of evidence for this chapter.

The self-study conducted in 2015-2016 as part of the cyclical review process and documents from our long-range planning activities are included in the sources of evidence for this chapter.

Program Improvement

Assessments based on the evaluation, tracking, and feedback mechanisms noted above serve to highlight key areas that are critical to the achievement of the program's goals and objectives, and to identify priorities for action.

As part of the school's long-range planning process, program goals and priorities are periodically reviewed and revised to address evolving challenges and opportunities. Since the initial accreditation of the MIS program in 2014 a number of such reviews have taken place: in October/November 2015 there was a review of strategic priorities that had been identified in the previous planning cycle; in June 2016 there was a review of the revised curriculum that had been introduced in 2014; also in June 2016 there was a comprehensive review of priorities done as part of the self-study for the cyclical review; in April 2017 the school identified a number of strategic initiatives for consideration under the Faculty of Arts Roadmap for Arts 2030 strategic plan; in December 2017 a special Departmental Assembly was held to consider strategic changes to the MIS program; in December 2018 a strategic planning meeting was held to review the status of priorities that had been identified through earlier reviews; and in November 2019 a long-range planning workshop was held to review program goals and priorities for the 2018/19–2021/22 planning cycle.

In reviewing program goals and priorities, our focus is on actions that will:

- address challenges and opportunities in the current environment
- optimize the effective use of the program's resources
- enhance the profile of the school within the community and the profession
- leverage the potential of partnerships and collaborations
- give the school a competitive advantage in the context of emerging trends and the future of the field

Among the more significant program improvements made in response to periodic reviews of the school's goals and priorities since the initial accreditation of the MIS program in 2014 are the following:

- implementation of the revised curriculum that was developed in the lead-up to the initial accreditation of the MIS program
- addition of a specialization in Science, Society and Policy for students in the thesis option
- implementation of a new Graduate Diploma in Information Management
- development of a "track" within the MIS curriculum oriented toward careers in information management
- modifications to the CO-OP option to align it with university-wide practices
- reduction in the number of compulsory courses and total credits required for the MIS degree
- development of a number of hybrid courses blending both in-class and online learning components
- opening of relevant courses in the MIS program to fourth-year undergraduate students in Digital Humanities
- participation in the federal Public-Servant-in-Residence program

Among the priorities identified for the remainder of the current planning cycle are:

- exploring the potential for offering a first-semester core course as a bilingual course
- strengthening the capacity of the school to develop and implement a strategic marketing plan
- reviewing and updating the ÉSIS website to serve as a more effective marketing and recruitment tool

Additional information on program improvement is provided in the section on continuous program improvement under standard I.6 below (see page 26).

Sources of evidence

Records documenting each of the planning sessions, reviews, etc. referenced above, the review of the revised curriculum, the self-study conducted for the cyclical review, and our submission for the Roadmap for Arts 2030 strategic plan are all included in the sources of evidence for this chapter.

The modification requests for the revised curriculum implemented in 2014, for the new Graduate Diploma in Information Management, and for changes to the CO-OP option and the reduction in the number of compulsory courses are included in the sources of evidence for this chapter.

Course outlines for the hybrid courses offered in 2018-2019 are included in the sources of evidence for this chapter.

Curricula vitae and workplans for the information professionals who have joined us through the Public-Servant-in-Residence program are included in the sources of evidence for this chapter.

Program requirements for the specialization in Science, Society and Policy can be accessed via the ÉSIS website.

Communication and Consultation

Our program objectives and goals are aimed at fostering quality education in library and information studies and reflect the core aspirations of the University of Ottawa as set out in its strategic plan, Transformations 2030:

- transformative learning
- cutting-edge research
- sustained commitment to our community

- vibrant Franco-Ontarian and Franco-Canadian culture
- outstanding leadership and management
- effective governance

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

ÉSIS Website

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

Our mission and vision statements are posted on the website, along with our current program goals and priorities. Key documents relating to program planning and assessment—our program planning framework, our program objectives, the program presentation that was submitted for the initial accreditation of our MIS program, as well as biennial and special reports submitted as part of the continuing accreditation process—and our report on program performance and student achievement are also all readily accessible on the website.

We use the website to publish our annual reports and to post news items on appointments, faculty research, and upcoming events. We link from our website to the website of our student association and to our Twitter account.

Sources of evidence

The sources of information relating to program planning and assessment referenced above can all be accessed through the ÉSIS website. Copies of the mission and vision statements, the program planning framework, program objectives, the 2013 Program Presentation, the biennial and special reports, and the report on program performance and student achievement are also included in the sources of evidence for this chapter.

The school's annual reports, news items, and Twitter account as well as a links to the student association's website can all be accessed through the ÉSIS website. Copies of the annual reports are also included in the sources of evidence for this chapter.

Advisory Committees

We have established a number of advisory committees to serve as channels for consultation both on the program's overall direction and priorities, and on more specific matters such as those relating to the curriculum and to accreditation.

The school's External Advisory Committee was established in 2009, at the time the school was created to "provide counsel to ÉSIS on its general direction, on the services and initiatives best suited to address the challenges faced by Canadian society in the area of information management, and on regional, national and international outreach strategies;" and "help to promote and raise the profile of ÉSIS within the LIS [Library and Information Studies] community." Members are selected on the basis of the responsibilities and influence they have in their respective fields and in the institutions, organizations,

and services that employ information professionals. Currently, the members of the External Advisory Committee include:

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

Discussions at meetings of the External Advisory Committee over the past several years have focused on issues relating to the school's principal areas of strategic development, the graduate diploma, experiential learning opportunities, and strategies for increasing the visibility and market appeal of the MIS program.

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

The committee was actively engaged in the comprehensive review of our curriculum that was initiated in the fall of 2011, reviewing and advising on the proposed restructuring of the core curriculum and the revised suite of elective courses. Subsequent to the implementation of the revised curriculum in 2014, the committee has been engaged in the further refinement of the curriculum, experiential learning opportunities, the introduction of the capstone experience, and the ongoing assessment of student learning outcomes. The committee is currently looking at the information management component of the MIS program and the leadership component of the core curriculum.

n Accreditation Advisory Committee was established in 2019 to provide guidance and feedback on the *Self-Study*. The committee, chaired by the director of the school, includes:

- all full-time professors
- representatives of professors with adjunct and cross appointments
- representatives of the administrative staff of the school and the Faculty of Arts
- an associate university librarian of the University of Ottawa
- representatives of the student association
- a representative of the school's alumni
- representatives of various sectors of the information profession in the National Capital Region

Sources of evidence

The terms of reference, membership, and records of meetings of the ÉSIS External Advisory Committee, the ÉSIS Curriculum Advisory Committee, and the ÉSIS Accreditation Advisory Committee are included in the sources of evidence for this chapter.

Focus Groups

We also use focus groups as a means of gathering opinion and ideas from our constituencies on various aspects of our program and on specific issues that we are attempting to address. As part of the cyclical

review process in 2015-2016 we conducted focus groups with faculty, students, and alumni on the overall strengths and weaknesses of the MIS program as well as on issues relating to the curriculum. In April and May 2021 we conducted a survey and focus group to gather feedback on the student learning experience during a year when all instruction had been migrated to an online environment as a result of restrictions imposed by the COVID-19 pandemic.

Sources of evidence

Reports on the focus groups conducted as part of the cyclical review in 2015-2016 and a summary of student feedback from a survey and focus group on online learning conducted in May 2021 are included in the sources of evidence for this chapter.

Surveys

Surveys are used as another means of soliciting feedback from constituents. Students are surveyed as they enter the MIS program as well as on completion of the program. Students taking the CO-OP option are also surveyed at the completion of each of their work terms. In 2019 the school conducted a special survey of all alumni to gather information on career progression.

Sources of evidence

Summary results of our surveys of students and alumni conducted since the submission of our *Program Presentation* in 2013 are included in the sources of evidence for this chapter.

Student Learning Outcomes

Standard I.2

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:

I.2.1 The essential character of the field of library and information studies;

I.2.2 The philosophy, principles, and ethics of the field;

I.2.3 Appropriate principles of specialization identified in applicable policy statements and documents of relevant professional organizations;

I.2.4 The importance of research to the advancement of the field's knowledge base;

I.2.5 The symbiotic relationship of library and information studies with other fields;

I.2.6 The role of library and information services in a diverse global society, including the role of serving the needs of underserved groups;

I.2.7 The role of library and information services in a rapidly changing technological society;

I.2.8 The needs of the constituencies that a program seeks to serve.

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

Our Expectations of Our Students

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

ÉSIS Program Objectives

Student Learning Outcomes

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

Knowledge Base

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

Research and Evaluation Skills

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

Planning and Problem Solving

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

Communication Skills

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

Professional Values and Ethics

- **Understand the role that personal and professional values and ethics play in the formulation of information policies, the design and delivery of information services, and the advancement of the profession.**

- **Recognize the value of the contributions that are made to the field through education, research, leadership, service, and continuous professional development.**

Initiative, Teamwork, and Self-Assessment

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

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

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

With respect to standard I.2.3, although we do not offer specializations *per se* that would fall under the purview of other professional organizations, in framing our student learning outcomes we have taken into account principles relevant not only to broad professional practice in the field of library and information studies but to more specialized sectors within the field as well. In reviewing and assessing student learning outcomes and refining our curriculum, we monitor developments both in the broader field and in those more specialized sectors.

With respect to standards I.2.4 and I.2.5, the importance of research to the field and the symbiotic relationship of library and information studies with other fields are reflected in the broad scope of the knowledge base we expect our students to acquire (with its interconnections to the social, political, and economic sciences, cultural studies, and technology), and in our expectation that our students will be able to critically assess research findings and applications for their relevance to the field.

With respect to standards I.2.6 and I.2.7, the role of library and information services in a diverse global society and rapidly changing technological environment is reflected in our emphasis on understanding the interrelationships between information policies and services and the social, political, economic, cultural, and technological context within which they operate; in our focus on evaluating the effectiveness of information technologies, policies, and services in meeting a diversity of program and user needs, and on adapting existing and emerging information practices and technologies to meet evolving program and user needs; and in reinforcing the importance of professional values and ethics to the development of information policies and to the design and delivery of information services to meet those needs.

With respect to standard I.2.8, the needs of the constituencies our program seeks to serve are reflected in every dimension of our program objectives—in the knowledge base we expect our students to acquire; in the research, evaluation, planning, and problem solving skills we expect them to apply in assessing, adapting, developing, and delivering information programs and services that meet the needs of the institutions and agencies they are employed by and benefit the users of those services; in the communication skills we expect they will need in their professional careers to effectively convey the results of their research and evaluation undertakings, and to engage in meaningful dialogue with colleagues, stakeholders, and clients; in the professional values and ethics we expect them to apply in formulating information policies, developing information programs and services, and interacting with their employers and employees, clients, and colleagues in the field; and in the opportunities we provide them to reflect on the personal strengths they bring to the profession.

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

Sources of evidence

Our program objectives, framed as student learning outcomes, can be accessed online on the ÉSIS website. A copy is also included in the sources of evidence for this chapter.

A complete mapping in tabular form of our student learning outcomes to each of the relevant characteristics identified under standard I.2 is included in the sources of evidence for this chapter.

Standard I.3

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

Our student learning outcomes and program goals reflect the importance we place on the value of teaching and service within the profession.

Our learning outcomes reflect our expectation that our students will gain an appreciation of the contributions that are made to the advancement of the profession through education, research, leadership, and service; that they will demonstrate the skills necessary to communicate effectively in a professional environment—as instructors, as researchers, as advocates; and that they will gain an understanding of the role that personal and professional values—particularly those related to service—play in the advancement of the field.

The priorities identified in our program goals, particularly in the area of community engagement, reflect the importance we place on the value of teaching and service within the profession. We work with employers in the NCR to strengthen our CO-OP program and experiential learning opportunities, and

through the engagement of our adjunct professors and those who have joined us through the Public-Servant-in-Residence program we reinforce the strong reciprocal relationship between the educational experience and service in the profession.

Sources of evidence

Our program objectives, framed as student learning outcomes, can be accessed online on the ÉSIS website. A copy is also included in the sources of evidence for this chapter.

A mapping in tabular form of our student learning outcomes to the value of teaching and service to the field as expressed in standard I.3 is included in the sources of evidence for this chapter.

Our program goals and priorities for the 2018/19–2021/22 planning period can be accessed online on the ÉSIS website. A copy is also included in the sources of evidence for this chapter.

Program Evaluation

Standard I.4

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.

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

Mission

The school's mission statement is essentially a response to the vision for the MIS program that was articulated by its original proponents: the program was to be the first bilingual information studies program in Canada; it was to promote strong ties with the community through project-based co-operative education and experiential learning; it was to be interdisciplinary in nature, through partnership with other programs in the university; and information technology was to figure prominently in both the teaching and the research dimensions of the program.

ÉSIS Mission

ÉSIS is a centre of research and teaching excellence that offers a competitive professional education based on a comprehensive understanding of the theory and practice of the

production, collection, organization, retrieval, transformation and management of data, information and knowledge. ÉSIS fosters a learning environment that prepares information professionals in the 21st century to assume leadership and research roles for the benefit of citizens in Canada's bilingual and multi-cultural knowledge-based economy and information society.

The mission statement was originally crafted as a follow-up to discussions centred on a vision for the school at a strategic planning day session held in March 2011. The participants in the planning session included the Dean of the Faculty of Arts, the Vice-Dean of the Faculty of Graduate and Postdoctoral Studies, the director and faculty of the school, a number of students, and nineteen members of the school's constituency, representing government, academic, and public libraries and archives in the NCR, the Canadian Library Association, the Canadian Association of Research Libraries, and others.

The mission statement is reviewed periodically, in the context of ongoing program planning and evaluation, both by faculty and in meetings with stakeholders.

Sources of evidence

Our mission statement is posted on the ÉSIS website. A copy is also included in the sources of evidence for this chapter.

The agenda for the strategic planning day session held in March 2011 and a list of participants are included in the sources of evidence for this chapter.

Records of our other strategic and long-range planning sessions are included in the sources of evidence for this chapter.

Program Goals and Priorities

The school's program goals and priorities are published on the ÉSIS website, along with other documents relating to program planning and assessment that track progress against those goals and priorities on an ongoing basis—our program planning framework, our program objectives, the program presentation that was submitted for the initial accreditation of our MIS program, as well as biennial and special reports submitted as part of the continuing accreditation process, and our report on program performance and student achievement. Our annual reports also provide updates on the progress that is made on priorities each year.

Program goals and priorities are reviewed regularly as part of the school's program planning framework and are updated to address evolving challenges and opportunities:

- in June 2014 there was a planning session focused on emerging trends in the information sector and the implications for our MIS program
- in October/November 2015 there was a review of strategic priorities that had been identified in the 2010/11–2013/2014 planning cycle
- in June 2016 there was a review of the revised curriculum that had been introduced in 2014
- in June 2016 there was also a comprehensive review of priorities done as part of the self-study for the cyclical review
- in April 2017 the school identified a number of initiatives for consideration under the Faculty of Arts Roadmap for Arts 2030 strategic plan

- in December 2017 a special Departmental Assembly was held to consider strategic changes to the MIS program
- in December 2018 a strategic planning retreat was held to review the status of priorities that had been identified through earlier reviews
- in November 2019 a long-range planning workshop was held to review program goals and priorities for the 2018/19–2021/22 planning cycle

The program goals and priorities set for the current planning period (2018/19–2021/22) stem in part from the prioritized areas for improvement and enhancement identified in the self-study that was conducted for the cyclical review of our programs in 2015-2016; in part from the initiatives proposed in the school's input to the Faculty of Arts strategic plan, Roadmap for Arts 2030, in 2017; as well as from the review of priorities and implementation plans that was initiated in December 2018.

Program Goals for the 2018/19–2021/22 Planning Period

- **To increase enrolment in the MIS and GDIM programs**
- **To enrich the student experience through refinement of the curriculum**
- **To maintain the MIS program's accreditation status**
- **To maintain the MIS program's post-degree employment rate**

The school's major stakeholders—students, faculty, employers, and alumni—are involved at various stages in the review and evaluation of program goals and priorities.

The planning session held in June 2014, where participants were invited to share views on emerging trends in the information sector and the implications for our MIS program, included employers from both the public and private sector and alumni of our MIS program as well as ÉSIS faculty members.

The review of strategic priorities that was conducted in October/November 2015 included consultation with members of the ÉSIS External Advisory Committee, representing major employers of Library and Information Studies (LIS) graduates in the NCR, as well as faculty members.

The review of the revised curriculum that was introduced in 2014 included consultation with the members of the ÉSIS Curriculum Advisory Committee, representing employers as well as alumni.

As part of the cyclical review in 2015-2016, a student focus group facilitated by the Faculty of Graduate and Postdoctoral Studies was held to assess the revised curriculum that had been introduced in 2014. A second group of students was convened by the Centre for University Teaching for a SWOC session to assess the strengths and weaknesses of the school's programs, and to identify potential opportunities for program improvement and associated challenges. The Centre for University Teaching ran a similar SWOC session with the school's faculty members, and conducted a survey of alumni, again on the program's strengths, weaknesses, opportunities, and challenges.

Various initiatives proposed by the school for consideration under the Faculty of Arts Roadmap for Arts 2030 strategic plan were discussed with faculty and student representatives at a meeting of the ÉSIS Departmental Assembly held in December 2016; with employer representatives at an ÉSIS External Advisory Committee meeting in November 2016; and with faculty members in the School of Translation

and Interpretation, in the Faculty of Law, and with representatives of other academic units within the Faculty of Arts on the Research Working Group.

ÉSIS faculty members—full-time, cross-appointed, and adjunct—participated in the discussions held at the special meeting of the ÉSIS Departmental Assembly in December 2017 and the strategic planning retreat held in December 2018, and the long-range planning workshop held in November 2019.

Sources of evidence

The school's program goals and priorities, along with other documents relating to program planning and assessment and our annual reports can be accessed online on the ÉSIS website. Copies of the program goals and objectives, our program planning framework, program objectives, the 2013 Program Presentation, the accreditation biennial and special reports, the report on program performance and student achievement, and our annual reports are also included in the sources of evidence for this chapter.

A summary of the planning session held in June 2014, reports from the cyclical review conducted in 2015-2016, and documents from the Faculty of Arts strategic planning process initiated in 2016 and the school's long-range planning sessions held in 2018-2019 are all included in the sources of evidence for this chapter.

Program Objectives

Our program objectives, developed in 2011-2012 and framed as student learning outcomes, are published on the school's website, with links to them appearing both on the page listing other documents relating to program planning and assessment and on the page introducing our graduate programs.

On an ongoing basis, the school uses a broad range of mechanisms (both direct and indirect) to assess student learning outcomes. Those assessment mechanisms include course assignments and exams; capstone projects; employer evaluations of students on CO-OP placements; student course evaluations; reports submitted by students completing CO-OP and experiential learning assignments; surveys of students on CO-OP placements, students completing their studies, and alumni; and post-degree employment statistics. The quantitative data collected annually by means of those mechanisms are mapped against specific learning outcomes and compiled in tabular form. Together with qualitative information gathered through other sources those quantitative data serve as the basis for the ongoing assessment of the degree to which the learning outcomes are being achieved.

The multidimensional nature of the mechanisms that are used to collect data on student learning outcomes ensures that the data reflect the perspectives of students and employers as well as those of faculty. Faculty assessments of coursework, capstone projects, and theses are complemented by employer assessments of student performance on CO-OP assignments, by student evaluations of courses and CO-OP work assignments, and assessments by students and alumni of the level of knowledge and skills they acquired in the program.

Sources of evidence

Our program objectives, framed as student learning outcomes, can be accessed online on the ÉSIS website. A copy is also included in the sources of evidence for this chapter.

The most recent iteration of the report on Assessment of Student Learning Outcomes is included in the sources of evidence for this chapter.

Decision Making and Documentation

> **Standard I.5**
>
> 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.

Program policies, plans, and administration are regulated by a set of by-laws that specify the governance structure under which the school operates and the responsibilities of its assemblies and committees with respect to decision making. The processes carried out under that governance structure and the data used to support program planning and evaluation are well documented through records held in the school's electronic document repository.

Governance

The framework for decision making within ÉSIS has been developed in accordance with both the Faculty of Arts By-Laws and the university's collective agreement with the Association of Professors of the University of Ottawa (APUO). These documents require that certain standing committees be established, as described below. The director is an ex-officio member of each.

Sources of evidence

The Faculty of Arts By-Laws and the collective agreement with the APUO can be accessed online on the university's website. Copies of the by-laws and the collective agreement are also included in the sources of evidence for this chapter.

ÉSIS Departmental Assembly

As mandated in the Faculty of Arts By-Laws (paragraph 4.1.2) and the APUO collective agreement (subsection 5.5.2), each academic unit within the Faculty has a Departmental Assembly, which includes all regular professors, as well as representatives from the body of part-time professors and from the student body. Depending on the nature of the cross-appointment agreement, colleagues who are cross-appointed to ÉSIS from other units may also hold membership in the Departmental Assembly. The administrative officer also attends.

Chaired by the director, the ÉSIS Departmental Assembly has the following key responsibilities with respect to the decision-making process:

- developing general policies that ensure the school's efficient operation and overseeing their implementation
- approving, amending or rejecting all academic program requests intended for submission to the Faculty Council of the Faculty of Arts
- determining the school's needs in regard to the hiring of new professors
- establishing ad hoc committees or working groups according to the school's needs

Sources of evidence

The terms of reference, membership, and records of meetings of the ÉSIS Departmental Assembly are included in the sources of evidence for this chapter.

ÉSIS Assembly of Regular Professors

Paragraph 4.1.3 of the Faculty of Arts By-Laws also stipulate that each academic unit has an assembly of regular professors that meets as necessary to deal with topics specific to professors, the academic unit, or the university. As most matters relating to the school are discussed and decided by the Departmental Assembly as a whole, meetings of the ÉSIS Assembly of Regular Professors are generally not required. When necessary, they are conducted simply as *in camera* meetings of regular professors following the Departmental Assembly.

Sources of evidence

The terms of reference of the ÉSIS Assembly of Regular Professors are included in the sources of evidence for this chapter.

ÉSIS Program Committee

The Faculty of Arts By-Laws (paragraph 4.1.4) require each academic unit that has graduate programs to have a Graduate Studies Committee to deal with those programs. Since the school has only graduate programs, the ÉSIS Program Committee fulfills this function. In practice, however, since ÉSIS is a relatively small academic unit, most program-related issues are discussed and decided by the Departmental Assembly.

Sources of evidence

The terms of reference of the ÉSIS Program Committee are included in the sources of evidence for this chapter.

ÉSIS Appointments Committee

The final committee mandated by the Faculty of Arts By-Laws (paragraph 4.1.5) is the ÉSIS Appointments Committee. The purpose of this committee, whose membership is determined by the Departmental Assembly in accordance with the APUO collective agreement (paragraph 17.1.3.2), is to recommend the hiring of new professors. Only one appointments committee has been struck at ÉSIS in recent years to oversee the hiring of a new faculty member.

Sources of evidence

The terms of reference of the ÉSIS Appointments Committee are included in the sources of evidence for this chapter.

Advisory Committees

In addition to the four standing committees noted above, the school's by-laws specify the composition and responsibilities of two advisory committees that also play a role in program planning and evaluation: the ÉSIS External Advisory Committee and the ÉSIS Curriculum Advisory Committee.

As noted above in the section on communication and consultation under standard I.1 (see page 11) the ÉSIS External Advisory Committee was created, in part, to "provide counsel to ÉSIS on its general direction, on the services and initiatives best suited to address the challenges faced by Canadian society in the area of information management, and on regional, national and international outreach strategies." In that capacity, the committee is involved at various stages in the school's program planning and evaluation processes, especially in providing input to the review of program goals and priorities.

The ÉSIS Curriculum Advisory Committee was created to monitor and review the development, implementation, and delivery of our program of study; and to propose program changes and recommend approval of new courses. The committee was actively engaged in the comprehensive review of our curriculum that was initiated in the fall of 2011, and subsequent to the implementation of the revised curriculum in 2014 the committee has been engaged in the further refinement of the curriculum and the ongoing assessment of student learning outcomes.

Sources of evidence

The ÉSIS By-Laws are included in the sources of evidence for this chapter.

The terms of reference, membership, and records of meetings of the ÉSIS External Advisory Committee and the ÉSIS Curriculum Advisory Committee are included in the sources of evidence for this chapter.

Documentation

The ongoing review of the school's program goals and priorities, and the assessment of the program's success in achieving its mission, goals, and objectives are documented through the records of meetings held in conjunction with those review and assessment processes; through summary reports of program reviews, self-studies, etc.; through the collection and analysis of data on key performance indicators; and through reports on program performance, student achievement, and the assessment of student learning outcomes, updated annually. The scope of that documentation is described in further detail below.

Records of Meetings

As noted above in the section on program goals and priorities under standard I.4 (see page 18), the school's program goals and priorities are reviewed regularly as part of the school's program planning framework and are updated to address evolving challenges and opportunities:

- in June 2014 there was a planning session focused on emerging trends in the information sector and the implications for our MIS program
- in October/November 2015 there was a review of strategic priorities that had been identified in the 2010/11–2013/2014 planning cycle
- in June 2016 there was a review of the revised curriculum that had been introduced in 2014
- in June 2016 there was also a comprehensive review of priorities done as part of the self-study for the cyclical review
- in April 2017 the school identified a number of initiatives for consideration under the Faculty of Arts Roadmap for Arts 2030 strategic plan
- in December 2017 a special Departmental Assembly was held to consider strategic changes to the MIS program
- in December 2018 a strategic planning retreat was held to review the status of priorities that had been identified through earlier reviews

- in November 2019 a long-range planning workshop was held to review program goals and priorities for the 2018/19–2021/22 planning cycle

Records of all those sessions and reviews are retained in the school's electronic document repository.

Records of meetings of the ÉSIS Departmental Assembly document discussion, decision making, and formal approval of follow-up actions on recommendations emanating from the planning sessions, etc. noted above. Those records are also retained in the school's electronic document repository.

Sources of evidence

A summary of the planning session held in June 2014, reports from the cyclical review conducted in 2015-2016, and documents from the Faculty of Arts strategic planning process initiated in 2016 and the school's long-range planning sessions held in 2018-2019 are all included in the sources of evidence for this chapter.

Records of all meetings of the ÉSIS Departmental Assembly since the initial accreditation of the school's MIS program in 2014—agenda, minutes, documents for discussion and/or approval—are included in the sources of evidence for this chapter.

Reports on Program Reviews

Summary reports of program reviews, self-studies, etc., document all aspects of those reviews—the review criteria, the stakeholders involved in the review, the assessment of program strengths and weaknesses, the identification of areas for improvement, and follow-up actions. Those reports are retained in the school's electronic document repository.

Sources of evidence

The sources of evidence for this chapter include the ÉSIS Program Presentation prepared in 2013 for the initial accreditation of our MIS program and the self-study conducted in 2015-2016 as part of the University of Ottawa's cyclical review process.

Also included in the sources of evidence are the reports of surveys and focus groups that were conducted for that 2015-2016 cyclical review.

Program Performance Data

The school compiles data on enrolment, program completion, course offerings, etc., for the statistical reports that are submitted annually to the Association for Library and Information Science Education (ALISE) and to the American Library Association Committee on Accreditation (COA).

Each semester coursework is evaluated by faculty; CO-OP work term performance is evaluated by employers; and capstone projects are evaluated by examiners. In addition, students evaluate the courses they have taken in the program. The data from all of those evaluations are compiled annually for inclusion in the report on assessment of student learning outcomes.

We conduct regular surveys of students and graduates on their assessment of learning outcomes with respect to the knowledge and skills gained in the program. Summary results of all those surveys are kept in the school's electronic document repository, and selected data points are used to calculate annual values for the assessment of student learning outcomes.

All those compilations of performance data are retained in the school's electronic document repository.

Sources of evidence

All of the data sources referenced above—statistical reports, survey results, and the report on Assessment of Student Learning Outcomes—are included in the sources of evidence for this chapter.

Program Performance and Student Achievement

We compile and publish on the ÉSIS website a report on Program Performance and Student Achievement that incorporates key performance data from the sources identified immediately above to serve both as an overall indicator of program performance and as a gauge of student achievement in the classroom, in the community, and in the job market. The information provided in the report includes:

- student retention and completion rates
- average time to completion of the program
- post-degree employment rate
- annual enrolment statistics
- grade averages for core courses (reported on a ten-point scale)
- the number of students successfully completing experiential learning projects
- the number of CO-OP students receiving ratings of very good, excellent, and exceptional from their employers
- the number of students successfully defending a thesis
- the number of students successfully completing a capstone project
- the number of job placements reported by graduates

In addition to the statistical information, the report provides lists of:

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

Successive iterations of that report are retained in the school's electronic document repository.

Sources of evidence

The most recent iteration of the report on Program Performance and Student Achievement can be accessed online on the ÉSIS website. A copy is also included in the sources of evidence for this chapter.

Assessment of Student Learning Outcomes

The school uses a broad range of mechanisms (both direct and indirect) to assess student learning outcomes. The quantitative data collected annually through the evaluation of coursework, capstone projects, and CO-OP assignments; through student course evaluations; through surveys of students on CO-OP placements, students completing their studies, and alumni; and through post-degree employment statistics are mapped against specific learning outcomes and compiled in tabular form in a report on Assessment of Student Learning Outcomes.

Successive iterations of that report are retained in the school's electronic document repository.

Sources of evidence

The most recent iteration of the report on Assessment of Student Learning Outcomes is included in the sources of evidence for this chapter.

Continuous Program Improvement

> **Standard I.6**
>
> The program demonstrates how the results of the evaluation are systematically used to improve the program and to plan for the future.

On an ongoing basis the results of evaluations of our program are reviewed, and our program goals and priorities are revisited and realigned to address evolving challenges and opportunities. Improvements to the program are made in response to issues raised in those reviews and as goals evolve and new priorities are set.

Over the past several years our MIS program has been the subject of three comprehensive evaluations: the first was conducted in 2012-2013 as part of our initial accreditation process; the second was carried out between 2015 and 2016 as part of the cyclical program review process under the University of Ottawa's quality assurance regimen; and the third is the current evaluation being conducted as part of the process to renew our ALA accreditation. All three of those comprehensive evaluations have entailed in-depth reviews of our program goals and priorities and the identification of areas for improvement and enhancement of the program. Following through on those evaluations we have made significant progress to date in implementing those improvements and in planning for continuing those efforts.

Accreditation Program Presentation 2013

The comprehensive evaluation that was carried out in 2012-2013 as part of the initial accreditation process for our MIS program identified a number of challenges the school was facing at the time. In response to those challenges, we identified in the concluding section of our 2013 Program Presentation a number of initiatives to be acted on under the six priority areas of focus that had been established in an earlier iteration of the school's long-range plan:

- refining the program of study
- assessing program outcomes
- enhancing a culture of scholarship and research
- increasing the visibility of the school
- nurturing relationships with community
- optimizing human, financial, and physical resources

Among the first initiatives to be acted on at the time was the implementation in 2014 of the revised curriculum for our MIS program that had been developed in 2012-2013 as the result of a comprehensive curriculum review. Two key elements of that revised curriculum were the introduction of a new set of seven compulsory courses designed to ensure that all students receive a solid grounding in the core competencies of the profession, and the addition to the core curriculum of a capstone experience, giving

students an opportunity to demonstrate the skills and knowledge they have gained in the program across a broad range of professional competencies.

In parallel with the implementation of the revised curriculum and the introduction of the capstone experience, the school integrated the results of the various mechanisms it had put in place to measure student success in meeting the learning outcomes defined as the MIS program objectives into a formalized report that is updated on an annual basis and serves as the basis for ongoing assessment of student learning outcomes.

In 2015 the MIS program was further enhanced by the addition of a specialization in Science, Society and Policy for students in the thesis option, as the result of collaboration initiated in 2013-2014 between the school and the University of Ottawa Institute for Science, Society and Policy.

Sources of evidence

Our 2013 Program Presentation can be accessed online on the ÉSIS website. A copy is also included in the sources of evidence for this chapter.

The modification request for the revised curriculum implemented in 2014 is included in the sources of evidence for this chapter.

Documents relating to the development and delivery of the i-Portfolio and case problem capstone experiences are included in the sources of evidence for this chapter.

The most recent iteration of the report on Assessment of Student Learning Outcomes is included in the sources of evidence for this chapter.

Program requirements for the specialization in Science, Society and Policy can be accessed via the ÉSIS website.

Cyclical Program Review 2015-2016

For the self-study that was conducted as part of the University of Ottawa's cyclical review of our master's and graduate diploma programs, we identified a number of priorities for improvement and enhancement under five areas of strategic focus roughly paralleling the areas of focus identified in the conclusion of the 2013 Program Presentation:

- curriculum and the student experience
- research development
- resources and leadership
- community engagement
- marketing and visibility

Among the first initiatives to be acted on following the submission of that self-study was the implementation of a revised graduate diploma program focused on information management, designed to increase the market appeal of the diploma program. In conjunction with that initiative, we developed a "track" within the MIS curriculum for students looking toward a career in information management, mapping the content of core and elective courses within the MIS curriculum to the core competencies for records and information management promulgated by ARMA International (formerly the Association of Records Managers and Administrators).

Another priority identified in the self-study done for the cyclical program review was to increase the number of full-time professors in the program to complement the areas of expertise of the current faculty. The appointment in July 2017 of Dr. Stefanie Haustein as a tenure-track Assistant Professor brought the school's complement of full-time faculty back up to five, after several years of operating with only four full-time professors. Dr. Haustein's areas of research—bibliometrics, altmetrics, open science, and analysis of the role of social media in academia—complement and expand the collective strength of the ÉSIS faculty.

A start has also been made at formalizing relationships with the undergraduate minor in Digital Humanities by opening relevant courses in our MIS program to fourth-year undergraduate students in Digital Humanities. The longer-term objective is to enrich the MIS curriculum through the development of courses in Digital Humanities at the graduate level that could be offered as part of our MIS program.

Sources of evidence

The self-study conducted in 2015-2016 as part of the cyclical review process is included in the sources of evidence for this chapter.

The modification request for the new Graduate Diploma in Information Management and the mapping of courses to the ARMA core competencies are included in the sources of evidence for this chapter.

Accreditation Self-Study 2021

In 2018-2019, as part of the long-range planning process for the 2018/19–2021/22 planning period, and as a lead-in to the accreditation self-study initiated that same year, the school began a review of the priorities and implementation plans that had been established during the previous planning cycle as part of the cyclical program review. The results of that review, together with deliberations on the major challenges currently faced by the school, led to the articulation of a revised set of program goals and priorities for the 2018/19–2021/22 planning period.

Action was taken on a number of program improvements and enhancements identified among those priorities at the outset of the planning period in 2018-2019—the most significant being changes to the MIS CO-OP option required to align it with university-wide practices. Under those changes, credits attached to the two CO-OP work terms no longer count as credits toward the MIS degree. To offset that change, credits are now given to the applied research projects associated with the CO-OP work terms. The net effect, however, is that the total number of credits earned for the combined works terms and applied research projects in the CO-OP option have been reduced from 12 to 6. Consequently, students in the CO-OP option must now take two additional elective courses (over and above the four electives required previously) to complete the requirements for the degree. To partially offset the reduction in credits earned for the CO-OP component, the total number of credits required for the degree has been reduced from 48 to 45 for all options (course-based, CO-OP, and thesis) by eliminating one compulsory course from the curriculum. We will be monitoring the impact on the overall program of both the changes to the CO-OP option and the reduction in the number of credits required for the degree.

Another priority initiative related to curriculum identified among the priorities for the 2018/19–2021/22 planning period that has already been acted on is the development of several hybrid courses combining both in-class and online learning components. In 2018/2019 two core courses and four electives were offered as hybrid courses, combining both in-class and online learning components. The evaluation of those courses is ongoing and will inform future offerings involving online instruction.

Action has also been taken on one of the community engagement initiatives identified in the program goals and priorities for the 2018/19–2021/22 planning period: continuing participation in the federal Public-Servant-in-Residence program. For the 2019-2020 academic year, the school benefitted from the residency of Ross Gordon, Director of Information Management Services at Environment and Climate Change Canada. During his residency, Mr. Gordon taught the elective course on Knowledge in Organizations as well as co-teaching the capstone case problem course. In addition, he conducted research on information management trends and technologies in the Government of Canada, and facilitated further interaction between students and faculty in our MIS program and other key players in the information management field within the federal public service. From September 2020 through August 2021, the public servant residency was held by Dr. Kerry Badgley, Manager, Research, Litigation Management and Oversight Directorate, Crown-Indigenous Relations and Northern Affairs Canada. In the spring of 2021 Dr. Badgley taught a special topics course on Galleries, Libraries, Archives, and Museums. During his tenure as Public Servant in Residence, Dr. Badgley also conducted research into the developments that have accrued from the Treasury Board Secretariat's Recordkeeping Directive and the implementation of GCDocs.

Following through on the marketing and visibility priority to formalize links with the Digital Humanities program, ÉSIS submitted a proposal for a new faculty position to lead a Metadata and Digital Humanities track within the school's current program that will be promoted to all Faculty of Arts graduate students; to coordinate development of a Digital Humanities graduate specialization for the Faculty of Arts; and to develop collaborative programs within the university and internationally. Recruitment for the position has been approved for the 2022-2023 academic year.

Among the priorities identified for the remainder of the 2018/19–2021/22 planning period are:

- exploring the potential for offering a first-semester core course as a bilingual course
- strengthening the capacity of the school to develop and implement a strategic marketing plan
- reviewing and updating the ÉSIS website to serve as a more effective marketing and recruitment tool

Sources of evidence

The review of the priorities and implementation plans established during the 2014/15–2017/18 planning cycle is included in the sources of evidence for this chapter.

The program goals and priorities for the 2018/19–2021/22 planning period can be accessed online on the ÉSIS website. A copy is also included in the sources of evidence for this chapter. A review of the priorities and implementation plans established for the 2018/19–2021/22 planning cycle is included in the sources of evidence for this chapter.

The modification request for changes to the CO-OP option and the reduction in the number of compulsory courses is included in the sources of evidence for this chapter.

Course outlines for the hybrid courses offered in 2018-2019 are included in the sources of evidence for this chapter.

Curricula vitae and workplans for the information professionals who have joined us through the Public-Servant-in-Residence program are included in the sources of evidence for this chapter.

The recruitment proposal and the position posting for a new faculty position focusing on Digital Humanities are included in the sources of evidence for this chapter.

Summary Assessment

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

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

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

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

With the involvement of our constituents, we continue to monitor and assess our program outcomes, and to re-evaluate, realign, redesign, and refine key elements of our program on an ongoing basis. Comprehensive evaluations of our program over the past several years have provided us with valuable insights into various aspects of our program and directions we might take to improve it. We see those reviews and the insights gained from them as vital to the increased strength and relevance of our program.

Sources of Evidence

Sources marked with an ⓘ are publicly available on websites maintained by the University of Ottawa and related organizations.

Sources marked with an asterisk (*) will be available during the virtual site visit only.

All other sources are retained in the school's electronic document repository. Hyperlinks for file folders and documents link directly to the folders and documents in the repository.

Governance

ÉSIS By-Laws

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

ÉSIS Program Committee – Terms of reference and membership

ÉSIS Assembly of Regular Professors – Terms of reference

ÉSIS Appointments Committee – Terms of reference

Faculty of Arts By-Laws ⓘ

Advisory Committees

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

ÉSIS Curriculum Advisory Committee – Terms of reference and membership; records of meetings

ÉSIS Accreditation Advisory Committee (2019-2021) – Terms of reference and membership; records of meetings

Policies and Procedures

University of Ottawa Institutional Quality Assurance Process

Faculty

Public-Servant-in-Residence – CVs and workplans

Recruitment Application – Proposal for a new faculty position focused on Digital Humanities

Tenure-track Faculty Position – Posting for the new faculty position focused on Digital Humanities

Program Planning

ÉSIS Program Planning Framework ⓘ

ÉSIS Mission and Vision Statements ⓘ

ÉSIS Program Objectives: Student Learning Outcomes ⓘ

ÉSIS Program Goals and Priorities 2018/19-2021/22 ⓘ

ÉSIS Student Learning Outcomes Mapped to 2015 ALA Accreditation Standard I.2

ÉSIS Student Learning Outcomes Mapped to 2015 ALA Accreditation Standard I.3

ÉSIS Long-range Plans – Records of strategic and long-range planning sessions

Transformation 2030 ⓘ – The University of Ottawa's strategic plan

Arts Roadmap 2030 ⓘ – The Faculty of Arts strategic planning initiative

Program Evaluation

ÉSIS Program Presentation (2013) ⓘ

Special Report to the ALA Committee on Accreditation, March 2015 ⓘ

Special Report to the ALA Committee on Accreditation, October 2015 ⓘ

Biennial Narrative Report to the ALA Committee on Accreditation, December 2015 ⓘ

Biennial Narrative Report to the ALA Committee on Accreditation, February 2018 ⓘ

Program Performance and Student Achievement ⓘ

ÉSIS Statistical Reports – Annual statistical reports submitted to ALISE and the COA

ÉSIS Survey Reports – Results of periodic surveys of students and alumni

ÉSIS Focus Groups and Interviews – Summary of feedback on online learning from May 2021

Student Course Evaluations – Forms and procedures, results of evaluations from 2014-2015 through 2020-2021

ÉSIS Capstone Experiences – Documents relating to the development and delivery of the i-Portfolio and Case Problem capstone courses

Evaluation of CO-OP and Experiential Learning Placements – Forms and guidelines

ÉSIS Curriculum Review 2014-2016 – Report on curriculum review activities conducted between 2014 and 2016

Cyclical Review (2015-2016) – Reports of surveys, focus groups, self-study, external evaluation, progress, and final assessment

Assessment of Student Learning Outcomes – Annual results of direct and indirect measures of student learning outcomes

Teaching and Learning

Major Modification Graduate Program in Information Studies (2013-10-02)

Major Modification Graduate Program in Information Studies (2017-12-19)

Major Modification Graduate Program in Information Studies (2018-12-18)

Mapping ARMA Core Competencies to ÉSIS Curriculum

Courses Offered in 2018-2019 – Course outlines

Communications and Marketing

ÉSIS Website ⓘ

Accreditation Reports ⓘ – Comprehensive, biennial, and special reports submitted to the COA

Program Performance and Student Achievement ⓘ

ÉSIS Annual Reports ⓘ

ÉSIS Program Goals and Priorities 2018/19-2021/22 ⓘ

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

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

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

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

Context

The program requirements and course descriptions for the current curriculum were initially developed as part of a comprehensive curriculum review that was carried out over a two-year period from 2011 to 2013.

That review resulted in a major restructuring of the core curriculum, with a view to providing all students in the program a solid base of knowledge in the concepts, theories, principles, and methods that underpin practice in the information professions, as well as a carefully thought-out range of elective courses from which they can construct programs of study that focus on their own areas of interest within the field and the particular competencies that fit best with their career plans.

The proposed curriculum was subsequently approved by the Faculty of Arts, the Faculty of Graduate and Postdoctoral Studies, the university's senior administration, and the university senate, and implemented in 2014-2015.

The newly implemented curriculum was reviewed the following year by faculty members, by the ÉSIS Curriculum Advisory Committee, and by students enrolled in the program at the time in the context of the university's cyclical review of the MIS program.

On an ongoing basis the school uses a broad range of mechanisms (both direct and indirect) to assess how well the curriculum is achieving its objectives with respect to student learning outcomes. The quantitative data collected annually through the evaluation of coursework, capstone projects, and CO-OP assignments; through student course evaluations; through surveys of students on CO-OP placements, students completing their studies, and alumni; and through post-degree employment statistics are mapped against specific learning outcomes and compiled in tabular form in a report on the assessment of student learning outcomes.

As a result of changes to the MIS CO-OP option required to align it with university-wide practices, a significant modification to the curriculum was approved in 2018-2019 and implemented in 2019-2020. As a consequence of those changes the total number of credits required for the degree has been reduced and one compulsory course has been eliminated from the curriculum.

Towards the end of the 2019-2020 academic year, because of the COVID-19 pandemic, the university and the Faculty of Arts made the decision to move all spring and summer instruction fully online. Instructors and students responded quickly, and by April 2020 everything was in place for the transition. By late June, decisions had been made to continue all instruction online for the fall semester as well. And in December it was decided that all instruction would be delivered online through the entire winter 2021 semester.

Objectives

Standard II.1

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.

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

Our program planning framework ensures regular review and refinement of the curriculum, with input from faculty, students, employers, and alumni.

Student Learning Outcomes

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

ÉSIS Program Objectives

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

Knowledge Base

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

Research and Evaluation Skills

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

Planning and Problem Solving

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

Communication Skills

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

Professional Values and Ethics

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

Initiative, Teamwork, and Self-Assessment

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

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

That knowledge base is coupled with skills in research and evaluation that will enable students to critically assess research findings and applications for their relevance to the field, and to evaluate policies, practices, and services for their effectiveness in meeting a diverse range of user needs.

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

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

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

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

Sources of evidence

Our program objectives, framed as student learning outcomes, can be accessed online on the ÉSIS website. A copy is also included in the sources of evidence for this chapter.

A complete mapping in tabular form of the curriculum to the six broad areas of competence identified in the student learning outcomes for our MIS program is included in the sources of evidence for this chapter.

Core Competencies

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

Those core competencies continue to be reflected in our student learning outcomes, and still provide a key dimension of focus for our curriculum. Together with our student learning outcomes and the

accreditation standard for curriculum, the ALA core competencies provide the overall frame of reference for the ongoing review of our curriculum.

The compulsory courses in our curriculum provide the underpinnings for the development of those core competencies. They give our students the grounding they need in the foundational principles, values, and ethics of the profession and the role that librarians and information professionals play within a broader social, economic, and cultural context. They introduce them to the concepts and principles that underlie professional practice in the areas of information resource management, knowledge organization, and resource discovery. They provide students with an opportunity to learn and practice the basic methods of research and to assess the value of research findings in the field of information studies. They introduce them to the core principles and methods needed to plan, manage, and evaluate information programs and services. And they provide students with an opportunity to explore the various dimensions of leadership, both within an organization and in the context of partnerships, collaborations, and engagement with stakeholders.

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

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

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

Information on other competencies taken into account in the design and refinement of our curriculum is provided in the section on professional competencies under standard II.4 below (see page 48).

Sources of evidence

A complete mapping in tabular form of the curriculum to the eight broad areas of core competence defined by ALA is included in the sources of evidence for this chapter.

Course outlines and evaluation rubrics for the i-Portfolio and case problem capstone experiences are included in the sources of evidence for this chapter.

Curriculum Review and Refinement

The curriculum is reviewed and refined on a continuous basis. Under our program planning framework, teaching and learning are the major focus of review, assessment, and priority-setting every four years. Over the course of the planning cycle for 2014/15–2017/18, the curriculum that had been introduced in 2014-2015 was the subject of a number of review initiatives, carried out in part in the context of a comprehensive program review conducted under the University of Ottawa's cyclical review process. During the 2019-2020 academic year, as part of the planning cycle for 2018/19–2021/22, changes to the program that were introduced in 2018-2019 in order to align the CO-OP option with university-wide practice were reviewed, and refinements to the curriculum are being considered in light of a special survey of alumni that was conducted in 2019.

Those reviews of the curriculum draw on a range of ongoing evaluation, tracking, and feedback mechanisms—in the form of surveys, statistical reports, and focus groups—that are conducted on an ongoing basis. Those mechanisms, in conjunction with input from our advisory committees, provide us with a broad range of perspectives on the curriculum, reflecting the views of faculty, students, alumni, and employers.

Sources of evidence

A report on the review of the curriculum introduced in 2014-2015 is included in the sources of evidence for this chapter.

The modification request for changes to the CO-OP option and the reduction in the number of compulsory courses is included in the sources of evidence for this chapter.

Responses to the special survey of alumni conducted in 2019 are included in the sources of evidence for this chapter. An analysis of the special survey of alumni conducted in 2019 is also included.

Data collected through regular surveys of our students, statistics reported annually to ALISE, and reports of focus groups conducted as part of the cyclical review are included in the sources of evidence for this chapter.

Scope and Orientation

Standard II.2

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 curriculum

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;

II.2.2 Emphasizes an evolving body of knowledge that reflects the findings of basic and applied research from relevant fields;
II.2.3 Integrates technology and the theories that underpin its design, application, and use;
II.2.4 Responds to the needs of a diverse and global society, including the needs of underserved groups;
II.2.5 Provides direction for future development of a rapidly changing field;
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.

Our core curriculum provides students in the program with a solid base of knowledge in the concepts, theories, principles, and methods that underpin practice in the information professions. The elective courses offered in the program are designed to add depth to the student's base knowledge and skills, spanning the full lifecycle of information. It is designed to produce graduates who will assume responsible and active roles in the information professions, responding to the needs of a diverse society and a rapidly changing technological environment. The curriculum encompasses an evolving body of knowledge, incorporating research findings from a broad range of relevant fields. The theory and application of current and emerging technologies are fully integrated into a program that has a strong orientation toward the future development of the field and promotes continuous professional growth.

Core Curriculum

The core curriculum is structured on a foundation of six compulsory courses plus a capstone experience required of all students.

The compulsory courses are offered in a set sequence, reducing scheduling conflicts and eliminating the need for pre-requisites. Compulsory courses offered during the fall semester of each academic year include:

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

Winter semester compulsory courses include:

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

Part-time students are required, as far as possible, to complete the four compulsory courses offered in the fall semester before taking those that are offered in the winter semester.

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

In addition to the six compulsory courses listed above, all students except for those taking the thesis option are required to take a capstone course—either the i-Portfolio course or the case problem course.

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

The case problem course, alternating with the i-Portfolio as a capstone course offering every second year, is designed to provide students with an opportunity to apply a broad range of the knowledge and skills they have gained over the course of the program, working in teams to develop plans for the solution of a case problem. The parameters of the case problem are set either by faculty or by a participating organization in the information sector, providing background on objectives, the users of the services that are being analyzed, the nature of the information resources involved, the organizational resources available (budget, human resources, facilities, etc.), the technical infrastructure, and the environment (culture, politics, economics, etc.). Students are required to produce deliverables such as reports on environmental scans, SWOC analyses, plans, budget projections, grant applications, recommendations on best practices, etc., as well as to give a team presentation.

Students taking the thesis option are required to take one additional compulsory course—Advanced Research Methods in Information Studies—and to produce a scholarly thesis of approximately 100 pages in length, which provides them with an opportunity to bring their research, evaluation, planning, and communication skills to bear on an area of knowledge important in the field of Library and Information Studies (LIS). Theses are produced in accordance with the regulations for master's theses established by the university.

Sources of evidence

The catalogue for our MIS program, containing a list of compulsory courses and the course descriptions, can be accessed online via the ÉSIS website. A copy is also included in the sources of evidence for this chapter.

Course outlines for the i-Portfolio and case problem capstone experiences are included in the sources of evidence for this chapter.

A mapping in tabular form of the compulsory courses and capstone experiences that comprise the core curriculum to the information lifecycle is included in the sources of evidence for this chapter.

Elective Courses

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

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

The choices available to our students are not strictly limited to the electives listed individually in the program description. Courses under the general title Special Topics in Information Studies are offered on a fairly regular basis, expanding the scope of the curriculum to reflect emerging trends and other topics of special interest. Students are also given the opportunity to take the Directed Readings course, proposing a topic of particular interest to be supervised by a member of the faculty. The Experiential Learning offering provides students an opportunity to apply their knowledge of information studies principles to work in an organization that offers information services.

It should also be noted that—with permission, and for a maximum of twelve credits—students have the option of taking courses in cognate disciplines offered by other programs in the University of Ottawa or by other institutions.

Sources of evidence

The catalogue for our MIS program, containing course descriptions for all elective courses, can be accessed online via the ÉSIS website. A copy is also included in the sources of evidence for this chapter.

A complete mapping in tabular form of the elective courses offered under the curriculum to the information lifecycle is included in the sources of evidence for this chapter.

Summaries in tabular form of elective courses offered over the five-year period from 2014-2015 through 2018-2019 as well as for 2019-2020 and 2020-2021 are included in the sources of evidence for this chapter.

Lists of the special topics courses offered and the directed readings courses, experiential learning activities, and courses in cognate disciplines taken by our students since 2014 are included in the sources of evidence for this chapter.

Orientation

With respect specifically to the ALA accreditation standard II.2.1, our compulsory courses ISI 5301 Information and Society and ISI 5305 Management Foundations for the Information Professional are aimed at providing students with a solid understanding of the profession, equipping them with the skills they will need to assume positions of responsibility in the management of information programs and services, and introducing them to the issues and challenges they will encounter as they take on leadership roles in their future careers. Those compulsory courses are supplemented by two elective offerings that build on the management and leadership skills introduced in the core (ISI 6381 Knowledge in Organizations and ISI 6382 Human Resource Management). A suite of five elective courses (ISI 6310 Ethics, Values and Information Dilemmas, ISI 6311 Information and the Law, ISI 6312 Global Information and Communications Policy, ISI 6313 Government Information Policy and Practice, and ISI 6314 The Publishing Business: Transformations and Opportunities) is aimed at giving students both the knowledge base and the skills they will need to pursue active careers in the information policy arena.

With respect to standard II.2.2, our compulsory courses ISI 5302 Knowledge Organization, ISI 5303 Information Resource Management, ISI 5304 Information Resource Discovery, and 5307 Introduction to Research and Evaluation in Information Studies draw on research findings and applications from a range of fields relevant to the management of information programs and services. The elective courses ISI 6321 Archives and Records Management, ISI 6322 Digital Preservation, ISI 6330 Resource Description, ISI 6331 Concept Analysis and Representation, ISI 6332 Metadata and Taxonomies, and ISI 6361 Advanced

Research Methods in Information Studies draw on a similarly broad base of research findings and applications from related fields.

With respect to standard II.2.3, elements of the theory and application of information technologies are dealt with in the majority of courses in our curriculum. The compulsory courses ISI 5302 Knowledge Organization, ISI 5303 Information Resource Management, and ISI 5304 Information Resource Discovery all incorporate relevant aspects of technology into the course content. The same applies to elective courses relating to information management such as ISI 6321 Archives and Records Management, ISI 6322 Digital Preservation, and ISI 6332 Metadata and Taxonomies. Information technologies are the primary focus for elective courses such as ISI 6341 Information Representation and Retrieval Technologies, ISI 6342 Web Architecture and Technologies, ISI 6343 Digital Asset Management Technologies, and ISI 6351 Introduction to Social Media.

With respect to standard II.2.4, the needs of a diverse society are the primary focus of the compulsory course ISI 5301 Information and Society, as well as the elective courses ISI 6352 Marketing and Advocacy for Information Organizations, ISI 6353 Access and Services to Diverse Populations, ISI 6354 Cultural Heritage Resources, ISI 6371 Learning and Instruction, and ISI 6372 Information Literacy. The diverse needs of users also come into play in ISI 5304 Information Resource Discovery and ISI 6310 Ethics, Values and Information Dilemmas.

With respect to standard II.2.5, virtually all courses take into account future directions in which the field is moving. Those that provide more extensive focus on the future development of the field include ISI 5301 Information and Society and ISI 6381 Knowledge in Organizations. For students taking the master's thesis option, the research they do and the conclusions they reach give them a first-hand opportunity to explore future directions.

Finally, with respect to standard II.2.6, courses such as ISI 5307 Introduction to Research and Evaluation in Information Studies, ISI 6352 Marketing and Advocacy for Information Organizations, and ISI 6361 Advanced Research Methods in Information Studies all promote commitment to continuous professional growth. The i-Portfolio capstone experience gives students an opportunity to think about their future professional development in greater depth, as they prepare a career plan for inclusion in the portfolio.

Sources of evidence

A complete mapping in tabular form of the ÉSIS curriculum to each of the relevant characteristics identified under standard II.2 is included in the sources of evidence for this chapter.

Detailed syllabi for all compulsory, elective, and capstone courses offered since 2014 are included in the sources of information for this chapter.

Tailoring Individual Programs of Study

Standard II.3

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.

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

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

Program Options

There are three program options available to students in the MIS program: a) a course-based option; b) a CO-OP option; and c) a thesis option. In all cases, 45 credits are required to complete the degree and a minimum of 25% of the courses must be completed in the student's second language. Both full and part-time students have a maximum of five years to complete the program.

The three options and the number of courses and allocation of credits in each are indicated in table 2.1.

Table 2.1. Program Options

Course-based option	CO-OP option	Thesis option
6 compulsory courses (18 credits)	6 compulsory courses (18 credits)	6 compulsory courses (18 credits)
1 capstone course (3 credits)	1 capstone course (3 credits)	Thesis (12 credits)
8 electives (24 credits)	2 CO-OP applied research projects (6 credits)	ISI 6361 Advanced Research Methods (3 credits)
	6 electives (18 credits)	4 electives (12 credits)

Course-based Option

Full-time students are required to successfully complete the first four compulsory courses (12 credits) during their first semester before enrolling in any elective courses. Part-time students are required to successfully complete a minimum of two compulsory courses (6 credits) before being eligible to enrol in any elective course. Full-time students complete the two remaining compulsory courses (6 credits) and two elective courses (6 credits) in their second semester. Full-time students complete four elective courses (12 credits) in the third semester, and a further two electives (6 credits) plus a capstone course

(3 credits) in the fourth semester. Part-time students are required to take their capstone course (3 credits) as their final or penultimate course in the program.

CO-OP Option

Only full-time students are eligible to apply for the CO-OP option. The compulsory course requirements and sequencing for the CO-OP option are the same as for the course-based option. During their third (Spring/Summer) and fourth (Fall) semesters, students are on two 4-month CO-OP work terms. During those semesters CO-OP students must register full-time and complete two applied research projects (6 credits) in parallel with their work terms. CO-OP students are required to return for their fifth (Winter) semester to complete at least three elective courses (9 credits) and the capstone course (3 credits). One additional elective (3 credits) required to complete the requirements for the degree may be taken in that fifth semester or in the following (Spring/Summer) semester.

Thesis Option

Full-time students in the thesis option complete the six compulsory core courses (18 credits) plus two electives (6 credits) during their first two semesters. During the third semester full-time students in the thesis option complete the advanced research methods course (3 credits) as an additional compulsory course plus three elective courses (9 credits). During their third semester, full-time students must also develop a thesis proposal (ISI 6998). During their fourth semester, they begin researching and writing the thesis (ISI 6999). When completed, the thesis is submitted for defence. Students in the thesis option receive a combined 12 credits for their thesis proposal (ISI 6998) and thesis (ISI 6999). Part-time students must complete all six compulsory core courses (18 credits), the advanced research methods compulsory course (3 credits), and four elective courses (12 credits) before developing the thesis proposal and beginning work on the thesis.

Students in the thesis option may also earn a specialization in Science, Society and Policy. The requirements of both the MIS program and the collaborative program in Science, Society and Policy (ISSP) must be met. The credits completed for the specialization may also count towards the degree in Information Studies. Successful completion of this program entails: a) satisfactory completion of the ISSP core course (ISP5101 or ISP5501, 3 credits); and b) presentation and defence of a thesis on a research topic relating to science, society and policy, carried out under the supervision of a professor who is a member of the Information Studies program and/or of the collaborative program. The Science, Society and Policy Graduate Committee will determine whether or not the topic of the thesis is appropriate for the designation of “Specialization in Science, Society and Policy.”

Sources of evidence

The three options for our MIS program are described on the ÉSIS website.

The complete catalogue for our MIS program can be accessed online via the ÉSIS website. A copy is also included in the sources of evidence for this chapter.

Program requirements for the specialization in Science, Society and Policy can also be accessed online via the ÉSIS website.

Program Pathways

Over and above the three formal options offered in the MIS program, the curriculum provides the opportunity for students to pursue their individual interests through a variety of career-oriented pathways within the program. Faculty advisors assist students in choosing program pathways to suit their individual needs and interests.

Program Themes

A number of program themes are designed into the curriculum. Three of those themes are oriented toward various sectors of the information profession, while the fourth has an academic or research focus:

- librarianship
- information management / records management
- information policy
- scholarly research and communication

These themes reflect the LIS marketplace in the National Capital Region, the teaching expertise of the full- and part-time faculty, and the particular niche that ÉSIS has identified for itself.

The six compulsory courses in the core curriculum are a required component in all four of the program themes. For the professionally oriented themes the capstone course is also required. For the research-focused theme a thesis is required.

The electives that are suggested for students interested in following a professionally oriented program theme are aligned with the competencies normally associated with the corresponding sector of the profession. For example, the electives identified under the librarianship theme are aligned with core competencies of librarianship in the areas of information resources, organization of information, and reference and user services. The electives suggested under the information management theme are aligned with core competencies in that field such as information policy and practice, archives and records management, metadata and taxonomies, and knowledge in organizations. The electives suggested under the information policy theme are oriented toward policy development in relation to communications, government information, and access to services.

For students interested in following an academic or research focused theme through the thesis option an advanced research methods course is required. The range of research interests that may be pursued through the thesis is limited only by the scope of the information studies field itself. As noted above, students in the thesis option may extend the scope of their research interests through the collaborative program in Science, Society and Policy.

Sources of evidence

A complete mapping in tabular form of the curriculum to the four program themes is included in the sources of evidence for this chapter.

Competency Clusters

As noted above in the section on core competencies under standard II.1 (see page 38), several clusters focusing on various areas of competence have also been identified within the suite of electives. A student taking the course-based option might combine electives in two or more of those clusters to

create a program of study focussed on certain aspects of information services. Likewise, a student taking the CO-OP option might choose to complement and/or broaden the experience and skills gained through the CO-OP work term with electives from one or two relevant clusters.

Individualization

Recognizing that we cannot realistically offer the same breadth and depth of specializations or pathways as larger ALA-accredited programs, these themes and clusters also inevitably highlight, by their absence, certain specializations that the curriculum will not offer. For example, we do not offer a specialization in children's and youth services. Nevertheless, there is scope within the parameters of the program for students to pursue their individual professional and academic interests.

The special topics course (ISI 6300) is designed to be used to introduce courses on emerging areas of scholarship and practice in the field, courses on topics that may be tangentially related to regular course offerings, or courses given on a one-time basis by experts from the field.

To address students' individual needs, a directed readings course is also available, allowing the student to pursue a topic of particular interest, under the supervision of a faculty member. In addition, courses in cognate disciplines offered by other programs in the university or by other institutions may be taken with the permission of the school.

Experiential learning is another means by which students can individualize their program of study.

Sources of evidence

Lists of the special topics courses offered and the directed readings courses, courses in cognate disciplines, and experiential learning activities taken by our students since 2014 are included in the sources of evidence for this chapter.

Professional Competencies

Standard II.4

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

As noted above in the section on core competencies under standard II.1 (see page 38), the American Library Association's Core Competences of Librarianship are reflected in our student learning outcomes, and provide a key dimension of focus for our curriculum. Together with our student learning outcomes and the accreditation standard for curriculum, the ALA core competencies provide the overall frame of reference for the ongoing review of our curriculum.

The Records and Information Management Core Competencies promulgated by ARMA International (formerly the Association of Records Managers and Administrators) have also been taken into account in developing our curriculum. In 2017, as part of an initiative to develop a "track" within the MIS curriculum for students looking toward a career in information management, we undertook a detailed mapping of the ARMA competencies to the content of the compulsory and elective courses in our MIS program, identifying the degree to which the theory and practice associated with each of the

competency statements were reflected in the course content. That mapping is used by faculty advisors to suggest appropriate electives to students interested in pursuing an information management "track" within the program. It is also used by faculty members teaching relevant courses to optimize the information management components within those courses.

The ÉSIS Curriculum Advisory Committee is currently reviewing certain elements of the curriculum in light of the results of the special survey of alumni that was conducted in 2019. Among the knowledge and competency statements that are being looked at in connection with that review are the consultation draft of Competencies for CARL/ABRC Librarians that was released by the Canadian Association of Research Libraries in November 2019, Competencies of the Federal Government Information Management Community promulgated by the Canadian General Standards Board in 2016, and the Key Leadership Competency Profile prepared for public service leaders in the Government of Canada in 2015. Those documents, as well as others relevant to competencies in librarianship and information management, are being consulted as part of a review of our MIS curriculum content with particular attention to competencies relating to data management and to leadership skills as they are currently viewed in the information sector.

Sources of evidence

A complete mapping in tabular form of the curriculum to the eight broad areas of core competence defined by ALA is included in the sources of evidence for this chapter.

The detailed mapping of the ARMA competencies to the content of the compulsory and elective courses in our MIS program as well as a simplified mapping in tabular form are included in the sources of evidence for this chapter.

Responses to the special survey of alumni conducted in 2019 are included in the sources of evidence for this chapter. An analysis of the special survey of alumni conducted in 2019 is also included.

Review and Evaluation

Standard II.5

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.

Review and evaluation of the curriculum are conducted on an ongoing basis within the broader context of our program planning process. Student course evaluations, surveys of students and alumni, and annual reports on student achievement enable us to monitor and evaluate the curriculum on an ongoing basis, and capstone evaluations provide a means of assessing learning outcomes as students complete the program.

Program Planning Framework

Review and refinement of the curriculum is an integral part of the program planning process set out in our program planning framework.

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

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

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

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

- student course evaluations
- work placement reports
- surveys of students and graduates of the program
- capstone evaluations
- feedback from advisory committees and focus groups

Our use of those sources in the context of curriculum evaluation is described in the section that follows.

Sources of evidence

The ÉSIS Program Planning Framework can be accessed online on the ÉSIS website. A copy is also included in the sources of evidence for this chapter.

Mechanisms for Ongoing Curriculum Evaluation

Regular input into our ongoing curriculum review process comes from a wide range of assessment mechanisms—student course evaluations; work placement reports; surveys of students and alumni; and capstone evaluations—supplemented by input from the ÉSIS Curriculum Advisory Committee, focus group sessions, and ongoing faculty discussions. Each of those assessment mechanisms is described in detail below.

Student Course Evaluations

Student course evaluations are conducted every semester as part of a university-wide process. All courses are evaluated by means of a confidential questionnaire administered at the end of the semester by student monitors and tabulated centrally by the Information Technology division.

Included in the questionnaire are three questions asking the student to rate the course on a four- or five-point scale with respect to:

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

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

Table 2.2 indicates the average scores on the course-related questions for courses in our program that were evaluated between 2014-2015 and 2019-2020 compared with course ratings across the Faculty of Arts and university-wide.

Table 2.2. Average Course Evaluation Scores (2014-2021)

Questions	Year	Average Ratings		
		ÉSIS	Faculty of Arts	University of Ottawa
Q 3: The course is well organized Strongly agree (5), agree (4), disagree (2), strongly disagree (1)	2014-2015	4.2	4.3	4.3
	2015-2016	4.3	4.3	4.3
	2016-2017	4.5	4.3	4.3
	2017-2018	4.2	4.3	4.3
	2018-2019	4.1	4.3	4.3
	2019-2020	4.5	4.4	4.4
	2020-2021	4.6	4.4	4.4
Q7: Assignments and/or exams closely reflect what was covered in the course Strongly agree (5), agree (4), disagree (2), strongly disagree (1)	2014-2015	4.3	4.4	4.3
	2015-2016	4.3	4.4	4.3
	2016-2017	4.5	4.4	4.3
	2017-2018	4.3	4.4	4.3
	2018-2019	4.2	4.4	4.3
	2019-2020	4.6	4.5	4.4
	2020-2021	4.6	4.5	4.4
Q10: I have learned a lot in this course Strongly agree (5), agree (4), disagree (2), strongly disagree (1)	2014-2015	4.1	4.1	4.2
	2015-2016	4.3	4.2	4.2
	2016-2017	4.4	4.2	4.2
	2017-2018	4.1	4.2	4.3
	2018-2019	4.2	4.2	4.3
	2019-2020	4.6	4.3	4.3
	2020-2021	4.4	4.3	4.3

Questions	Year	Average Ratings		
		ÉSIS	Faculty of Arts	University of Ottawa
Q11: In comparison with my other courses, the workload in this course is Very heavy (5), heavier than average (4), average (3), lighter than average (2), very light (1)	2014-2015	3.4	3.1	3.3
	2015-2016	3.4	3.1	3.3
	2016-2017	3.3	3.1	3.3
	2017-2018	3.3	3.1	3.3
	2018-2019	3.5	3.1	3.3
	2019-2020	3.3	3.1	3.4
	2020-2021	3.2	3.2	3.4
Q12: Overall, I find this course Excellent (5), good (4), average (3), poor (2), very poor (1)	2014-2015	3.9	3.9	4.0
	2015-2016	4.0	4.0	4.0
	2016-2017	4.1	4.0	4.0
	2017-2018	3.9	4.0	4.0
	2018-2019	3.8	4.0	4.0
	2019-2020	4.4	4.1	4.0
	2020-2021	4.3	4.1	4.0
Q13: I would recommend this course to another student Strongly agree (5), agree (4), disagree (2), strongly disagree (1)	2014-2015	4.0	4.0	4.0
	2015-2016	4.2	4.1	4.0
	2016-2017	4.2	4.1	4.0
	2017-2018	3.9	4.1	4.1
	2018-2019	4.0	4.1	4.1
	2019-2020	4.4	4.2	4.1
	2020-2021	4.4	4.2	4.1

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

The Course Evaluation Report contains the tabulated results of all thirteen questions on the official evaluation form. It is published online and is accessible to all students currently enrolled at the University of Ottawa and to all faculty members.

Sources of evidence

The forms and procedures used for the student course evaluations and the results of evaluations conducted since 2014 are included in the sources of evidence for this chapter.

Work Placement Reports

Students who complete a work placement—either as part of the CO-OP option or as part of the three-credit elective for experiential learning—must submit a report at the end of their placement. As part of the report, students are asked to make explicit connections between concepts learned in their courses

and practices in the workplace. These reports help us to identify both areas of strength and gaps in the curriculum in relation to our students' ability to transfer their course-based learning into the workplace.

Sources of evidence

The forms and guidelines used for CO-OP and experiential learning work placement reports are included in the sources of evidence for this chapter.

Examples of work placement reports completed by our CO-OP and experiential learning students will be made available to the External Review Panel during the virtual site visit.

Surveys

We conduct regular surveys of students as they enter the program and as they complete their studies. We also survey students taking the CO-OP option after they have completed their CO-OP work term, and we survey our alumni on a periodic basis.

The survey results provide a useful indication of student perceptions of our curriculum and its relevance to the careers they are planning to follow.

On average over the past five years, more than 85% of respondents to the exit survey have indicated that they felt the program had enabled them to develop the knowledge and skills that are the focus of our student learning outcomes:

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

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

The special survey of alumni conducted in 2019 produced similar results with respect to the knowledge and skills they had developed in the program.

Sources of evidence

Summary results of our surveys of students and alumni conducted since the submission of our *Program Presentation* in 2013 are included in the sources of evidence for this chapter. An analysis of the special survey of alumni conducted in 2019 is also included.

Capstone Evaluations

Our capstone courses and the master's thesis provide us with an effective means of gauging success in the achievement of our program objectives—that is, the degree to which our expectations of student learning outcomes are being met.

The capstone i-Portfolio provides us with direct evidence of student learning outcomes at the program level, enabling us to see how effectively our students have integrated classroom learning with field experience, how well attuned they are to the values of the profession, and the potential they see for

translating the knowledge and skills they have gained in the program into productive and meaningful careers in the profession.

The case problem capstone is designed to evaluate our students' ability to apply the knowledge and skills they have gained in the program to a problem set in a context that either simulates or is drawn from a "real world" situation. From the perspective of curriculum evaluation, the case problem capstone is designed to indicate how well the program prepares students to assume the responsibilities that they are likely to have to take on in their professional careers.

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

Sources of evidence

Course outlines and evaluation rubrics for the i-Portfolio and case problem capstone experiences are included in the sources of evidence for this chapter.

Procedures for the oral defence of a thesis are included in the sources of evidence for this chapter.

Curriculum Advisory Committee

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

The committee was actively engaged in the comprehensive review of our curriculum that was initiated in the fall of 2011, reviewing and advising on the proposed restructuring of the core curriculum and the revised suite of elective courses. Subsequent to the implementation of the revised curriculum in 2014, the committee has been engaged in the further refinement of the curriculum, experiential learning opportunities, the introduction of the capstone experience, and the ongoing assessment of student learning outcomes. The committee is currently looking at the information management component of the MIS program—including competencies relating to data management—and the leadership component of the core curriculum.

Sources of evidence

The terms of reference, membership, and records of meetings of the Curriculum Advisory Committee are included in the sources of evidence for this chapter.

Focus Groups

We also use focus groups as a means of gathering opinion and ideas from our constituencies on various aspects of our program and on specific issues that we are attempting to address. Over the past several years we have conducted focus groups with faculty, students, and alumni on the overall strengths and weaknesses of the MIS program as well as on issues relating to the curriculum.

As part of the cyclical review in 2015-2016, a student focus group facilitated by the Faculty of Graduate and Postdoctoral Studies was held to assess the revised curriculum that had been introduced in 2014. A second group of students was convened by the Centre for University Teaching for a SWOC session to assess the strengths and weaknesses of the school's programs, and to identify potential opportunities for program improvement and associated challenges. The Centre for University Teaching ran a similar SWOC session with the school's faculty members, and conducted a survey of alumni, again on the program's strengths, weaknesses, opportunities, and challenges.

In April and May 2021 we conducted a survey and focus group to gather feedback on the student learning experience during a year when all instruction had been migrated to an online environment as a result of restrictions imposed by the COVID-19 pandemic.

Sources of evidence

Reports on the survey and focus groups conducted as part of the cyclical review in 2015-2016 and a summary of student feedback from a survey and focus group on online learning conducted in May 2021 are included in the sources of evidence for this chapter.

Assessment of Student Learning Outcomes

The quantitative data collected annually through the evaluation of coursework, capstone projects, and CO-OP assignments; through student course evaluations; through surveys of students on CO-OP placements, students completing their studies, and alumni; and through post-degree employment statistics are mapped against specific learning outcomes and compiled in tabular form in a report on the assessment of student learning outcomes. That report provides a high-level measurement of how well the curriculum is functioning with respect to the achievement of student learning outcomes.

Sources of evidence

The most recent iteration of the report on Assessment of Student Learning Outcomes is included in the sources of evidence for this chapter.

Program Performance and Student Achievement

We also compile and publish on the ÉSIS website a report on Program Performance and Student Achievement incorporating performance data that supplements the data gathered from the sources identified above and serves both as an overall indicator of program performance and as a gauge of student achievement in the classroom, in the community, and in the job market. The information provided in the report includes:

- student retention and completion rates
- average time to completion of the program
- post-degree employment rate
- annual enrolment statistics
- grade averages for core courses (reported on a ten-point scale)
- the number of students successfully completing experiential learning projects
- the number of CO-OP students receiving ratings of very good, excellent, and exceptional from their employers
- the number of students successfully defending a thesis
- the number of students successfully completing a capstone project
- the number of job placements reported by graduates

In addition to the statistical information, the report provides lists of:

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

Sources of evidence

The most recent iteration of the report on Program Performance and Student Achievement can be accessed online on the ÉSIS website. A copy is also included in the sources of evidence for this chapter.

Curriculum Reviews

Key findings from the evaluation and feedback mechanisms and reports described above form the basis for ongoing review of the curriculum. The comprehensive curriculum review that was carried out between 2011 and 2013, the self-study conducted in 2015-2016 as part of the University of Ottawa's cyclical review process, and periodic reviews of progress on priorities identified in long-range plans have all involved significant review of issues related to the curriculum. Those reviews in turn have served to identify priorities for improving and enhancing the curriculum.

Comprehensive Curriculum Review (2011-2013)

The program requirements and course descriptions for the current curriculum were initially developed as part of a comprehensive curriculum review that was carried out over a two-year period from 2011 to 2013.

That review resulted in a major restructuring of the core curriculum, with a view to providing all students in the program a solid base of knowledge in the concepts, theories, principles, and methods that underpin practice in the information professions, as well as a carefully thought-out range of elective courses from which they can construct programs of study that focus on their own areas of interest within the field and the particular competencies that fit best with their career plans.

Sources of evidence

The terms of reference and membership of the working group that led the comprehensive curriculum review conducted between 2011 and 2013 are included in the sources of evidence for this chapter.

The modification request for the revised curriculum that was implemented as a result of that comprehensive curriculum review is included in the sources of evidence for this chapter.

Cyclical Program Review (2015-2016)

Over the course of the planning cycle for 2014/15–2017/18, the curriculum that had been introduced in 2014/15 was the subject of a number of review initiatives, carried out in part in the context of a comprehensive program review conducted under the University of Ottawa's cyclical review process. As noted above in the section on mechanisms for ongoing curriculum evaluation (see page 54), a number of

focus groups were conducted as part of that review process. Alumni were surveyed on the program's strengths, weaknesses, opportunities, and challenges. Student focus groups were held to assess the revised curriculum that had been introduced in 2014, to assess the strengths and weaknesses of the school's programs, and to identify potential opportunities for program improvement and associated challenges. A similar session was held with the school's faculty members.

For the self-study that was conducted as part of the cyclical review of our master's and graduate diploma programs, we identified a number of priorities for improvement and enhancement, including several related to the curriculum and the student experience.

Among the first initiatives to be acted on following the submission of that self-study was the implementation of a revised graduate diploma program focused on information management, designed to increase the market appeal of the diploma program. In conjunction with that initiative, we developed a "track" within the MIS curriculum for students looking toward a career in information management, mapping the content of core and elective courses within the MIS curriculum to the ARMA core competencies for records and information management.

A start has also been made at formalizing relationships with the undergraduate minor in Digital Humanities by opening relevant courses in our MIS program to fourth-year undergraduate students in Digital Humanities. The longer-term objective is to enrich the MIS curriculum through the development of courses in Digital Humanities at the graduate level that could be offered as part of our MIS program.

Sources of evidence

The self-study that was conducted as part of the cyclical review is included in the sources of evidence for this chapter. Reports on the survey and focus groups conducted as part of that review are also included.

The modification request for revision of our graduate diploma program and the mapping of courses to the ARMA core competencies are included in the sources of evidence for this chapter.

Review of Priorities and Plans (2018-2019)

In 2018-2019, as part of the long-range planning process for the 2018/19–2021/22 planning period, and as a lead-in to the accreditation self-study initiated that same year, the school began a review of the priorities and implementation plans that had been established during the previous planning cycle as part of the cyclical program review. The results of that review, together with deliberations on the major challenges currently faced by the school, led to the articulation of a revised set of program goals and priorities for the 2018/19–2021/22 planning period.

At the outset of the planning period action was taken on a number of curriculum-related improvements and enhancements identified among those priorities—the most significant being changes to the MIS CO-OP option required to align it with university-wide practices. Under those changes, credits attached to the two CO-OP work terms no longer count as credits toward the MIS degree. To offset that change, credits are now given to the applied research projects associated with the CO-OP work terms. The net effect, however, is that the total number of credits earned for the combined works terms and applied research projects in the CO-OP option have been reduced from 12 to 6. As a consequence, students in the CO-OP option must now take two additional elective courses (over and above the four electives required previously) to complete the requirements for the degree. To partially offset the reduction in credits earned for the CO-OP component, the total number of credits required for the degree has been reduced from 48 to 45 for all options (course-based, CO-OP, and thesis) by eliminating one compulsory

course from the curriculum. We will be monitoring the impact on the overall program both of the changes to the CO-OP option and the reduction in the number of credits required for the degree.

Another priority initiative related to curriculum identified among the priorities for the 2018/19–2021/22 planning period that has already been acted on is the development of a number of hybrid courses combining both in-class and online learning components. In 2018/2019 two core courses and four electives were offered as hybrid courses, combining both in-class and online learning components. The evaluation of those courses is ongoing and will inform future offerings involving online instruction. In the spring of 2020, because of the COVID-19 pandemic, all courses for the spring and summer semesters were delivered entirely online and continued in that mode through both the fall 2020 and winter 2021 semesters.

Sources of evidence

The review of the priorities and implementation plans and the program goals and priorities for the 2018/19–2021/22 planning period referred to above are included in the sources of evidence for this chapter. The program goals and priorities can also be accessed online on the ÉSIS website.

The modification request for changes to the MIS CO-OP option is included in the sources of evidence for this chapter.

Course outlines for the hybrid courses offered in 2018-2019 are included in the sources of evidence for this chapter.

Decision Making and Documentation

Standard II.6

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

Program policies, plans, and administration are regulated by a set of by-laws that specify the governance structure under which the school operates and the responsibilities of its assemblies and committees with respect to decision making. The processes carried out under that governance structure and the data used to support program planning and evaluation with respect to the curriculum are well documented through records held in the school's electronic document repository.

Governance

The framework for decision making within ÉSIS has been developed in accordance with both the Faculty of Arts By-Laws and the university's collective agreement with the Association of Professors of the University of Ottawa (APUO). The standing committees required by those documents that most directly affect decision making related to the curriculum and their responsibilities in that respect are described below.

Sources of evidence

The Faculty of Arts By-Laws and the collective agreement with the APUO can be accessed online on the university's website. Copies of the by-laws and the collective agreement are also included in the sources of evidence for this chapter.

ÉSIS Departmental Assembly

As mandated in the Faculty of Arts By-Laws (paragraph 4.1.2) and the APUO collective agreement (subsection 5.5.2), each academic unit within the Faculty has a Departmental Assembly, which includes all regular professors, as well as representatives from the body of part-time professors and from the student body. Depending on the nature of the cross-appointment agreement, colleagues who are cross-appointed to ÉSIS from other units may also hold membership in the Departmental Assembly. The administrative officer also attends.

Chaired by the director, the ÉSIS Departmental Assembly is responsible for approving, amending or rejecting all academic program requests intended for submission to the Faculty Council of either the Faculty of Arts or the Council on Graduate Studies. That responsibility includes approving all submissions proposing modifications to the curriculum as well as those identifying priorities for improvements to the curriculum and the student experience.

Sources of evidence

The terms of reference, membership, and records of meetings of the ÉSIS Departmental Assembly are included in the sources of evidence for this chapter.

ÉSIS Program Committee

The Faculty of Arts By-Laws (paragraph 4.1.4) require each academic unit that has graduate programs to have a Graduate Studies Committee to deal with those programs. Since the school has only graduate programs, the ÉSIS Program Committee fulfills this function. In practice, however, since ÉSIS is a relatively small academic unit, the majority of program-related issues, including those affecting the curriculum, are discussed and decided by the Departmental Assembly.

Sources of evidence

The terms of reference of the ÉSIS Program Committee are included in the sources of evidence for this chapter.

Advisory Committees

In addition to the standing committees noted above, the school's by-laws specify the composition and responsibilities of two advisory committees that also play a role in planning and evaluation related to the curriculum: the ÉSIS External Advisory Committee and the ÉSIS Curriculum Advisory Committee.

The ÉSIS External Advisory Committee was created, in part, to "provide counsel to ÉSIS on its general direction, on the services and initiatives best suited to address the challenges faced by Canadian society in the area of information management, and on regional, national and international outreach strategies." In that capacity, the committee is involved at various stages in the school's program planning and evaluation processes, including those related to the curriculum.

The ÉSIS Curriculum Advisory Committee was created to monitor and review the development, implementation, and delivery of our program of study; and to propose program changes and recommend approval of new courses. The committee was actively engaged in the comprehensive review of our curriculum that was initiated in the fall of 2011, and subsequent to the implementation of the revised curriculum in 2014 the committee has been engaged in the further refinement of the curriculum and the ongoing assessment of student learning outcomes.

Sources of evidence

The ÉSIS By-Laws are included in the sources of evidence for this chapter.

The terms of reference, membership, and records of meetings of the ÉSIS External Advisory Committee and the ÉSIS Curriculum Advisory Committee are included in the sources of evidence for this chapter.

Documentation

The ongoing review of the school's goals and priorities related to the curriculum, and the assessment of the program's success in achieving its objectives are documented through the records of meetings held in conjunction with those review and assessment processes; through summary reports of program reviews, self-studies, etc.; through the collection and analysis of data on key performance indicators; and through reports on program performance, student achievement, and the assessment of student learning outcomes, updated annually. The scope of that documentation is described in further detail below.

Records of Meetings

The school's program goals and priorities are reviewed regularly as part of the school's program planning framework and are updated to address evolving challenges and opportunities, including those affecting the curriculum:

- in June 2014 there was a planning session focused on emerging trends in the information sector and the implications for our MIS program
- in October/November 2015 there was a review of strategic priorities that had been identified in the 2010/11–2013/2014 planning cycle
- in June 2016 there was a review of the revised curriculum that had been introduced in 2014
- in June 2016 there was also a comprehensive review of priorities done as part of the self-study for the cyclical review
- in April 2017 the school identified a number of curriculum-related initiatives for consideration under the Faculty of Arts Roadmap for Arts 2030 strategic plan
- in December 2017 a special Departmental Assembly was held to consider strategic changes to the MIS program
- in December 2018 a strategic planning retreat was held to review the status of priorities that had been identified through earlier reviews, including those related to the curriculum and the student experience
- in November 2019 a long-range planning workshop was held to review program goals and priorities for the 2018/19–2021/22 planning cycle, including those related to the curriculum and the student experience

Records of all those sessions and reviews are retained in the school's electronic document repository.

Records of meetings of the ÉSIS Departmental Assembly document discussion, decision making, and formal approval of follow-up actions on recommendations emanating from the planning sessions, etc. noted above. Those records are also retained in the school's electronic document repository.

Sources of evidence

A summary of the planning session held in June 2014, reports from the cyclical review conducted in 2015-2016, and documents from the Faculty of Arts strategic planning process initiated in 2016 and the school's long-range planning sessions held in 2018-2019 are all included in the sources of evidence for this chapter.

Records for all meetings of the ÉSIS Departmental Assembly since the initial accreditation of the school's MIS program in 2014—agenda, minutes, documents for discussion and/or approval—are included in the sources of evidence for this chapter.

Reports on Program Reviews

Summary reports of program reviews, self-studies, etc., document all aspects of those reviews—the review criteria, the stakeholders involved in the review, the assessment of program strengths and weaknesses, the identification of areas for improvement, and follow-up actions. Those reports are retained in the school's electronic document repository.

Sources of evidence

The Program Presentation prepared in 2013 for the initial ALA accreditation of the MIS program can be accessed online on the ÉSIS website. A copy is also included in the sources of evidence for this chapter.

The self-study conducted in 2015-2016 as part of the cyclical review process and the reports of focus groups conducted as part of that review are included in the sources of evidence for this chapter.

Program Performance Data

The school compiles data on enrolment, program completion, course offerings, etc., for the statistical reports that are submitted annually to the Association for Library and Information Science Education (ALISE) and to the American Library Association Committee on Accreditation (COA).

Each semester coursework is evaluated by faculty; CO-OP work term performance is evaluated by employers; and capstone projects are evaluated by examiners. In addition, students evaluate the courses they have taken in the program. The data from all of those evaluations are compiled annually for inclusion in the report on assessment of student learning outcomes.

We conduct regular surveys of students and graduates on their assessment of learning outcomes with respect to the knowledge and skills gained in the program. Summary results of all those surveys are kept in the school's electronic document repository, and selected data points are used to calculate annual values for the assessment of student learning outcomes.

All those compilations of performance data are retained in the school's electronic document repository.

Sources of evidence

All of the data sources referenced above—statistical reports, survey results, and the report on Assessment of Student Learning Outcomes—are included in the sources of evidence for this chapter.

Program Performance and Student Achievement

As noted above in the section on mechanisms for ongoing curriculum evaluation under standard II.5 (see page 55), we compile and publish on the ÉSIS website a report on Program Performance and Student Achievement that incorporates key performance data to serve both as an overall indicator of program performance and as a gauge of student achievement in the classroom, in the community, and in the job market. The curriculum-related information provided in the report includes:

- grade averages for core courses (reported on a ten-point scale)
- the number of students successfully completing experiential learning projects
- the number of CO-OP students receiving ratings of very good, excellent, and exceptional from their employers
- the number of students successfully defending a thesis
- the number of students successfully completing a capstone project

In addition to the statistical information, the report provides the following lists indicative of student achievement:

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

Successive iterations of that report are retained in the school's electronic document repository.

Sources of evidence

The most recent iteration of the report on Program Performance and Student Achievement can be accessed online on the ÉSIS website. A copy is also included in the sources of evidence for this chapter.

Assessment of Student Learning Outcomes

As also noted above in the section on mechanisms for ongoing curriculum evaluation under standard II.5 (see page 55), the school uses a broad range of mechanisms (both direct and indirect) to assess student learning outcomes. The quantitative data collected annually through the evaluation of coursework, capstone projects, and CO-OP assignments; through student course evaluations; through surveys of students on CO-OP placements, students completing their studies, and alumni; and through post-degree employment statistics are mapped against specific learning outcomes and compiled in tabular form in a report on assessment of student learning outcomes.

Successive iterations of that report are retained in the school's electronic document repository.

Sources of evidence

The most recent iteration of the report on Assessment of Student Learning Outcomes is included in the sources of evidence for this chapter.

Continuous Program Improvement

Standard II.7

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.

On an ongoing basis the results of evaluations of our curriculum are reviewed, and our curriculum-related goals and priorities are revisited and realigned to address evolving challenges and opportunities. Improvements to the curriculum are made in response to issues raised in those reviews and as goals evolve and new priorities are set.

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

In the fall of 2014, following a comprehensive curriculum review conducted over a two-year period from 2011 to 2013, we implemented an extensively revised curriculum. That involved a major restructuring of the core curriculum, with a view to providing all students in the program a solid base of knowledge in the concepts, theories, principles, and methods that underpin practice in the information professions, as well as a carefully thought-out range of elective courses from which they can construct programs of study that focus on their own areas of interest within the field and the particular competencies that fit best with their career plans.

As of September 2015, students in the thesis option of the MIS program are being given the opportunity of obtaining their degree with a "Specialization in Science, Society, and Policy." The specialization is offered in collaboration with an interdisciplinary program created by the University of Ottawa's Institute for Science, Society and Policy (ISSP).

In the winter of 2016, the case problem capstone course was introduced to the curriculum. The case problem offers students in their final semester an opportunity to demonstrate their skills and knowledge in a broad range of professional competencies, working in teams to solve a problem relating to the management of information resources or the creation of a service. The case problem is offered every second year, alternating with the original capstone course, the i-Portfolio.

In 2017-2018, a start was made at formalizing relationships with the undergraduate minor in Digital Humanities by opening relevant courses in our MIS program to fourth-year undergraduate students in Digital Humanities. The longer-term objective is to enrich the MIS curriculum through the development of courses in Digital Humanities at the graduate level that could be offered as part of our MIS program.

In 2018, the school implemented a revised graduate diploma program focused on information management. In conjunction with that initiative, we developed a "track" within the MIS curriculum for students looking toward a career in information management, mapping the content of core and elective courses within the MIS curriculum to the ARMA core competencies for records and information management.

In 2018/2019 two core courses and four electives were offered as hybrid courses, combining both in-class and online learning components. The evaluation of those courses is ongoing and will inform future offerings involving online instruction. In the spring of 2020, because of the COVID-19 pandemic, all courses for the spring and summer semesters were delivered entirely online and continued in that mode through both the fall 2020 and winter 2021 semesters.

In 2019, significant changes were made to the MIS CO-OP option required to align it with university-wide practices. In connection with those changes the total number of credits required for the degree has been reduced from 48 to 45 for all options (course-based, CO-OP, and thesis) by eliminating one compulsory course from the curriculum. We will be monitoring the impact on the overall program both of the changes to the CO-OP option and the reduction in the number of credits required for the degree.

In 2021, following through on the school's longer-term objective to enrich the MIS curriculum through the development of courses in Digital Humanities, ÉSIS submitted a proposal for a new faculty position to lead a Metadata and Digital Humanities track within the school's current program that will be promoted to all Faculty of Arts graduate students. Recruitment for the position has been approved for the 2022-2023 academic year.

Sources of evidence

Program requirements for the specialization in Science, Society and Policy can be accessed via the ÉSIS website.

Course outlines and evaluation rubrics for the case problem capstone experience are included in the sources of evidence for this chapter.

The modification request for revision of our graduate diploma program and the mapping of courses to the ARMA core competencies are included in the sources of evidence for this chapter.

Course outlines for the hybrid courses offered in 2018-2019 are included in the sources of evidence for this chapter.

The modification request for changes to the MIS CO-OP option is included in the sources of evidence for this chapter.

The recruitment proposal and the position posting for a new faculty position focusing on Digital Humanities are included in the sources of evidence for this chapter.

Summary Assessment

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

The core curriculum is designed to provide students in the program with a solid base of knowledge in the concepts, theories, principles, and methods that underpin practice in the information professions. Complementing that core is a carefully thought-out range of elective courses from which students can construct programs of study that focus on their own areas of interest within the field and the particular competencies that fit best with their career plans. The theory and application of relevant technologies

are integrated into both the compulsory courses and the electives, and courses are continuously updated to reflect changes in technology as well as in other aspects of the information environment and in the diverse communities of information users. Overall, the program offers students a wide range of learning experiences—in the classroom, in CO-OP placements, in experiential learning projects, and in capstone experiences.

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

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

Sources of Evidence

Sources marked with an ⓘ are publicly available on websites maintained by the University of Ottawa and related organizations.

Sources marked with an asterisk (*) will be available during the virtual site visit only.

All other sources are retained in the school's electronic document repository. Hyperlinks for file folders and documents link directly to the folders and documents in the repository.

Governance

ÉSIS By-Laws

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

ÉSIS Program Committee – Terms of reference and membership

Faculty of Arts By-Laws ⓘ

Advisory Committees

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

ÉSIS Curriculum Advisory Committee – Terms of reference and membership; records of meetings

Faculty

Recruitment Application – Proposal for a new faculty position focused on Digital Humanities

Tenure-track Faculty Position – Posting for the new faculty position focused on Digital Humanities

Policies and Procedures

University of Ottawa Institutional Quality Assurance Process

Procedures for the Oral Defence of a Thesis

Program Planning

ÉSIS Program Planning Framework ⓘ

ÉSIS Program Objectives: Student Learning Outcomes ⓘ

ÉSIS Curriculum Review Working Group (2011-2014) – Terms of reference and membership

ÉSIS Long-range Plans – Records of strategic and long-range planning sessions

Review of Current Priorities and Implementation Plans (2018-12-05)

ÉSIS Program Goals and Priorities 2018/19-2021/22 ⓘ

Arts Roadmap 2030 ⓘ – The Faculty of Arts strategic planning initiative

Program Evaluation

ÉSIS Program Presentation (2013) ⓘ

ÉSIS Capstone Experiences – Documents relating to the development, delivery, and evaluation of the i-Portfolio and Case Problem capstone courses

ÉSIS Curriculum Review 2014-2016 – Report on curriculum review activities conducted between 2014 and 2016

ÉSIS Statistical Reports – Annual statistical reports submitted to ALISE and the COA

ÉSIS Survey Reports – Results of periodic surveys of students and alumni

ÉSIS Focus Groups and Interviews – Summary of feedback on online learning from May 2021

Student Course Evaluations – Forms and procedures, results of evaluations from 2014-2015 through 2020-2021

Evaluation of CO-OP and Experiential Learning Placements – Forms and guidelines

Cyclical Review – Self-Study (2016-06-28)

Cyclical Review – Surveys, Focus Groups, etc.

Assessment of Student Learning Outcomes – Annual results of direct and indirect measures of student learning outcomes

Program Performance and Student Achievement ⓘ

Teaching and Learning

Master of Information Studies Overview ⓘ

Master of Information Studies (Bilingual) – Program Requirements ⓘ

Master of Information Studies (Bilingual) – 2020-2021 Catalogue

Master of Information Studies (Bilingual) – Specialization in Science, Society and Policy ⓘ

Major Modification Graduate Program in Information Studies (2013-09-19)

Major Modification Graduate Program in Information Studies (2017-12-19)

Major Modification Graduate Program in Information Studies (2018-12-18)

ÉSIS Curriculum Mapped to Student Learning Outcomes

ÉSIS Curriculum Mapped to the Information Lifecycle

ÉSIS Curriculum Mapped to 2015 ALA Accreditation Standard II.2

ÉSIS Curriculum Mapped to Program Themes

ÉSIS Curriculum Mapped to ALA Core Competences of Librarianship

Mapping ARMA Core Competencies to ESIS Curriculum

ÉSIS Curriculum Mapped to ARMA Core Competencies

Summary of Course Offerings – Tabular summary of core and elective courses offered each semester from 2014-2015 through 2020-2021

Course Offerings – Timetables and course outlines for courses offered since 2014

Special Topics Courses Developed by ÉSIS Faculty – List of courses offered since 2014

CO-OP Placements – Listings of CO-OP placements since 2014

Directed Readings Courses – Listing of directed readings courses supervised since 2014

Courses from Cognate Disciplines Taken by ESIS Students as Electives – Listing of courses taken since 2014

Experiential Learning Activities – Listings of experiential learning placements since 2014

Standard III

Faculty

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

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

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

- ***the capacity of our faculty to accomplish our program objectives***
- ***our efforts to recruit, appoint, and promote well qualified faculty and to encourage innovation in teaching, research, and service***

- ***the qualifications of individual faculty members with respect to their areas of expertise, teaching abilities, technological competence, and skill in academic planning and assessment***
- ***their research accomplishments***
- ***the diversity of our faculty members with respect to background, experience, and areas of specialization***
- ***their involvement with the broader Library and Information Studies (LIS) community and their interaction with peers in other disciplines***
- ***their teaching assignments with respect to both the needs of the program and the needs of the faculty members themselves***
- ***the procedures that are in place for evaluating their performance and to support decision making***
- ***the progress we are making in strengthening our faculty complement and providing a stimulating environment for learning and research***

Context

When the School of Information Studies (ÉSIS) was established as a new school within the Faculty of Arts in 2009, the first critical task was to attract and hire a complement of talented and capable faculty members who could mount a range of high-quality courses in the newly developed Master of Information Studies (MIS) program. A group of cross-appointed professors from the University of Ottawa Library, the Department of Communication, the Faculty of Law, and the School of Translation and Interpretation assisted with the initial round of hiring. Subsequent hiring has been managed from within the school according to regular procedures that apply across the university.

At the time the school was first established in 2009, there were four full-time tenure-track faculty members. In addition, there was one invited professor on a three-year half-time contract. The two members of that initial cadre who currently hold full-time faculty positions in the school are Dr. Mary Cavanagh and Dr. André Vellino (who was originally on a half-time contract as a visiting professor).

In 2010 Dr. Lynne Bowker was appointed as the new director of the school, replacing Dr. Kenneth Roy Bonin. Dr. Bowker was the former director of the University of Ottawa's School of Translation and Interpretation and had first come on board at ÉSIS in 2009 as a cross-appointed professor. After becoming director, Dr. Bowker remained as a full-time member of the school's faculty until 2014, when she took up the position of Acting Vice-Dean (Governance) in the Faculty of Arts.

Dr. Inge Alberts, Dr. Heather Morrison, and Dr. Stefanie Haustein joined the ÉSIS full-time faculty in 2012, 2013, and 2017 respectively, as opportunities arose to replenish the school's faculty complement.

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

- Dr. Mary Cavanagh, tenured associate professor, originally appointed in 2009
- Dr. Inge Alberts, tenured associate professor, originally appointed in 2012
- Dr. André Vellino, tenured associate professor, originally appointed in 2012
- Dr. Heather Morrison, tenured associate professor, originally appointed in 2013
- Dr. Stefanie Haustein, tenured associate professor, originally appointed in 2017

In addition to full-time faculty, there are currently five cross-appointed professors and seven adjunct professors in the school. Sessional lecturers are engaged on an as-needed basis.

Faculty members benefit from a range of school, faculty, and university services and initiatives that encourage innovation and offer support for achieving personal career goals, as well as for successfully delivering a high-quality MIS program.

With the lockdown of the University of Ottawa campus in response to the COVID-19 pandemic in March 2020, our faculty members were required to shift quickly to offering all courses online, drawing on prior experience with and skills in using a suite of online instructional tools.

Faculty Profiles

Standard III.1

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.

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

Full-Time Professors

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

The brief profiles below provide details of their rank, academic credentials, and areas of specialization, plus (for the years 2014 to 2021) the courses they have taught in our program, their major research projects, and their academic service responsibilities. The brief profiles also serve to highlight the diversity, breadth, and depth of experience that collectively they bring to the school and its MIS program. Full details are provided in their curricula vitae, included in the sources of evidence for this chapter.

Dr. Inge Alberts
Associate Professor
Appointed in 2012
Tenured in 2019

Graduate degrees:

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

Areas of specialization:

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

Courses taught (2014-2021):

ISI5703 Gestion des ressources informationnelles [Information Resource Management]

ISI5705 Principes de gestion pour le professionnel de l'information [Management Foundations for the Information Professional]

ISI6011 Projet de recherche appliquée I / Applied Research Project I

ISI6012 Projet de recherche appliquée II / Applied Research Project II

ISI6721 Archives et gestion des documents [Archives and Records Management]

ISI6722 Préservation de l'information numérique [Digital preservation]

ISI6995 Projet de fin d'études / Capstone Experience

Major research projects (2014-2021):

- A Model of Information Value Criteria to Automate Records Retention & Disposition
- Collaborative Appraisal Practices and Automated Records Classification

Academic service responsibilities (2014-2021):

- CO-OP Coordinator (2016-2018, 2020-2021)
- ÉSIS Scholarships Committee (2016-2018; 2019-2021)
- ÉSIS Admissions Committee (2019-2021)
- CO-OP Committee, University of Ottawa (2020-2021)
- Manager of the ÉSIS Electronic Document Repository

Dr. Mary Cavanagh
Associate Professor
Appointed in 2009
Tenured in 2015

Graduate degrees:

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

Areas of specialization:

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

Courses taught (2014-2021):

ISI5304 Information Resource Discovery

ISI5306 Information Professionals as Leaders

ISI5307 Research and Evaluation in Information Studies

ISI6300 Special Topics in Information Studies: Current Readings in Information Science

ISI6300 Special Topics in Information Studies: Current Readings in Information Science

ISI6300 Special Topics in Information Studies: Public Libraries

ISI6311 Information and the Law

ISI6314 The Publishing Business: Transformation and Opportunities

ISI6351 Social Media

ISI6352 Marketing and Advocacy for Information Organizations

ISI6361 Advanced Research Methods in Information Studies

ISI6381 Knowledge in Organizations

ISI6995 Projet de fin d'études / Capstone Experience

Major research projects (2014-2021):

- Social-biblio.ca: Meaning and method behind Canadian public library microblogging practices
- Mapping the Front End: Legal information seeking practices

Academic service responsibilities (2014-2021):

- Chair of the ÉSIS Curriculum Advisory Committee (2014-)
- ÉSIS Admissions Committee (2014-2016; 2019-2021)
- Faculty Advisor to AÉSISSA (2014-2017; 2018-2019; 2020-2021)
- Coordinator of the ÉSIS speaker series (2014-2017)
- Interim Director of ÉSIS (2017-2018)
- ÉSIS Web Master (2019-2021)
- ÉSIS Director (2020-)
- University of Ottawa Library Advisory Committee

Dr. Stefanie Haustein
Associate Professor
Appointed in 2017
Tenured in 2021

Graduate degrees:

PhD Information Science (Heinrich Heine University, Düsseldorf)
MA History (Heinrich Heine University, Düsseldorf)
MA American Linguistics and Literature (Heinrich Heine University, Düsseldorf)

Areas of specialization:

- Scholarly communication
- Bibliometrics
- Altmetrics
- Open science
- Role of social media in academia

Courses taught (2017-2021):

ISI5302 Knowledge Organization

ISI5307 Research and Evaluation in Information Studies

ISI6300 Special Topics in Information Studies: Applied Social Network Analysis

ISI6300 Special Topics in Information Studies: Information Visualization

ISI6361 Advanced Research Methods in Information Studies

ISI6372 Information Literacy

ISI6700 Thèmes choisis : Analyse appliquée des réseaux sociaux

ISI6995 Projet de fin d'études / Capstone Experience

Major research projects (2014-2021):

- Social Media in Scholarly Communication
- Understanding the Societal Impact of Research Through Social Media
- Meaningful Data Counts

Academic service responsibilities (2014-2021):

- University Library Committee (2017-2018)
- Faculty Advisor to AÉSISSA (2017-2018; 2019-2021)
- ÉSIS Twitter feed coordinator (2018-2019)
- Faculty of Arts Faculty Council (2019-2020)
- ÉSIS Scholarships Committee (2018-2021)

Dr. Heather Morrison
Associate Professor
Appointed in 2013
Tenured in 2017

Graduate degrees:

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

Areas of specialization:

- Information policy
- Scholarly communication
- Open access

Courses taught (2014-2021):

ISI5301 Information and Society

ISI5701 Information et société [Information and Society]

ISI5707 Recherche et évaluation en sciences de l'information [Research and Evaluation in Information Studies]

ISI6300 Special Topics in Information Studies: Open Access

ISI6300 Special Topics in Information Studies: Power, Money, Information, Communication

ISI6311 Information and the Law

ISI6312 Global Information and Communication Policy

ISI6314 The Publishing Business: Transformation and Opportunities

ISI6351 Social Media

Major research projects (2014-2021):

- Sustaining the Knowledge Commons: Open Access Scholarship

Academic service responsibilities (2014-2021):

- University Library Committee (2014-2017)
- APUO Board of Directors (2014-2015; 2018-2019)
- Faculty of Arts Faculty Council (2014-2019)
- University of Ottawa Digital Humanities Task Force (2015)
- ÉSIS Scholarships Committee (2016-2019)
- Faculty of Arts Program Committee (2020-)
- ÉSIS Departmental Teaching Personnel Committee (2020-)
- ÉSIS Admissions Committee (2020-2021)
- ÉSIS Curriculum Advisory Committee (2020-2021)
- APUO Scholarships Committee (2020-2021)

Dr. André Vellino
Associate Professor
Appointed in 2012
Tenured in 2017

Graduate degrees:

PhD Philosophy (University of Toronto, Canada)
MSc Logic and scientific method (London School of Economics, UK)

Areas of specialization:

- Scientific research data management
- Cognitive science
- Formal logic and automated reasoning
- Information retrieval
- Recommender systems for digital libraries

Courses taught (2014-2021):

ISI5704 Repérage des ressources informationnelles [Information Resource Discovery]

ISI6300 Special Topics in Information Studies: Digital Preservation Technologies

ISI6300 Special Topics in Information Studies: Data Curation

ISI6300 Special Topics in Information Studies: Mindful Tech

ISI6310 Ethics, Values and Information Dilemmas

ISI6341 Information representation and retrieval technologies

ISI6342 Web Architecture and Technologies

ISI6343 Digital Asset Management Technologies

ISI6710 Éthique, valeurs et dilemmes relatifs à l'information [Ethics, Values and Information Dilemmas]

ISI6731 Analyse de concepts et representation [Concept Analysis and Representation]

ISI6742 Architecture web et technologies [Web Architecture and Technologies]

ISI6995 Projet de fin d'études / Capstone Experience

Major research projects (2014-2021):

- A Model-Driven Framework for Metadata Harmonization in Business Intelligence

Academic service responsibilities (2014-2021):

- E-Business PhD Coordinator (2014-2016)
- Coordinator of the ÉSIS speaker series (2014-2016)
- ÉSIS Admissions Committee (2017-2019)
- ÉSIS Web Master (2017-2019; 2020-2021)

Sources of evidence

Curricula vitae for our full-time faculty members are included in the sources of evidence for this chapter.

Details of the annual teaching assignments for our full-time faculty members are included in the sources of evidence for this chapter.

Details of the research grants awarded to our full-time faculty members since 2014 are included in the sources of evidence for this chapter.

Details of the academic service duties performed by our full-time faculty members since 2014 are included in the sources of evidence for this chapter.

Cross-Appointed Professors

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

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

There are currently five professors with cross appointments to ÉSIS, all of whom hold regular faculty appointments in other units within the University of Ottawa. These cross-appointed professors are members of the ÉSIS Departmental Assembly, and the interdisciplinary perspectives that they bring enrich the MIS program. Two of the cross-appointed professors—Lynne Bowker (School of Translation and Interpretation) and Daniel Paré (Department of Communication)–have assumed responsibility for teaching courses in their area of specialization, while others contribute with guest lectures or provide input into planning and research activities.

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

Jane Bailey
Full Professor
Faculty of Law

Graduate degrees:

LLM Law (University of Toronto, Canada)
MIR Industrial Relations (Queen's University, Canada)

Areas of specialization:

- Internet hate propaganda
- Copyright and freedom of expression
- Cyber bullying and cyber violence
- Women's e-quality
- Privacy
- Webcamming

Guest lectures:

ISI6311 Information and the Law

Dr. Lynne Bowker
Full Professor
School of Translation and Interpretation

Graduate degrees:

PhD Language engineering (University of Manchester Institute of Science and Technology, UK)
MSc Computer applications for education (Dublin City University, Ireland)
MA Applied linguistics/translation (University of Ottawa, Canada)

Areas of specialization:

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

Courses taught (2014-2021):

ISI6331 Concept Analysis

Service contributions:

ÉSIS Departmental Assembly voting member (2014-2021)

Dr. Michael Geist
Full Professor
Faculty of Law

Graduate degrees:

JSD Law (Columbia University, US)
LLM Law (University of Cambridge, UK)
LLM Law (Columbia University, US)

Canada Research Chair in Internet and E-commerce Law

Areas of specialization:

- Copyright
- Internet and E-commerce law

Guest lectures:

ISI6311 Information and the Law

Dr. Daniel J. Paré
Associate Professor
Department of Communication

Graduate degrees:

DPhil Science and technology policy (University of Sussex, UK)
MA Political science (University of Guelph, Canada)

Areas of specialization:

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

Service contributions:

Interim Director of ÉSIS (2014-2015)
Coordinator of the ÉSIS CO-OP option (2014-2015)

Dr. Teresa Scassa
Full Professor
Faculty of Law

Graduate degrees:

SJD Law (University of Michigan, US)
LLM Law (University of Michigan, US)

Canada Research Chair in Information Law

Areas of specialization:

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

Guest lectures:

ISI6311 Information and the Law

In addition to the professors profiled above who are currently cross-appointed to our school, two former University of Ottawa Library faculty members also served as cross-appointed professors in the

school up until 2019: Leslie Weir, former University Librarian; and Tony Horava, former Associate University Librarian.

Sources of evidence

Curricula vitae for cross-appointed members of our faculty are included in the sources of evidence for this chapter.

Details of the annual teaching assignments for cross-appointed members of our faculty are included in the sources of evidence for this chapter.

Details of LIS-related research grants awarded to cross-appointed members of our faculty since 2014 are included in the sources of evidence for this chapter.

Details of the academic service duties performed by cross-appointed members of our faculty since 2014 are included in the sources of evidence for this chapter.

Adjunct Professors and Sessional Lecturers

ÉSIS's adjunct professors are accomplished individuals in the field who bring expertise to the school. As explained in the APUO collective agreement (subsection 17.5.2):

> A scholar, an artist or a professional may be appointed as an adjunct professor in a University of Ottawa academic unit, for the purpose of performing a specific and valuable academic function—such as supervising internships, research or theses, or conducting seminars, workshops or special classes– which is not in the circumstances performed by members of the academic staff.

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

ÉSIS currently has a complement of seven adjunct professors, six of whom have been actively involved in teaching in the MIS program, where their specialities complement the expertise of the full-time faculty.

In addition, the adjunct faculty members contribute to the program through their active participation in the ÉSIS Departmental Assembly as well as in a range of committees, working groups, and planning sessions. They also participate in the supervision and examination of student work (e.g., theses, capstone portfolios and projects), and provide feedback and counsel to students.

The profiles below provide details of their rank, academic credentials, their areas of specialization, the courses they have taught since 2014, and highlights of their academic service in the program. Full details are provided in their curricula vitae, included in the sources of evidence for this chapter.

William Curran
Adjunct Professor

Former Director of Libraries at Concordia University

Graduate degrees:

MLIS Library and information science (McGill University, Canada)
MEd Education (University of Ottawa, Canada)

Areas of specialization:

- Administration and management
- Personnel
- Strategic planning, marketing, and lobbying
- Funding
- LIS education and programs

Courses taught (2014-2021):

ISI5705 Principes de gestion pour le professionnel de l'information [Management Foundations for the Information Professional]
ISI6382 Human resource management

Service contributions:

Working Group on Case Problem Capstone (2015); Accreditation Working Committee (2019-2020); Accreditation Advisory Committee (2019-2021); thesis examiner

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Dr. Tom Delsey
Adjunct Professor

RDA Editor (2004-2009)

Graduate degrees:

PhD English and American literature and language (Harvard University, US)
MLS Library science (University of Western Ontario, Canada)
AM English and American literature and language (Harvard University, US)

Areas of specialization:

- Resource description
- Conceptual modeling
- Information architecture

Courses taught (2014-2021):

ISI 5302 Knowledge Organization

Service contributions:

ÉSIS Curriculum Advisory Committee (2014-); Manager of the ÉSIS Electronic Document Repository (2012-); ÉSIS Accreditation Coordinator (2019-2021); thesis defence committee chair (2014); capstone evaluator (2014-); thesis co-supervisor (2015)

[Dr. Pierre Desrochers]
Adjunct Professor

Director, Office of Privacy Management and Information Coordination, Statistics Canada

Graduate degrees:

PhD Sciences Humaines Appliquées (Université de Montréal, Canada)
MA Classical Studies (University of Ottawa, Canada)

Areas of specialization:

- Information Management

Courses taught (2014-2021):

ISI5703 Gestion des ressources informationnelles [Information Resource Management]
ISI6381 Knowledge in Organizations
ISI6713 Politique et pratique gouvernementale à l'égard de l'information [Government Information Policy and Practice]
ISI6722 Préservation de l'information numérique [Digital preservation]
ISI6781 Le savoir dans les organisations [Knowledge in Organizations]

Service contributions:

Canada School of Public Service Digital Academy Fellow

Craig Eby
Adjunct Professor

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

Degrees:

BA Cognitive Science (Carleton University, Canada)
BMath Classical Studies (Carleton University, Canada)

Areas of specialization:

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

Service contributions:

ÉSIS research retreats; guest speaker

Dr. Alexandre Fortier

Metadata and Taxonomy Librarian, Library of Parliament

Graduate degrees:

PhD Library and Information Science (University of Western Ontario, Canada)

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

Areas of specialization:

- Linked open data
- Museums in a digital environment
- Information seeking behaviour

Courses taught (2014-2021):

ISI6331 Concept Analysis

ISI6731 Analyse des concepts et representation [Concept Analysis and Representation]

ISI6732 Métadonnées et taxonomies [Metadata and Taxonomies]

Dr. Amy Tector
Adjunct Professor

Acting Director, Exhibitions and Online Content, Library and Archives Canada

Graduate degrees:

PhD Canadian literature (Université Libre de Bruxelles, Belgium)

MA Canadian literature (University of Western Ontario, Canada)

Areas of specialization:

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

Courses taught (2014-2021):

ISI5301 Information and Society

ISI6300 Special Topics in Information Studies: Issues in Digital Humanities

ISI6354 Cultural Heritage Resources

Service contributions:

Public Servant in Residence at ÉSIS (2017-2018); Faculty Advisor to the ÉSIS student association (2017-2018)

Dr. Jada Watson
Adjunct Professor

Coordinator of Digital Humanities, University of Ottawa

Graduate degrees:

PhD Musicology (Université Laval, Québec, Canada)
MIS Information Studies (University of Ottawa, Canada)

Areas of specialization:

- Musicology
- Digital Humanities
- Cultural Mapping

Courses taught (2014-2021):

ISI6314 The Publishing Business: Transformation and Opportunities

ISI6354 Cultural Heritage Resources

ISI6371 Learning and Instruction

Service contributions:

ÉSIS Accreditation Advisory Committee (2019-2021)

Over the past seven years, in addition to the adjunct professors profiled above who have taught courses for us, the following academics and practitioners have also served as sessional lecturers in our MIS program:

Lecturer	***Courses Taught***
Mo Beldjehem, Part-time Professor, uOttawa	ISI6732 Métadonnées et taxonomies
Mish Boutet, Digital Literacy Librarian, uOttawa	ISI6371 Learning and Instruction
Christine Oliver, Head, Metadata Processing, uOttawa	ISI6330 Resource Description
Stéphanie Cadieux, Doctoral candidate, EBSI	ISI5306 Information Professionals as Leaders ISI6372 Information Literacy
Catherine McGoveran, Government Information Librarian, uOttawa	ISI6313 Government Information Policy and Practice
Alexandra Yarrow, Program Manager, Ottawa Public Library	ISI6753 Accès et services aux diverses populations
Jonathan Dorey, Doctoral candidate, McGill University	ISI5307 Research and Evaluation in Information Studies ISI6721 Archives et gestion des documents ISI6722 Préservation de l'information numérique ISI6732 Métadonnées et taxonomies

Lecturer	*Courses Taught*
Philippe Mongeon, Doctoral candidate, EBSI	ISI5706 Professionnel de l'information et leadership
Catie Sahadath, Data Librarian, uOttawa	ISI6330 Resource Description
Kerry Badgley, Research Manager, Indigenous and Northern Affairs Canada	ISI6352 Marketing and Advocacy
Sarah Simpkin, Head, Research Support (Arts and Special Collections), uOttawa	ISI6323 Library Collections Management
Sarah Polkinghorne, Collection Strategies Librarian, University of Alberta	ISI5304 Information Resource Discovery
Yoo Young Lee, Open Scholarship and Digital Initiatives Librarian, uOttawa	ISI6342 Web Architecture and Technologies
Lorie Kloda, Associate University Librarian, Concordia University	ISI 5307 Research and Evaluation in Information Studies
Andrew More, Acquisitions Librarian, Library and Archives Canada	ISI 6330 Resource Description
Catherine Lachaîne, Student Success Librarian, uOttawa	ISI 6372 Information Literacy

Sources of evidence

Curricula vitae for adjunct members of our faculty are included in the sources of evidence for this chapter.

Details of the annual teaching assignments for adjunct members of our faculty are included in the sources of evidence for this chapter.

Details of LIS-related research grants awarded to adjunct members of our faculty since 2014 are included in the sources of evidence for this chapter.

Details of the academic service duties performed by adjunct members of our faculty since 2014 are included in the sources of evidence for this chapter.

Teaching, Research, and Service

Standard III.2

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.

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

Appointment Policies and Procedures

The specific policies and procedures for the appointment of tenure-track faculty are governed by article 17 of the collective agreement with the APUO, which allows for a very consultative process. Accordingly, within ÉSIS, an Appointments Committee is struck for each search. This committee is chaired by the ÉSIS director and composed of a group of professors selected and approved by the Departmental Assembly. In accordance with the APUO collective agreement, there must be representation from both genders on the Appointments Committee. In addition, the curricula vitae of all candidates are made available for review by all regular professors, even those who are not serving on the Appointments Committee.

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

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

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

Given the bilingual requirements of the MIS program, it is important to point out that all faculty members hired into tenure-track positions at ÉSIS are expected to demonstrate an ability to communicate comfortably in both of Canada's official languages at the time of hiring. As part of the interview process, candidates must interact with the Appointments Committee in English and in French in order to demonstrate a reasonable degree of fluency and evidence of the ability to achieve functional

bilingualism by the time of tenure. It is worth noting that, once hired, there are numerous supports in place on campus to assist professors with this long-term requirement. For example, the Official Languages and Bilingualism Institute (OLBI) provides second language courses for faculty, students, and academic staff, editing services for faculty teaching in their second language, competency evaluations, and special training sessions customized to each professor's needs.

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

Cross-appointments are governed by section 17.4 of the collective agreement with the APUO. The appointments are made for a five-year period, and are renewable. Decisions regarding a professor's application for cross-appointment are made by the Deans of the faculties concerned, after receiving recommendations from the relevant chairs, Departmental Teaching Personnel Committees, and Faculty Teaching Personnel Committees.

Adjunct Professors are appointed by the dean of the Faculty of Arts, on the recommendation of the Departmental Assembly.

Sources of evidence

The collective agreement with the APUO can be accessed online on the university's website. A copy is also included in the sources of evidence for this chapter.

Terms of reference for the ÉSIS Appointments Committee are included in the sources of evidence for this chapter.

Tenure and Promotion

Eligibility criteria, application requirements, and the evaluation processes for tenure and promotion are outlined in the APUO collective agreement (article 25) and are the same for all professors across the university.

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

All five of the current full-time faculty members in the school are tenured and hold the rank of associate professor.

Sources of evidence

The collective agreement with the APUO can be accessed online on the university's website. A copy is also included in the sources of evidence for this chapter.

A table providing details on the dates of hiring, tenure, and promotion for each of the current full-time faculty members is included in the sources of evidence for this chapter.

Faculty of Arts Guidelines for Tenure and Promotion are included in the sources of evidence for this chapter.

Encouraging Innovation in Teaching

Once installed in a tenure-track position, faculty members can make use of a wide range of resources and services that are offered by the university as part of its commitment to provide a stimulating learning and research environment through the promotion of excellence and innovation in teaching and research, as well as broad engagement and leadership and service, both within the university and beyond. Some of the services and resources that comprise the University of Ottawa's support network for faculty members are described in this and the following two sections.

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

The Teaching and Learning Support Service (TLSS), with its team of more than fifty experts in university teaching and educational technology, offers training and support to faculty members in areas such as technology use, classroom design, and alternative teaching. Within TLSS the Centre for Innovative Pedagogies and Digital Learning (CIPDL), a team of educational designers, instructional designers, web developers, programmers, and graphic artists provides expert consultation and support services to faculty in the development and implementation of technology-based courses (fully-online courses, hybrid or blended courses, etc.), online teaching and learning materials, multimedia materials, presentations, and research publications. Functioning in parallel with the CIPDL, the Centre for Innovative Technologies in Education (CITE) installs and maintains educational technologies used in classrooms and also selects applications such as course capture software and interactive tools that can be used in the classroom to engage students.

As part of the Blended Learning Initiative, TLSS provides funding for the design of blended courses. Professors who wish to transform one or more courses into a blended format (combining complementary in-class and online components) can apply for funding. If their proposal is accepted, they attend a one day "design-a-thon," and then six months later attend a follow-up meeting to validate the status of the course and determine what is needed to complete the design. Two of our full-time faculty members (Dr. Haustein and Dr. Morrison) each received funding to develop two hybrid or blended courses, all four of which were offered for the first time in 2018-2019:

- ISI5301 Information and Society (Dr. Morrison)
- ISI5307 Research and Evaluation in Information Studies (Dr. Haustein)
- ISI6300 Special Topics in Information Studies: Applied Social Network Analysis (Dr. Haustein)
- ISI6311 Information and the Law (Dr. Morrison)

Two additional elective courses offered in 2018-2019 were taught by sessional lecturers who also received funding to develop those as hybrid or blended courses:

- ISI6313 Government Information Policy and Practice (C. McGoveran)
- ISI6330 Resource Description (C. Sahadath)

Under its Diversity and Learning Series, TLSS offers a wide range of workshops, webinars, and other events relating to the latest developments in pedagogy.

In addition to the services and resources provided by TLSS, the Centre for Academic Leadership offers a mentoring program for new professors that sees them paired with a more senior professor who can provide guidance on teaching-related issues, as well as on other aspects of managing an academic career.

Full-time, cross-appointed, and adjunct professors have also taken the initiative in recent years to participate in shared teaching and supervision with faculty members from other academic units and programs in the Faculty of Arts, the Faculty of Engineering, and the Telfer School of Management. Professors Cavanagh and Bowker delivered a joint course in Interdisciplinary Studies in the Arts in 2019-2020. Professor Haustein delivered a workshop in Digital Humanities developed by Professor Watson. A number of our full-time, cross-appointed, and adjunct professors supervise master's and doctoral theses in the interdisciplinary Digital Transformation and Innovation program, the Department of Communication, and Music.

With the lockdown of the University of Ottawa campus in response to the COVID-19 pandemic in March 2020, all full-time and parti-time faculty members were required to shift quickly to delivering all courses online, drawing on prior experience with and skills in using a suite of online instructional tools such as Google Docs, Slack, Brightspace, and YouTube. Brightspace, the learning management system, has been in use university-wide for several years, so many professors had the expertise necessary to complete the 2020 winter semester online. In preparing for the fall and winter semesters, individual professors revised their approaches to instruction, many offering limited synchronous class time, and some offering entirely asynchronous instruction though always with options for individual meetings. Professor Lynne Bowker, a cross-appointed member of our faculty and former director of the school, prepared a 15-page manual on teaching and evaluation strategies via various online platforms. This manual was widely circulated in early September 2020 and again in January 2021 to assist both full-time and part-time faculty members in adapting their courses to an online teaching and learning environment.

Also in response to the COVID-19 pandemic and the switch to online instruction, the Faculty of Arts established a teaching and technology support office (Café Arts) to provide professors with quick and relevant online teaching and technology support on a wide range of issues. This service was staffed by graduate students and included a chat line, a one-on-one tutorial option, and brief workshops on selected topics, all via Microsoft Teams.

Encouraging Innovation in Research

ÉSIS, the Faculty of Arts, and the University of Ottawa foster and reward outstanding research. New faculty members are given a course reduction in their first year (and possibly their second and third, depending on their prior level of experience). They are given a start-up grant of approximately $5000 to support the initial development of a research program. In addition to these start-up funds, professors are also encouraged to apply for additional Faculty-level grants, including seed funding.

The Faculty of Arts and the Research Development Program (RDP) of the University of Ottawa also offer bridge funding to enable researchers to conduct research that lays the groundwork for a competitive grant application to the Social Sciences and Humanities Research Council (SSHRC), the Natural Sciences and Engineering Research Council (NSERC), or the Canadian Institutes of Health Research (CIHR).

The Faculty of Arts provides new directions funding, targeting established researchers who have been in an independent academic position for at least ten years, with the goal of enabling them to engage in research that will boost their publication and funding record, as well as lay the groundwork for a future external grant application.

There is also a fund to support interdisciplinary research groups in the Faculty of Arts that find themselves at different stages of development (early stage, fully functioning, up for renewal) and are seeking to establish a program of research. The fund awards up to a maximum of $5,000 for one-year projects.

The Office of the Vice-Dean (Research) in the Faculty of Arts employs a research facilitator who is available to assist professors wishing to develop grant applications for internal or external competitions. The vice-dean responsible for research can also be consulted for guidance with regard to the development and funding of a research program.

The Faculty of Arts also recognizes innovation in research through awards, such as the Early Researcher of the Year Award and Professor of the Year Award, as well as by showcasing the success of its researchers on their website.

At the institutional level, the University of Ottawa's Research Management Services (RMS) supports researchers and administrators by providing services and resources that focus on the identification of potential funding sources, assistance with the application process, and guidance with regard to the management of awards. This office also coordinates a series of workshops on preparing grant applications. In addition, RMS manages the Research Development Program, which includes the seed funding and bridge funding mentioned above.

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

Within ÉSIS, a culture of research is promoted with its Information Crossroads and Research Conversations series, attended by faculty, students, and members of the regional community of library and information professionals. ÉSIS faculty and students regularly contribute to the series as well. The series are co-ordinated by a faculty member, who identifies potential speakers (with input from all colleagues) and invites them to make presentations. Two or three presentations are scheduled in each of the fall and winter semesters.

Sources of evidence

Details of research grants awarded to ÉSIS faculty members since 2014 are included in the sources of evidence for this chapter.

Details of the presentations hosted under the Information Crossroads and Research Conversations series are included in the sources of evidence for this chapter.

Encouraging Engagement and Leadership in Service

ÉSIS strongly encourages innovation in service as well as a commitment to connecting with communities. ÉSIS faculty members participate in a wide variety of school, faculty, and university-level committees, as well as in professional and scholarly associations, where they regularly provide leadership in those contexts. Engagements that go well beyond basic departmental service are common for ÉSIS faculty. A few representative examples for the years 2014 through 2021 include the following.

Dr. Inge Alberts has served as:

- Member of the Editorial Board, *Canadian Journal of Information and Library Science*, 2013-2017
- Program Committee Member, Canadian Association for Information Science Annual Conference, 2014-2017
- Committee Member, LAC Services Consultation Committee, Library and Archives Canada, 2017-

Dr. Mary Cavanagh has served as:

- Member of the Editorial Advisory Board, *Library Review*, 2013-2018
- Co-Chair of the Canadian Association of Information Science Annual Conference, 2015
- Committee Co-Chair, Ontario School Library Impact Project, in collaboration with the Ontario Library Association, 2018-

Dr. Stefanie Haustein has served as:

- Co-chair of Working Group C (Data Quality) of the National Information Standards Organization (NISO) Altmetrics Initiative, 2015-2016
- Co-director of the ScholCommLab, University of Ottawa and Simon Fraser University, 2017-
- Member of the Editorial Board, *Journal of Informetrics*, 2017-2019

Dr. Heather Morrison has served as:

- Co-ordinator, Open Access Workshop, University of Ottawa, 2017
- Member of the Program Committee, Canadian Association of Information Science annual conference, 2018
- Member of the Comité scientifique, 3ième Colloque International sur le Libre Accès, 2018

Dr. André Vellino has served as:

- Member of the Comité scientifique du colloque Communication, Organisation, Société du Savoir et Information, 2015
- Member of the Organizing Committee, Joint Conference on Digital Libraries (JCDL), Newark, NJ, 2016
- Member of the Organizing Committee, Forum for Dialogue, Social Media and Platform Politics, Ottawa, 2018

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

importance of their contribution, the University of Ottawa seeks to support its academic leaders through the Centre for Academic Leadership.

This centre offers workshops and seminars as well as a mentoring program that is open to both new professors and those who are already established in their career. ÉSIS professors are strongly encouraged to participate in these leadership training activities, and many have reported back positively about their experience. In the winter of 2021, as one of the centre's offerings, ÉSIS professor André Vellino gave a seven-week mindfulness meditation online course designed to assist the university community in attaining a measure of tranquility and insight during the COVID-19 pandemic.

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

- co-sponsoring events with organizations such as Librarians Without Borders
- sitting on organizing and local arrangements committees for conferences held in the region
- appointing representatives of the local practitioner community to ÉSIS committees (e.g., the ÉSIS Curriculum Advisory Committee)
- inviting community members to present at and attend the ÉSIS Information Crossroads and Research Conversations series

Sources of evidence

Records of the annual assignment of academic service duties are included in the sources of evidence for this chapter.

Details of participation by full-time professors in professional and scholarly associations and in conference planning and organization are included in the sources of evidence for this chapter.

Details of participation by cross-appointed professors in professional and scholarly associations are included in the sources of evidence for this chapter.

Details of participation by adjunct professors in professional and scholarly associations are included in the sources of evidence for this chapter.

Details of the presentations hosted under the Information Crossroads and Research Conversations series are included in the sources of evidence for this chapter.

Recruitment and Personnel Policies

Standard III.3

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.

As part of our commitment to diversity, ÉSIS strives to recruit and retain faculty from a wide range of backgrounds. To this end, the school applies explicit and equitable faculty personnel policies that are

published on the website of the university's Human Resources unit and in the collective agreement with the Association of Professors of the University of Ottawa.

Recruitment Policies and Procedures

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

- a Ph.D. in a relevant field completed by the time of appointment
- evidence of research achievements
- evidence of teaching experience
- some professional experience in library or other related information service
- ability to immediately function in a bilingual setting, teaching in one of Canada's two official languages (English or French) and having a solid working knowledge of the other (i.e., being able to interact with students and colleagues in both languages)

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

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

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

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

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

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

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

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

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

Sources of evidence

The collective agreement with the APUO can be accessed online on the university's website. A copy is also included in the sources of evidence for this chapter.

Advertisements for tenure-track positions at ÉSIS are included in the sources of evidence for this chapter.

Commitment to Diversity and Equity

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

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

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

- *Gender:* four women, one man
- *Native language:* three anglophones, two francophones
- *Country of birth:* Canada, Germany, and the United Kingdom
- *Country in which post-secondary education was undertaken:* Canada (Alberta, British Columbia, Ontario, Quebec, Saskatchewan), France, Germany, and the United Kingdom
- *Country in which employment was previously undertaken:* Canada (Alberta, British Columbia, Ontario, Quebec, Saskatchewan), Germany, the United Kingdom, and the United States
- *Area of specialization of graduate degrees:* communication, library and information science, logic and scientific method, and philosophy

During our most recent search, in the spring of 2017, we attracted a total of fourteen applications—six from women and eight from men. Ten of those applications came from candidates living in Canada, while one was received from a US-based candidate, one from a candidate based in Europe, and two from candidates based in Africa.

Sources of evidence

The collective agreement with the APUO can be accessed online on the university's website. A copy is also included in the sources of evidence for this chapter.

Qualifications

Standard III.4

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.

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

Areas of Expertise

All of our faculty members—full-time, cross-appointed, and adjunct—possess the qualifications and specialized subject expertise required for their respective areas of teaching.

Full-time Faculty

ÉSIS full-time faculty members are hired not only for their research capabilities and teaching effectiveness, but also for specialized subject expertise and potential or demonstrated competence in a particular teaching area. As outlined in their individual profiles (see page 71) and detailed in their curricula vitae, ÉSIS full-time faculty members hold relevant graduate-level qualifications and have expertise that allows them to effectively deliver courses in their designated teaching areas. Moreover, as a way of ensuring continuing subject competence, every effort is made to assign courses that are as closely aligned to professors' research areas as possible. Additional detail relating the areas of specialized subject expertise of full-time faculty members to the content our MIS program is provided in the section on backgrounds and areas of specialization under standard III.6 below (see page 100).

In addition to their varied academic qualifications, ÉSIS full-time faculty bring a wide range of professional working experience to their teaching. As demonstrated throughout their curricula vitae, they draw on a broad range of professional experience in libraries, library consortia, research centres, consulting, and technology firms. Professional work experience prior to recruitment at ÉSIS is highly valued.

ÉSIS faculty keep abreast of developments in their area of expertise in part through active participation in scholarly and professional organizations, as evidenced through the representative list of activities

noted above in the section on encouraging engagement and leadership in service under standard III.2 (see page 91).

Sources of evidence

Curricula vitae for our full-time faculty are included in the sources of evidence for this chapter.

Details of participation by full-time professors in professional and scholarly associations and in conference planning and organization are included in the sources of evidence for this chapter.

Cross-appointed and Adjunct Faculty

The qualifications, specialized subject expertise, research capabilities, and teaching experience demonstrated by our cross-appointed professors in their respective fields—as highlighted in their individual profiles (see page 77) and detailed in their curricula vitae—are commensurate with those of our full-time faculty members. Additional detail relating the areas of specialized subject expertise of cross-appointed faculty members to the content our MIS program is provided in the section on backgrounds and areas of specialization under standard III.6 below (see page 101).

The qualifications, specialized subject expertise, and professional experience that our adjunct professors bring to the program—as highlighted in their individual profiles (see page 80) and detailed in their curricula vitae—serve to complement and broaden those of our full-time and cross-appointed faculty members. Additional detail relating the areas of specialized subject expertise of adjunct faculty members to the content our MIS program is provided in the section on backgrounds and areas of specialization under standard III.6 below (see page 101).

Sources of evidence

Curricula vitae for our cross-appointed professors are included in the sources of evidence for this chapter.

Curricula vitae for our adjunct professors are included in the sources of evidence for this chapter.

Details of participation by cross-appointed professors in professional and scholarly associations are included in the sources of evidence for this chapter.

Details of participation by adjunct professors in professional and scholarly associations are included in the sources of evidence for this chapter.

Technological Competence

All ÉSIS professors are required to be technologically competent. Teaching takes place in multimedia classrooms, and as previously noted all ÉSIS professors make extensive use of the university's Virtual Campus (powered by Brightspace), which allows them to offer online course websites as well as other e-learning resources to MIS students. As described above in the section on encouraging innovation in teaching under standard III.2 (see page 88), the university's Teaching and Learning Support Service (TLSS) provides an array of services to help faculty become more knowledgeable, effective, and confident with the integration of technology into their daily practice of teaching and learning.

ÉSIS also maintains a strong presence on social media through social networking platforms such as Twitter. The use of hashtags and course codes (e.g., #ISI5301) on Twitter has become an innovative way for professors to share classroom insights over social media with a larger student audience.

Effectiveness in Teaching

When it comes to teaching effectiveness, professors at ÉSIS compare well with other professors in the Faculty of Arts and across the university as a whole. As previously noted, responses to three key questions are used to generate the A-Reports that result from the mandatory, university-wide student course evaluations. Table 3.1 below shows that the average scores (calculated on a five-point scale) of ÉSIS professors are in line with those of their counterparts when it comes to effectiveness in teaching. This is particularly impressive if one considers that since the MIS is a bilingual program, ÉSIS professors are sometimes required to teach in their second language. This is not the case for most programs offered at the University of Ottawa; in the vast majority of academic departments, two separate programs run in parallel (one in English, taught by anglophone instructors, and one in French, taught by francophone instructors). ÉSIS is exceptional within the University with regard to the level of operational bilingualism that it requires of its professors.

Table 3.1 Teaching Effectiveness of ÉSIS Professors (2014-2021)

Questions	Year	Average Ratings		
		ÉSIS	Faculty of Arts	University of Ottawa
Q 1: I find the professor well prepared for class Almost always (5), often (4), sometimes (3), rarely (2), almost never (1)	2014-2015	4.6	4.6	4.6
	2015-2016	4.5	4.6	4.6
	2016-2017	4.7	4.6	4.6
	2017-2018	4.6	4.6	4.6
	2018-2019	4.4	4.6	4.6
	2019-2020	4.8	4.6	4.6
	2020-2021	4.8	4.6	4.5
Q4: I think the professor conveys the subject matter effectively Almost always (5), often (4), sometimes (3), rarely (2), almost never (1)	2014-2015	4.2	4.2	4.2
	2015-2016	4.3	4.2	4.2
	2016-2017	4.4	4.2	4.2
	2017-2018	4.1	4.2	4.2
	2018-2019	4.0	4.3	4.3
	2019-2020	4.6	4.3	4.2
	2020-2021	4.5	4.3	4.2
Q9: I find that the professor as a teacher is Excellent (5), good (4), acceptable (3), poor (2), very poor (1)	2014-2015	4.2	4.2	4.2
	2015-2016	4.3	4.2	4.2
	2016-2017	4.4	4.2	4.2
	2017-2018	4.2	4.2	4.2
	2018-2019	4.0	4.2	4.2
	2019-2020	4.6	4.3	4.2
	2020-2021	4.5	4.3	4.2

Research Accomplishments

Standard III.5

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

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

The collective success of the research activity by our five current full-time faculty members during the period from 2014 to 2021 is graphically demonstrated through a research productivity yield of 52 refereed publications and 61 conference presentations. Over that same period those faculty members have received over $775,000 in research grants as principal investigators and have participated as co-investigators or collaborators on projects that have received more than $3.6 million in research funding. Those figures can be further broken out as follows:

- *Total number of refereed publications:* book chapters (7); journal articles (38); conference proceedings (7)
- *Total number of conference presentations:* papers (54); panels (5); posters (2)
- *Total research funding:* from external sources ($4,406,721); from internal sources ($38,232)

These publications and presentations include articles in high impact journals, such as the *Journal of the American Society for Information Science and Technology (JASIST)*, the *Journal of Informetrics*, *Library and Information Science Research*, *Learned Publishing*, the *Journal of Librarianship and Information Science,* and *Library Hi-Tech*, and presentations at the Canadian Association for Information Science Annual Conference, the Ontario Library Association Superconference, the Congress of the Humanities and Social Sciences, and the Charleston Conference, to name just a few.

Two of our full-time faculty members have been recognized in this same period with awards for their research, including “best paper awards” to Dr. Mary Cavanagh by the Emerald Publishing Group and to Dr. Stefanie Haustein by the ASIST SIG/MET and by the International Society for Scientometrics and Informetrics. Dr. Haustein also received the Early Researcher of the Year Award for 2021 from the Faculty of Arts.

Beyond these established forms of scholarly recognition, Dr. Heather Morrison leads a research program of open scholarship including open scholarly communication and peer review. Through her work she actively demonstrates and supports alternative forms of scholarly recognition in non-traditional digital platforms and communication channels.

With regard to research funding, our full-time faculty members have been successful in attracting research dollars from highly competitive sources, including the Social Sciences and Humanities Research Council of Canada, the Alfred P. Sloan Foundation, Mitacs, and the Law Foundation of Ontario.

As well as conducting their own research, ÉSIS faculty members supervise theses and research assistantships, develop special topics courses that incorporate elements of their current research, and

support other activities that foster a culture of research. This includes participation in activities within the school, such as the Research Conversations series, as well as in activities outside the school that contribute to fostering a culture of research in the community at large. As noted above in the section on encouraging leadership and engagement in service under standard III.2 (page 91), our full-time faculty members serve on the editorial boards of scholarly journals and on program committees for conferences. They also participate actively in peer review for journals, conferences, and funding councils.

Sources of evidence

Details of publications and conference presentations by members of our full-time faculty are included in the sources of evidence for this chapter.

Details of award-winning papers by ÉSIS faculty are included in the sources of evidence for this chapter.

Details of research grants awarded to ÉSIS faculty members since 2014 are included in the sources of evidence for this chapter.

Details of supervision of graduate theses and research assistantships by our full-time faculty members since 2014 are included in the sources of evidence for this chapter.

A list of special topics courses developed by our faculty members since 2014 as well as course outlines are included in the sources of evidence for this chapter.

Details of participation by full-time professors in professional and scholarly associations, in conference planning and organization, and in peer review since 2014 are included in the sources of evidence for this chapter.

Backgrounds, Skills, and Experience

Standard III.6

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

The current members of the school's faculty hold advanced degrees from a variety of academic institutions in both North America and Europe. Their backgrounds are diverse, and they possess a range of complementary skills and experience in teaching, professional practice, technology, academic planning, and research. Interactions with faculty in other disciplines (e.g., through cross-appointments or service work), as well as with practicing professionals, are sought out and valued.

Backgrounds and Areas of Specialization

The academic credentials, areas of specialization, and professional experience of our current full-time faculty members, as well as those of our cross-appointed and adjunct professors, are richly varied.

Full-time Faculty

The school's current full-time faculty members hold a variety of advanced degrees from a range of academic institutions within Canada and abroad. Those institutions include five Canadian universities (Simon Fraser University, the University of Alberta, the Université de Montréal, the University of Toronto, and the University of Western Ontario) as well as two European universities (Heinrich Heine University, in Düsseldorf, Germany and the London School of Economics).

Their degrees are in subjects that are pertinent to the field of information studies and provide students with a multidisciplinary perspective: communication, library and information science, logic and scientific method, and philosophy.

Their areas of specialization span the full range of subject matter within our MIS curriculum:

Information Dissemination and Access:

- Scholarly communication
- Open science
- Role of social media in academia
- Bibliometrics
- Altmetrics

Knowledge Organization:

- Personal information management and textual practices
- Recordkeeping in public administrations
- Document and genre theory

Information Resource Management:

- Digital preservation
- Scientific research data management

Information Technologies:

- Information retrieval
- Recommender systems for digital libraries
- Formal logic and automated reasoning

Administration and Management:

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

They draw, as well, on a broad range of professional experience in libraries, library consortia, research centres, consulting, and technology firms.

Sources of evidence

Full details on the academic credentials, areas of specialization, and professional experience of our full-time faculty members provided in their curricula vitae are included in the sources of evidence for this chapter.

Details on the research credentials of our full-time faculty members are provided above in the section on research accomplishments under standard III.5 (see page 98).

Cross-appointed and Adjunct Faculty

The academic credentials, areas of specialization, and professional experience of our current cross-appointed and adjunct professors complement those of our full-time faculty members.

They hold a variety of advanced degrees from a range of academic institutions within Canada and abroad. Those institutions include eight Canadian universities (Guelph University, McGill University, Queens University, the Université de Montréal, Université Laval, the University of Ottawa, the University of Toronto, and the University of Western Ontario), three universities in the United States (Columbia University, Harvard University, the University of Michigan), and five European universities (Dublin City University, the Université Libre de Bruxelles, the University of Cambridge, the University of Manchester Institute of Science and Technology, and the University of Sussex).

Their areas of specialization span the full range of subject matter within our MIS curriculum:

Information Dissemination and Access:

- Copyright and freedom of expression
- Internet and E-commerce law
- Privacy
- Law and technology
- Social informatics
- Political economy of ICTs
- Information seeking behaviour

Knowledge Organization:

- Organization of information
- Terminology, controlled language, and languages for special purposes
- Corpus linguistics and multilingual information retrieval
- Resource description
- Archival metadata
- Conceptual modeling
- Cultural mapping

Information Resource Management:

- Information management
- Government archives
- Photo archives
- Museums in a digital environment

Information Technologies:

- Natural language processing, machine translation, and computer-aided translation
- Information architecture
- Semantic technologies
- Automatic classification
- Linked open data in an archival environment
- Digital humanities

Administration and Management:

- Strategic planning, marketing, and lobbying
- Business modelling
- Personnel

They draw, as well, on a broad range professional experience in libraries, archives, research centres, information and records management, public administration, law, education, translation, consulting, and technology firms.

Sources of evidence

Full details on the academic credentials, areas of specialization, and professional experience of our cross-appointed faculty members provided in their curricula vitae are included in the sources of evidence for this chapter.

Full details on the academic credentials, areas of specialization, and professional experience of our adjunct faculty members provided in their curricula vitae are included in the sources of evidence for this chapter.

Academic Planning and Assessment

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

Table 3.2 highlights major planning and assessment activities at the departmental level that our faculty members have been involved in since 2014.

Table 3.2. Departmental Planning and Assessment Activities

Activity	Date	Description	Faculty members involved
Planning session	June 2014	Brainstorming session on emerging trends in the information sector and the implications for our MIS program	Full-time professors Alberts, Cavanagh, Morrison, and Vellino; cross-appointed professors Bowker, Horava, Paré, and Weir; adjunct professor Delsey
Planning session	November 2015	Review of strategic priorities identified in the 2010/11–2013/2014 planning cycle	Full-time professors Alberts, Cavanagh, Morrison, and Vellino; cross-appointed professors Horava and Weir; adjunct professor Delsey
SWOT session	January 2016	Brainstorming session to identify program strengths, weaknesses, opportunities, and threats	Full-time professors Alberts, Cavanagh, Morrison, and Vellino; cross-appointed

Activity	Date	Description	Faculty members involved
			professors Horava and Weir; adjunct professor Delsey
Curriculum review	June 2016	Review of the revised curriculum that had been introduced in 2014	Full-time professors Alberts, Cavanagh, Morrison, and Vellino; cross-appointed professors Horava and Weir; adjunct professor Delsey
Review of priorities	June 2016	Comprehensive review of priorities conducted as part of the self-study for the cyclical review	Full-time professors Alberts, Cavanagh, Morrison, and Vellino; cross-appointed professors Horava and Weir; adjunct professor Delsey
Planning session	April 2017	Identifying initiatives for consideration under the Faculty of Arts Roadmap for Arts 2030 strategic plan	Full-time professors Alberts, Cavanagh, Morrison, and Vellino; cross-appointed professors Horava and Weir; adjunct professor Delsey
Planning session	December 2017	Special Departmental Assembly to consider strategic changes to the MIS program	Full-time professors Cavanagh, Morrison, and Vellino; cross-appointed professors Horava and Weir; adjunct professor Delsey
Review of priorities	December 2018	Strategic planning retreat to review the status of priorities that had been identified through earlier reviews	Full-time professors Cavanagh, Haustein, Morrison, and Vellino; cross-appointed professors Horava and Weir; adjunct professor Delsey

Activity	Date	Description	Faculty members involved
Planning session	November 2019	Long-range planning workshop to review program goals and priorities for the 2018/19–2021/22 planning cycle	Full-time professors Alberts, Cavanagh, Haustein; cross-appointed professors Horava and Weir; adjunct professor Delsey

Table 3.3 highlights major planning and assessment activities at the faculty, interdepartmental, and university level that our faculty members have been involved in since 2014.

Table 3.3. University Planning and Assessment Activities

Activity	Date	Description	Faculty members involved
uOttawa Library external strategic review	2016	External review of the Library's mission, goals, etc.	Full-time professor Alberts
ÉSIS submission to Roadmap for Arts 2030	April 2017	Identifying departmental, and interdepartmental initiatives for consideration under the Faculty of Arts Roadmap for Arts 2030 strategic plan	Full-time professors Alberts, Cavanagh, Morrison, and Vellino; cross-appointed professors Horava and Weir; adjunct professor Delsey
Faculty of Arts strategic planning workshop	April 2017	Evaluation of a list of 76 collaborative initiatives proposed by departments within the Faculty	Full-time professor Cavanagh; adjunct professor Delsey

In addition to the activities highlighted in Table 3.3 above, our faculty members have served on a number Faculty of Arts, interdepartmental, and university committees and councils that have ongoing responsibilities relating to academic planning and assessment. Table 3.4 highlights representation by our faculty members on those committees and councils since 2014.

Table 3.4. Faculty, Interdepartmental, and University Committees

Committee / Council	Date	Faculty members involved
University of Ottawa Library Committee	2014-2017	Full-time professor Morrison
	2017-2018	Full-time professor Haustein
	2021-2022	Full-time professor Cavanagh
CO-OP Committee, University of Ottawa	2015-2017	Full-time professor Alberts
	2020-2021	Full-time professor Alberts
APUO Scholarships Committee	2020-2021	Full-time professor Morrison
E-Business Program Coordination	2014-2016	Full-time professor Vellino
	2019-2020	Cross-appointed professor Paré
Management Committee, Centre for Law, Technology and Society, Faculty of Common Law	2020-2021	Full-time professor Cavanagh
Faculty Council, Faculty of Arts	2014-2019	Full-time professor Morrison
	2019-2020	Full-time professor Haustein
	2020-2021	Full-time professor Vellino
Program Committee, Faculty of Arts	2020-2022	Full-time professor Morrison

Community Engagement

Engagement with the broader LIS community is also a priority for faculty members. In part, this is done informally through personal contacts with colleagues at institutions in the National Capital Region, such as Library and Archives Canada, the Library of Parliament, the National Research Council Canada, the archives of the national museums and galleries, two major public library systems (Ottawa and Gatineau), three university libraries (University of Ottawa, Carleton University, and Université du Québec en Outaouais), and a wide range of information-based centres in government departments, NGOs, and private institutions. Our faculty members work with employers in the National Capital Region to strengthen our CO-OP program and experiential learning opportunities, and through the engagement of our adjunct professors and those who have joined us through the Public-Servant-in-Residence program we reinforce the strong reciprocal relationship between the educational experience and service in the profession.

On a more formal level, faculty members also belong to a range of professional associations and they are engaged in more formal community relationships, such as the leadership roles assumed by members serving on boards of directors and steering committees. The reverse is also true, as ÉSIS welcomes the participation of library and information professionals in our school activities. For example, several of our adjunct professors and sessional lecturers are simultaneously practicing professionals. In addition, ÉSIS has an External Advisory Committee that has representatives from Ottawa Public Library, the Université

du Québec en Outaouais, the Library of Parliament, and Library and Archives Canada, among others. LIS professionals also sit on our Curriculum Advisory Committee and participate in other types of school planning activities.

In addition to engagement with the broader community of library and information professionals, ÉSIS faculty members regularly engage with faculty from other disciplines in a variety of ways. There are cross-appointments into the school (from Communication, Law, and Translation and Interpretation), as well as out of the school into other departments (e.g. to Communication and Electrical Engineering and Computer Science). ÉSIS is actively collaborating in the master's and doctoral programs in E-Business with partners in the Telfer School of Management and the School of Electrical Engineering and Computer Science. The school is also a participant in the collaborative master's program in Science, Society and Policy.

Sources of evidence

Curricula vitae and workplans for the information professionals who have joined us through the Public-Servant-in-Residence program are included in the sources of evidence for this chapter.

Details of participation by full-time professors in professional and scholarly associations and in conference planning and organization are included in the sources of evidence for this chapter.

Details of participation by cross-appointed professors in professional and scholarly associations are included in the sources of evidence for this chapter.

Details of participation by adjunct professors in professional and scholarly associations are included in the sources of evidence for this chapter.

Details on professors cross-appointed to ÉSIS are included in the sources of evidence for this chapter.

Details on the cross-appointment of ÉSIS professors to other departments and faculties are included in the sources of evidence for this chapter.

Details on relations with the E-Business Technologies Program and the Institute for Science, Society and Policy are included in the sources of evidence for this chapter.

Teaching Assignments

Standard III.7

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.

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

The principal responsibility for the distribution of workload lies with the dean. While there is some degree of flexibility permitted in order to accommodate opportunities available to members to carry out scholarly activities, or to address the needs and priorities of the university, the workload is typically understood to be comprised of 40% teaching, 40% research and 20% service. Within the Faculty of Arts, the standard teaching load is five courses per academic year.

With regard to program delivery, regular professors are required to teach in two out of three semesters—typically fall and winter—leaving them with one teaching-free semester during which they can focus more substantially on research or professional development. Relatively few courses are offered during the spring/summer (intersession); up to this point, ÉSIS has offered only one or two courses each spring/summer in order to facilitate the steady progression of our part-time students through the program.

The standard teaching load for all full-time professors in the Faculty of Arts is five courses per academic year; however, owing to the possibility of obtaining teaching releases, this load is often reduced. For example, new professors are given a course release during their first year, and sometimes even in their second and third year (depending on their level of previous experience). In addition, professors are eligible to receive teaching releases to carry out some other types of activities (e.g., research funded by external grants, multiple supervisions, or significant administrative duties). However, the Faculty limits the number of releases that can be held simultaneously.

These practices, coupled with the regular faculty members' diverse specializations and subject expertise, help to ensure that it is full-time professors who carry out the major share of the teaching, research, and service activities required to maintain the high standards of the school's MIS program. It is also customary practice for the director and faculty members to discuss teaching assignments for the coming year in order to reach mutual agreement; the director then makes a recommendation to the dean, who holds the ultimate authority for assigning workload as outlined in the APUO collective agreement (article 22). The division of teaching responsibilities between full-time and part-time faculty since 2014 is summarized in table 3.5.

Table 3.5 Number of Courses Taught by Full-Time and Part-Time Faculty*

Semester	Total number of courses offered	Number taught by full-time faculty	Number taught by part-time faculty
Spring/Summer 2014	2	1	1
Fall 2014	8	6	2
Winter 2015	9	7	2
Spring/Summer 2015	2	1	1
Fall 2015	9	7	2
Winter 2016	11	7	4
Spring/Summer 2016	2	1	1
Fall 2016	9	6	3
Winter 2017	11	7	4

Semester	Total number of courses offered	Number taught by full-time faculty	Number taught by part-time faculty
Spring/Summer 2017	2	1	1
Fall 2017	8	4	4
Winter 2018	10	2	8
Spring/Summer 2018	1	1	0
Fall 2018	8	6	2
Winter 2019	10	6	4
Spring/Summer 2019	2	0	2
Fall 2019	8	5	3
Winter 2020	11	5	6
Spring/Summer 2020	3	1	2
Fall 2020	9	5	4
Winter 2021	10	6	4
TOTAL	**145**	**85**	**60**
PERCENTAGE	100%	59%	41%

* Excludes CO-OP work terms and applied research projects

Sources of evidence

The faculty profiles under standard III.1 (see page 71) include lists of the courses taught by individual faculty members since 2014.

The collective agreement with the APUO can be accessed online on the university's website. A copy is also included in the sources of evidence for this chapter.

Details of the courses offered and the faculty members who taught them are included in the sources of evidence for this chapter.

The Faculty of Arts template for calculating workload is included in the sources of evidence for this chapter.

Details of the calculation of teaching assignments and releases for full-time faculty are included in the sources of evidence for this chapter.

Details of the teaching assignments for part-time faculty are included in the sources of evidence for this chapter.

Evaluation

Standard III.8

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.

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

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

Firstly, teaching effectiveness is a major aspect of faculty evaluation. As described in the chapter on standard II (see page 50), student course evaluations are conducted at the end of each course as part of a university-wide process. The questionnaire includes thirteen questions, each with a five- or four-point rating scale. The questions relate both to course content and to the professor's teaching. There are also questions asking the student to give an overall rating of the course and of the professor's teaching, and to indicate how much was learned in the course.

Of these questions, the following three (questions 1, 4 and 9) are retained for the generation of a report known as an A-Report:

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

The results of student evaluations of our professors on the three questions included in the A-Report for the years 2014-2015 through 2018-2019 are presented in Table 3.1 in the section on effectiveness of teaching under standard III.4 (see page 97).

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

The tabulated results of all thirteen questions are compiled into a Personal Report, which only the professors receive. The Personal Report also contains the confidential student responses from the

comments section of the evaluation. The Personal Report provides professors with information that might help them to improve their courses and their teaching.

In addition to the student course evaluations, which are a key measure used to determine the effectiveness of a professor's teaching, annual reports are also used as a means of faculty evaluation. As outlined in the APUO collective agreement (subsection 23.1.2), each year faculty members are required to submit a written annual report to the dean, which consists of an up-to-date curriculum vitae, an appendix that describes service activities, and any additional information deemed pertinent by the member. Copies of the annual reports, along with the A-Reports described above, are forwarded to the director, who considers them and returns them to the dean with observations. The annual evaluation also provides an opportunity for the director and/or the dean to discuss a faculty member's teaching assignments, research plans, and service responsibilities for the next few years.

In most academic units, the director is assisted in the evaluation function by the Departmental Teaching Personnel Committee (DTPC). The ÉSIS DPTC was just established in 2020—now that there are a sufficient number of tenured full-time faculty members to form a committee—so beginning with the reports submitted in May of 2020 the DPTC will assist the director in the review.

Decisions on salary increases under the provisions for Progress Through the Ranks (PTR) are made by the dean in consultation with the Faculty Teaching Personnel Committee (FTPC) in accordance with the APUO collective agreement (subsection 23.2.2). The FTPC is chaired by the dean and comprises five regular tenured faculty members elected from the Faculty of Arts (two each from the Humanities sector and the Languages and Literature sector, and one from the Fine Arts sector).

The FTPC is also the committee that makes decisions about tenure and promotion at the Faculty level. When faculty members are considered for tenure or promotion, additional evaluation measures are used, as outlined above in the section on tenure and promotion under standard III.2 (see page 87).

Sources of evidence

The collective agreement with the APUO can be accessed online on the university's website. A copy is also included in the sources of evidence for this chapter.

The terms of reference for the ÉSIS Departmental Teaching Personnel Committee are included in the sources of evidence for this chapter.

Faculty of Arts criteria for the annual evaluation and the reporting form are included in the sources of evidence for this chapter.

Decision Making and Documentation

Standard III.9

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

Program policies, plans, and administration are regulated by a set of by-laws that specify the governance structure under which the school operates and the responsibilities of its assemblies and

committees with respect to decision making. The processes carried out under that governance structure and the data used to support evaluation of the faculty are well documented through records held in the school's electronic document repository.

Governance

The framework for decision making within ÉSIS has been developed in accordance with both the Faculty of Arts By-Laws and the university's collective agreement with the APUO. The standing committees required by those documents that most directly affect decision making related to the faculty and their responsibilities in that respect are described below.

Sources of evidence

The Faculty of Arts By-Laws and the collective agreement with the APUO can be accessed online on the university's website. Copies of the by-laws and the collective agreement are also included in the sources of evidence for this chapter.

ÉSIS Departmental Assembly

As mandated in the Faculty of Arts By-Laws (paragraph 4.1.2) and the APUO collective agreement (subsection 5.5.2), each academic unit within the Faculty has a Departmental Assembly that includes all regular professors, as well as representatives from the body of part-time professors and from the student body. Depending on the nature of the cross-appointment agreement, colleagues who are cross-appointed to ÉSIS from other units may also hold membership in the Departmental Assembly. The administrative officer also attends.

Chaired by the director, the ÉSIS Departmental Assembly has, among other things, the following faculty-related responsibilities:

- electing or approving committee members for the administrative committees at ÉSIS
- approving appointments to the chairs of committees as proposed by the Director
- electing professors to represent ÉSIS on the Faculty Council and the Library Committee of the Faculty of Arts
- determining ÉSIS's needs in regard to the hiring of new professors, as well as determining the membership of the Appointments Committee
- approving the hiring recommendation of the Appointments Committee
- making recommendations for adjunct professor appointments within ÉSIS and for cross-appointments to or from ÉSIS

Sources of evidence

The terms of reference, membership, and records of meetings of the ÉSIS Departmental Assembly are included in the sources of evidence for this chapter.

ÉSIS Appointments Committee

The ÉSIS Appointments Committee is mandated by the Faculty of Arts By-Laws (paragraph 4.1.5). The purpose of this committee, whose membership is determined by the Departmental Assembly in accordance with the APUO collective agreement (paragraph 17.1.3.2), is to recommend the hiring of new professors. Only one appointments committee has been struck at ÉSIS in recent years to oversee the hiring of a new faculty member.

Sources of evidence

The terms of reference of the ÉSIS Appointments Committee are included in the sources of evidence for this chapter.

ÉSIS Departmental Teaching Personnel Committee

The Departmental Teaching Personnel Committee (DTPC) is composed of between three and five tenured ÉSIS faculty members elected by the school's full-time regular professors, with the director serving as an ex officio member and chair of the committee. The DTPC is responsible for making recommendations to the Dean of the Faculty of Arts and the Faculty Teaching Personnel Committee regarding tenure, promotion, contract renewal, teaching loads, professorial annual reports and academic leaves.

Sources of evidence

The terms of reference of the ÉSIS Departmental Teaching Personnel Committee are included in the sources of evidence for this chapter.

Documentation

The evaluations, recommendations, and decisions regarding the school's faculty are documented through the records of meetings held in conjunction with those evaluations and decisions; through personnel files; through the collection and analysis of data on performance indicators relating to the effectiveness of teaching, research funding, etc.; and through annual reports highlighting the accomplishments of our faculty members. The scope of that documentation is described in further detail below.

Records of Meetings

Records of meetings of the ÉSIS Departmental Assembly document discussion, decision making, and formal approval of recommendations on the faculty-related matters noted above.

Records of meetings of the newly formed ÉSIS Departmental Teaching Personnel Committee document procedures and decisions relating to appointments and other faculty-related matters. Those records will be retained in the school's electronic document repository.

Records documenting the various departmental planning and assessment activities referenced under standard III.6 above are also retained in the school's electronic repository.

Records of meetings of the ÉSIS Appointments Committee are retained in confidential files.

Sources of evidence

Records for all meetings of the ÉSIS Departmental Assembly since the initial accreditation of the school's MIS program in 2014—agenda, minutes, documents for discussion and/or approval—are included in the sources of evidence for this chapter.

Records documenting the various departmental planning and assessment activities referenced under standard III.6 above are included in the sources of evidence for the chapter on standard I.

Personnel Files

Confidential personnel files contain curricula vitae, teaching assignments and releases, documents relating to tenure and promotion, student course evaluation A-reports, annual evaluation reports, etc. for each full-time faculty member.

Sources of evidence

The most recent curricula vitae submitted by current full-time, cross-appointed, and adjunct professors are included in the sources of evidence for this chapter.

Annual teaching assignments and releases reports for current full-time faculty members are included in the sources of evidence for this chapter.

Correspondence documenting the cross-appointment of full-time ÉSIS faculty members to other departments is included in the sources of evidence for this chapter.

Performance Data

In addition to the data held in individual personnel files, aggregations of data relating to faculty performance derived from student course evaluations, from faculty curricula vitae, and from other sources are retained in the school's electronic repository.

Statistical data relating to faculty reported annually to ALISE and the Committee on Accreditation are also retained in the school's electronic repository.

Compilations of information on research grants awarded to ÉSIS faculty members are also retained in the school's electronic repository.

Compilations of information on faculty publications, conference presentations, participation in professional and scholarly associations, and peer review activities are also retained in the school's electronic repository.

Records of the annual assignment of academic service duties are also retained in the school's electronic repository.

Sources of evidence

The forms and procedures used for the student course evaluations and the results of evaluations conducted since 2014 are included in the sources of evidence for this chapter.

Statistical data relating to faculty reported annually to ALISE and the Committee on Accreditation are included in the sources of evidence for this chapter.

Compilations of information on research grants awarded to ÉSIS faculty members are included in the sources of evidence for this chapter.

Compilations of information on faculty publications, conference presentations, participation in professional and scholarly associations, and peer review activities are included in the sources of evidence for this chapter.

Records of the annual assignment of academic service duties are included in the sources of evidence for this chapter.

Annual Reports

The ÉSIS Annual Report highlights the accomplishments of individual members of our faculty as well the progress that is made collectively on our program priorities. Those reports are retained in the school's electronic repository.

Sources of evidence

Our annual reports can be accessed online on the ÉSIS website. Copies are also included in the sources of evidence for this chapter.

Continuous Program Improvement

Standard III.10

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

On an ongoing basis the results of evaluations of our faculty are reviewed, and our faculty-related goals and priorities are revisited and realigned to address evolving challenges and opportunities. Improvements to the program are made in response to issues raised in those reviews and as goals evolve and new priorities are set.

As noted in the section on evaluation under standard III.8 above, the results of evaluations of faculty members through student course evaluations and annual evaluation reports can help bring to light areas of both strength and weakness in a professor's performance. In the case of the latter, faculty members can be constructively directed towards services and resources that can help them to address any shortcomings with a view to both achieving their personal career goals and improving the quality of program delivery.

On a broader level, the ongoing review of program priorities serves to highlight faculty-related issues that need to be addressed through the program planning process and the setting of priorities. The review of priorities and implementation plans that was conducted as part of a strategic planning workshop in December 2018 encompassed a number of faculty-related initiatives that had been identified through earlier program reviews. Among those faculty-related initiatives aimed at strengthening and improving the program were the following:

- coordinating support for faculty to improve their second-language competency
- promoting the faculty's research expertise by expanding the program's research partnerships and networks
- coordinating the recruitment and selection of new full-time faculty for the program
- developing a strategy for the recruitment of a new director
- seeking opportunities to formalize ÉSIS links with the Digital Humanities undergraduate minor

Significant progress has been made on several of those fronts, although efforts still need to be made to realize the goals reflected in some of the initiatives.

Several of our faculty members have taken advantage of the second-language support services offered by the Official Languages and Bilingualism Institute.

The memorandum of understanding between the University of Ottawa and Library and Archives Canada has served as a means of promoting the research expertise of our faculty members within the broader LIS community in Canada. Several faculty members have deposited their research documents in the university's digital repository and have registered on the uOttawa Experts database. And over the past several years our full-time faculty members have participated as co-investigators or collaborators on projects that have received more than $3.6 million in research funding.

The hiring of Dr. Haustein as a new tenure-track professor in 2017 increased our complement of regular faculty.

A new director was appointed for a three-year term effective July 1, 2020.

More recently, ÉSIS submitted a proposal for a new faculty position to lead a Metadata and Digital Humanities track within the school's current program that will be promoted to all Faculty of Arts graduate students. Recruitment for the position has been approved for the 2022-2023 academic year.

Sources of evidence

The recruitment proposal and the position posting for a new faculty position focusing on Digital Humanities is included in the sources of evidence for this chapter.

Summary Assessment

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

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

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

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

Full-time faculty members are actively engaged in research. Since 2014, they have collectively produced 52 refereed publications and 61 conference presentations. Over that same period those faculty members have received over $775,000 in research grants as principal investigators and have participated as co-investigators or collaborators on projects that have received more than $3.6 million in research funding. This is particularly impressive given that most faculty members are relatively new to the academy, and they have developed and maintained their research agendas while helping to build a relatively new school and mounting multiple new courses in both English and French. Such efforts provide further evidence of our dedicated faculty's commitment to delivering a high-quality MIS program within a stimulating learning and research environment.

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

Over the next few years, we will continue to build on the experience and expertise of our faculty, both in teaching and in research.

Sources of Evidence

Sources marked with an ⓘ are publicly available on websites maintained by the University of Ottawa and related organizations.

Sources marked with an asterisk (*) will be available during the virtual site visit only.

All other sources are retained in the school's electronic document repository. Hyperlinks for file folders and documents link directly to the folders and documents in the repository.

Governance

ÉSIS By-Laws

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

ÉSIS Appointments Committee – Terms of reference

ÉSIS Departmental Teaching Personnel Committee – Terms of reference

Faculty of Arts By-Laws ⓘ

Faculty Teaching Personnel Committee ⓘ

Policies and Procedures

University of Ottawa Human Resources Policies on Diversity and Inclusion ⓘ

Tenure and Promotion for Faculty Members ⓘ

Faculty of Arts Guidelines for Tenure and Promotion

Annual Performance Evaluation – Criteria

Annual Performance Evaluation – Reporting Form

Faculty of Arts Workload Template

Resources

Research at the Faculty of Arts – Sources of funding, awards, research centres, etc. ⓘ

Teaching and Learning Support Service ⓘ

Centre for Innovative Pedagogies and Digital Learning ⓘ

Centre for Innovative Technologies in Education ⓘ

Blended Learning Initiative ⓘ

Centre for Academic Leadership ⓘ

Research Management Services ⓘ

Faculty

Full-time Professors – CVs

Cross-appointed Professors – CVs

Adjunct and Part-time Professors – CVs

Public Servant in Residence – CVs and Work Plans

Association of Professors of the University of Ottawa – Collective Agreement

Full-time Faculty Position Postings

Report on Faculty Appointments, Tenure, and Promotion

Cross Appointment of ÉSIS Full-time Professors to Other Faculties and Departments

Full-time Professors from Other Faculties and Departments Cross-appointed to ÉSIS

Recruitment Application – Proposal for a new faculty position focused on Digital Humanities

Tenure-track Faculty Position – Posting for the new faculty position focused on Digital Humanities

Program Planning

ÉSIS Program Planning Framework ⓘ

Review of Current Priorities and Implementation Plans (2018-12-05)

ÉSIS Program Goals and Priorities 2018/19-2021/22 ⓘ

Program Evaluation

Student Course Evaluations – Forms and procedures, results of evaluations from 2014-2015 through 2019-2020

ÉSIS Statistical Reports – Annual statistical reports submitted to ALISE and the COA

Teaching and Learning

Teaching Assignments and Releases – Full-time Professors

Teaching Assignments – Part-time Professors

Course Offerings – Timetables and course outlines for courses offered since 2014

Special Topics Courses Developed by ÉSIS Faculty – List of courses offered since 2014

Supervision of Graduate Theses

Research

Faculty Publications (2014-2021)

Faculty Conference Presentations (2014-2021)

Faculty Participation in Peer Review Activities

Research Grants Awarded to ÉSIS Faculty Members (2014-2021)

Student Research Assistants (2014-2021)

Academic Service

ÉSIS Faculty Academic Service Duties

Interdepartmental Relations

Relations with the E-Business Technologies Program

Relations with the Institute for Science, Society and Policy

Community Engagement

Faculty Participation in Professional and Scholarly Associations

Conference Planning and Organization by ÉSIS Faculty

Information Crossroads – Speaker bios and abstracts of presentations

ÉSIS Research Conversations – Speaker bios and abstracts of presentations

Awards and Honours Won by ÉSIS Faculty Members

Communications and Marketing

ÉSIS Annual Reports ⓘ

Standard IV

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

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

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

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

- ***the progress we are making in our efforts to enrich the student experience***

Context

Our Master of Information Studies (MIS) program is the only fully bilingual and bicultural graduate program in information studies in North America. All of our students are able to communicate in both English and French, and they are exposed to elements of both anglophone and francophone culture in all their courses. On average over the past seven years, a little more than sixty percent of our students have English as their dominant language, while slightly less than forty percent have French as their dominant language. All students have the choice of interacting with their professors and with any of the administrative staff in either English or French. To complete the requirements for the MIS degree, all students must take at least one quarter of their courses in their less dominant language.

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

Since 2014, the School of Information Studies (ÉSIS) has made offers to 217 MIS candidates (from a pool of 442 applicants), 178 of those offers were accepted, and 141 registrations were completed. On average, the students entering our program during that period have had an admission GPA of 7.61, significantly higher than the 6.0 required for graduate studies at the University of Ottawa. Over that same period, a total of 124 students have successfully completed the program.

Enrolment in our MIS program (including both new and continuing students, full-time and part-time) has averaged 46 students per year, over the past seven years.

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

administration	environmental studies	molecular medicine
anthropology	film studies	museology
art history	French literature	music
biochemistry	geography	nursing
biology	history	public administration
classics	home economics	philology
commerce	international development	philosophy
communication	IT auditing	political science
computer science	integrated science	psychology
creative writing	law	public ethics
criminology	leisure studies	religious studies
cultural studies	linguistics	sociology
economics	mathematics	theatre
education	mechanical engineering	theology
educational technologies	medieval studies	translation
English literature	film studies	visual arts

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

Benin	Ivory Coast	Switzerland
Burundi	Morocco	Thailand
Cameroon	Nigeria	Togo
Colombia	Poland	Ukraine
Congo	Romania	United Kingdom
Egypt	Senegal	United States
Germany	Serbia	
India	Soviet Union	

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

With the lockdown of the university campus beginning in the spring of 2020 and continuing through the full 2020-2021 academic year, our students faced new challenges in both the academic and collegial aspects of the program. Beginning in the fall semester a number of processes were in place to support students in online learning. The director established weekly informal meetings with the full-time faculty members to review issues and share concerns raised by students as well as their professors. A weekly news bulletin replacing the school's previous *Digest* was sent from the director each Monday morning, containing information about school business, changes, and updates. The director also established a dedicated Brightspace community information portal for the school where documents could be shared, notices regarding upcoming professional and school events could be advertised, and job postings could be flagged.

Recruitment, Admissions, Aid, and Placement

Standard IV.1

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

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

Recruitment

A key plank in the University of Ottawa's strategic plan—Transformation 2030—aims at becoming more connected locally, nationally, and internationally. As part of that strategy the university will focus on Francophone/Francophile regions and on developing countries in its continuing efforts to diversify student recruitment and will promote outreach with Canada's indigenous communities and schools.

The University of Ottawa strives not only to attract but also to support a diverse student body, offering services such as the Academic Accommodations Service (to reduce barriers to learning for students who have learning disabilities, health, psychiatric, or physical conditions), the International Mentoring Centre (offering services for international and exchange students), the Indigenous Resource Centre (for First Nations, Inuit and Métis students), and the Official Languages and Bilingualism Institute (offering programs and services to assist students in improving their second language skills in English or French). In addition, the University of Ottawa Students' Union supports a wide range of services reflecting the social and cultural diversity within the student body, such as the Racialized and Indigenous Student Experience Centre (RISE), the Pride Centre (in support of the Lesbian, Gay, Bisexual, Transgender, Queer, and Two-Spirit student population), and the Multi-faith Centre (providing space for faith-based groups to meet, celebrate, and practice their beliefs).

All of those services are instrumental in enabling the school to attract a diverse student body consistent with our mission to foster a learning environment that prepares information professionals in the 21st century to assume leadership and research roles for the benefit of citizens in Canada's bilingual and multi-cultural knowledge-based economy and information society.

On the policy level, the university has declared its commitments to principles relating to diversity and inclusion, harassment and discrimination, accessibility and accommodation, and employment equity. Following through on those commitments, the university president identified as priorities in his objectives for 2019-2020:

- implementing the measures announced in response to allegations of racism, racial profiling, and discrimination
- promoting a culture of tolerance and inclusion on campus
- eliminating systemic barriers faced by members of minority communities
- following up on the university's Action Plan for the Francophonie
- designing an integrated mental health strategy
- continuing consultations with external indigenous communities and adopting the Indigenous Action Plan

Following up on the Indigenous Action Plan, the university produced a guide to indigenous protocols. The school will follow that guide as it invites indigenous elders and traditional knowledge keepers to participate as guest speakers in its program.

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

Sources of evidence

The resources and services offered by the Academic Accommodations Service, the International Mentoring Centre, the Indigenous Resource Centre, the Official Languages and Bilingualism Institute, and the University of Ottawa Students' Union can be accessed online on the university's website.

University of Ottawa policies on accessibility, harassment, discrimination, and employment equity can be accessed online on the university's website.

Program Admission and Completion

The standards for admission applied to the MIS program meet or exceed the university's requirements for admission to graduate programs set by the Council on Graduate Studies. All students must hold (at minimum) a four-year bachelor's degree from an accredited institution and must meet the minimum 6.0 (out of 10) grade point average set by the Council, which is equivalent to a "B" or 70% (calculated in accordance with Council guidelines). Since 2014, our students have entered the program with an overall average GPA of 7.61.

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

After the Admissions Committee has completed its review of an application—often in consultation with the ÉSIS academic officer—the committee makes a recommendation to the Faculty of Arts Office of Graduate Studies, which has final approval and makes the formal offer of admission.

Sources of evidence

The University of Ottawa Academic Regulation on Admission to Graduate Programs can be accessed online on the university's website.

The terms of reference and membership of the ÉSIS Admissions Committee are included in the sources of evidence for this chapter.

Admission to CO-OP

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

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

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

Sources of evidence

Admission requirements for the MIS CO-OP option on the Co-operative Education Programs website can be accessed via a link on the Graduate Programs page of the ÉSIS website.

Program Completion

There are three program options available to students in the MIS program: a) a course-based option; b) a CO-OP option; and c) a thesis option. In all cases, 45 credits are required to complete the program, and a minimum of 25% of the courses must be completed in the second language.

The university's regulations on time limits for completion of graduate degrees allow students in the MIS program five years to complete the requirements for the degree. Reasonable exceptions are permitted, such as in the case of maternity leave.

Table 4.1. Retention and Completion Rates

Entrance Year / Année d'entrée	**2014-2015**	**2015-2016**	**2016-2017**	**2017-2018**	**2018-2019**	**2019-2020**
After 1 year / Après 1 année						
Completed / Achevé	0%	0%	0%	0%	0%	0%
Returning / Rentré	80%	100%	89%	100%	92%	94%
After 2 years / Après 2 années						
Completed / Achevé	60%	67%	72%	91%	63%	
Returning / Rentré	15%	29%	11%	9%	25%	
After 3 years / Après 3 années						
Completed / Achevé	65%	76%	72%	100%		
Returning / Rentré	10%	19%	6%	0%		
After 4 years / Après 4 années						
Completed / Achevé	75%	90%	78%			
Returning / Rentré	10%	5%	6%			
After 5 years / Après 5 années						
Completed / Achevé	80%	90%				
Returning / Rentré	0%	5%				

Every effort is made to accommodate particular scheduling needs, such as the rotation of courses between daytime and evening slots, and between English-language instruction and French-language instruction, and offering summer courses. Feedback gathered via the annual exit surveys is useful in learning how well scheduling arrangements are meeting the needs of our diverse student population (part-time and full-time, anglophone and francophone, course-based and thesis, etc.). Students typically complete the program in a timely fashion, and to date, no students have required an extension. Table 4.1 provides details of our MIS program retention and completion rates for cohorts entering the program from 2014-2015 through 2019-2020.

Sources of evidence

The University of Ottawa Academic Regulation on Time Limits for Completion of Graduate Degrees can be accessed online on the university's website.

Retention and completion rates for students in our MIS program are included in the report on Program Performance and Student Achievement that is posted on the ÉSIS website. The report is also included in the sources of evidence for this chapter.

Financial Aid

Students in the MIS program are eligible to apply for funding in the form of scholarships, bursaries, and assistantships from a variety of sources.

The school has worked hard to foster relationships within the community of library and information professionals in the National Capital Region and beyond, and this has resulted in the establishment of several scholarships specifically for our MIS program. The terms and conditions for each of these awards, including the selection process, are drawn up and managed by the Development Office of the university. These program-specific scholarships include:

Friends of the Ottawa Public Library Bursary—an endowed fund that currently holds over $225,000 and results in one or more awards (minimum value of $1000) being granted to an MIS student annually.

Barbara Clubb Scholarship in Information Studies—created in honour of the former City Librarian of Ottawa, with a minimal value of $1000 awarded annually to an MIS student who has work or volunteer experience in a library.

H.W. Wilson Foundation Scholarship for Information Studies—established in 2015 by a $15,000 grant from the H.W. Wilson Foundation, Inc. to be disbursed at the discretion of the school over a four-year period. The grant was renewed in 2019 for a further four-year period.

University of Ottawa Library Bursary for ÉSIS—an award established by employees of the University of Ottawa Library as part of the University of Ottawa's Campus Campaign. To date, a total of $17,000 has been awarded from the fund.

External scholarships available to students in our MIS program include:

Susan Anderson Memorial Scholarship for Information Studies at the University of Ottawa—a scholarship with a value of $5000 awarded annually to a University of Ottawa MIS student by the May Court Club of Ottawa.

Dr. Janette Baker Scholarship—a scholarship awarded by the Ontario Library Association to support attendance at a recognized library and information program by individuals who have been working for a minimum of three years and who are employed outside of the education profession.

CARL Research in Librarianship Grant—open to graduate students in Library and Information Studies, the grant supports projects involving structured, evidence-based research that proposes answers to real-world issues.

Students in the MIS thesis option who are registered full-time and have an admission average of 8.0 are eligible to receive a Graduate Studies Scholarship. This scholarship is valued at $2000 per session and can be held for up to two sessions.

In addition to receiving the scholarships listed above, our students have also successfully competed in recent years against a much broader pool of talented individuals to win other types of awards, including the CO-OP Student of the Year Award for the Faculty of Graduate and Postdoctoral Studies, the Health Canada Young Professional Award of Excellence, the J.D. Hearnshaw Memorial Scholarship, and the ARMA International Education Foundation Graduate Scholarship.

Graduate assistantships, which may be funded from a variety of sources, are another source of financial support for students. The Faculty of Arts regularly offers funding for a variety of assistantships, for which our students are eligible to compete. ÉSIS professors also regularly hire research assistants using their research grants, and our students are also recruited as research assistants by professors in other departments because of their valuable skill sets. Payment for assistantships is standardized across campus and governed by the university's collective agreement with the Canadian Union of Public Employees – Local 2626 (article 32).

The Faculty of Arts Office of Graduate Studies and the Office of the Vice-Provost, Graduate and Postdoctoral Studies both employ awards officers who assist with the promotion of awards and advise graduate students about the process of applying for awards. Graduate and Postdoctoral Studies offers practical tips on the application process for awards offered by external agencies such as the Social Sciences and Humanities Research Council, the Ontario Graduate Scholarships, and Fonds de recherche du Québec–Société et culture. The Student Academic Success Service (SASS) has a graduate student mentoring centre through which more experienced graduate students mentor new arrivals and assist them with scholarship applications.

Members of the school's faculty make themselves available to provide advice, review proposals, write reference letters or consult with students about their applications. The ÉSIS Scholarships Committee assists the program director in reviewing and ranking applications and selecting award recipients.

Sources of evidence

A list of internal and external scholarship and bursary opportunities pertinent to MIS students is available on the ÉSIS website.

The university's collective agreement with the Canadian Union of Public Employees – Local 2626 can be accessed online on the university's website. A copy is also included in the sources of evidence for this chapter.

Terms of reference and membership of the ÉSIS Scholarships Committee are included in the sources of evidence for this chapter.

Details of awards and honours (including scholarships and bursaries) won by our students since 2014 are included in the sources of evidence for this chapter.

Details of research assistantships held by our students since 2014 are included in the sources of evidence for this chapter.

Networking Opportunities and Placement Assistance

Since 2014, more than eighty percent of our MIS graduates have succeeded in obtaining professional employment within a few months of completing the degree. That success is attributable in part to their academic achievement and in part to the skills and abilities they have developed in the classroom. But the success of our students in obtaining professional employment is attributable in part, as well, to the opportunities that the program provides them to connect with and network with members of the profession, to the placement assistance available to them, and to the work experience they are able to gain through CO-OP and experiential learning placements.

Networking Opportunities

For a number of years, the school has organized an annual "Association Day" with representatives from various associations who meet with students to discuss different aspects of the profession and provide advice and networking opportunities. Associations that have participated in the event include:

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

Each year the school contributes $200 towards the travel costs of any student wishing to attend the Ontario Library Association Super Conference, held annually in Toronto each January/February. With this level of departmental sponsorship, students are then eligible to apply for additional funding from the Academic Project Fund managed by the University of Ottawa Graduate Students' Association / Association des étudiant(e)s diplomé(e)s (GSAÉD). A total of twelve ÉSIS students have been funded to attend the OLA Super Conference, and all have reported that this proved to be a rewarding opportunity for professional development and networking. The GSAÉD also provides graduate students with the opportunity to purchase official University of Ottawa graduate student business cards—at a very reasonable cost—which they can distribute as part of their networking efforts.

Because of the constraints imposed on public gatherings and travel during the COVID-19 pandemic in 2020-2021, students were unable to participate in person in extra-curricular events. In February 2021, Kerry Badgley, Public-Servant-In-Residence at ÉSIS, gave a public virtual presentation on the galleries, libraries, archives, and museums (GLAM) sector and LIS programs that was attended by community members as well as students.

Sources of evidence

A listing of student participation in professional organizations since 2014 is included in the sources of evidence for this chapter.

Placement Assistance

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

A link on the ÉSIS website home page leads to a careers and community page containing links to Library and Information Studies (LIS) job sites, resources on the job market and salaries for information professionals, and the websites of relevant professional associations.

At least once each year, usually as part of a lunch-time "brown bag" discussion, an outside expert is invited to give a presentation about job seeking skills. This may involve tips on improving a résumé or giving a good job interview. Past speakers have included people with hiring experience working at organizations such as the Ottawa Public Library, Library of Parliament, and Cogniva Information Solutions.

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

The university's Career Development Centre organizes a regular series of workshops (e.g., on writing cover letters, conducting a job search), as well as an annual career fair. The Career Development Centre is open to all students for individual consultations and personalized assistance.

In February 2021, to compensate in part for the limitations on networking opportunities and placement assistance, an ÉSIS alumna gave a virtual presentation on job interviews and preparing professional résumés.

In the 2021 winter semester, the director held several meetings with students in the capstone course to discuss ways to transition to the professional community during a period when many in that community were working from home.

Sources of evidence

Our careers and community page can be accessed online on the ÉSIS website.

The services offered by the Career Development Centre can be accessed online on the university's website.

CO-OP and Experiential Learning Placements

The CO-OP option offered as part of our MIS program is a highly desired and competitive option. As is the case for all CO-OP programs within the University of Ottawa, the MIS CO-OP option is administered by the Co-operative Education Programs office, though there are aspects of the process that are carried out in consultation with the corresponding academic units, each of which has a representative who sits on the university's CO-OP Coordinating Committee. The CO-OP office employs program co-ordinators for each program, who search for career-related placements for students. ÉSIS faculty and staff also remain on the lookout for potential work placement opportunities for our students, and we put prospective employers in touch with the MIS CO-OP coordinator. ÉSIS faculty are also regularly asked by the CO-OP coordinator to provide input about the suitability of potential placements that have been identified.

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

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

The CO-OP option guarantees students two paid full-time four-month work placements, with the average hourly wage of approximately $20. In several instances, these work placements have translated into offers for full-time employment for the students upon graduation. Since 2014, 127 CO-OP work placements have been completed by students in our MIS program with a diverse range of employers, and another 20 are scheduled for the summer and fall of 2021. Among the employers who have provided multiple CO-OP work placement opportunities for our students in recent years are the following:

- Canada Revenue Agency
- Global Affairs Canada
- Indigenous and Northern Affairs Canada
- Justice Canada
- Library and Archives Canada
- Library of Parliament
- National Defence and the Canadian Armed Forces
- Statistics Canada
- Supreme Court of Canada
- Systemscope
- University of Ottawa Library

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

- Musée des beaux-arts du Canada

- University of Ottawa Faculty of Education Resource Centre
- University of Ottawa – Shakespeare 400

Sources of evidence

Complete listings of employers with whom our students have completed CO-OP work placements since 2014 are included in the report on Program Performance and Student Achievement that is posted on the ÉSIS website. The report is also included in the sources of evidence for this chapter.

Lists of the experiential learning activities taken by our students since 2014 are included in the sources of evidence for this chapter.

Federal Student Work Experience Program (FSWEP)

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

Communicating Program Information

Standard IV.2

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.

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

ÉSIS Website

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

The website is the primary source of information about ÉSIS and its programs and is used both as an information resource for the public at large and as an administrative source of information for faculty, staff, and students. Information on program goals and objectives, admission requirements, the curriculum, financial aid, faculty, program performance and student achievement is readily accessible through the website. In addition, the website serves as a source of current information on school-related activities, announcements, and other news items, and has a link as well to a university-wide calendar of events.

From the ÉSIS website home page a single click leads directly to the programs landing page, with brief descriptions of our MIS program and its three options—course-based, CO-OP, and thesis—as well as our graduate diploma program. Links from those descriptions lead to detailed descriptions of admission requirements, program requirements (i.e., the curriculum), and course descriptions, all maintained as part of the university's official site on programs and courses. The landing page for our school's programs also contains links to our program objectives (student learning outcomes) and our current report on Program Performance and Student Achievement.

Also accessed directly from the ÉSIS website home page is information on our ALA accreditation, with links to our initial Program Presentation, submitted in 2013, and subsequent reports submitted to the Committee on Accreditation (the special reports submitted in March 2015 and October 2015, and the biennial narrative reports submitted in 2015 and 2018). That page also contains links to our Program Planning Framework, our Program Objectives, our current report on Program Performance and Student Achievement, and our Program Goals and Priorities.

The ÉSIS website home page also has links to a directory of the school's faculty and administrative staff, to lists of financial aid and awards available to students in the program, to news items, and to the @UO_ESIS Twitter feed.

One further link on the ÉSIS website home page leads to a careers and community page containing links to LIS-related job sites, resources on the job market and salaries for information professionals, and the websites of relevant professional associations.

A drop-down menu from a separate "About the School" tab on the home page of the website contains links to the school's mission and vision statements as well as to our annual reports. Another "Student Experience" tab opens a page containing links to the course schedule for the current year, a student handbook, FAQs on admissions, and to the ÉSIS student association's website and social media links.

Sources of evidence

All the sources of information referenced above can be accessed online on the ÉSIS website. Copies of the catalogue for our MIS program, our student handbook, our program goals and priorities, our report on program performance and student achievement, our 2013 Program Presentation, the status reports submitted as part of the ALA accreditation process, and our annual reports are also included in the sources of evidence for this chapter.

Social Media

The school's web presence is supplemented by judicious use of social media. The school has a Twitter feed, managed by one of our faculty members, which is integrated with our website. In 2018-2019 the school conducted social media campaigns on Facebook and Google Ads. Over a period of just a few

weeks those ads were viewed almost 114,000 times and generated more than 17,000 actions (i.e., clicks, likes, shares).

Other Communication Channels

In addition to its web, Twitter, and email communications channels, the school has a public bulletin board that is accessible in the foyer directly outside the main reception area for ÉSIS, where posters, notices and other items of information are posted in hard copy.

Until the end of the 2019-2020 academic year, the ÉSIS *Digest* was distributed bi-weekly by email to students and alumni. It listed employment, part-time work and volunteer opportunities, scholarships, and networking events. Beginning in September 2020, the *Digest* was replaced by a weekly communiqué *From the Director's Desk*. At the beginning of that semester the director also established a dedicated Brightspace community information portal for the school where documents could be shared, notices regarding upcoming professional and school events could be advertised, and job postings could be flagged.

Admission Standards and Procedures

Standard IV.3

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.

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

As noted above under standard IV.1 (see page 125), admissions to our MIS program are governed largely by policies and procedures on admission to graduate programs, set by the university's Council on Graduate Studies. Applications for admission to the program are processed in accordance with the Council's admissions policies.

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

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

- official transcripts from each post-secondary institution attended

- an example of a written text demonstrating writing ability (at least 800 to 1000 words) in English or French
- proof of second language abilities in either English or French, demonstrated through possession of a degree that indicates that language as the language of instruction, or through a language examination (e.g., TOEFL, the Federal Government of Canada's language proficiency test, or the test administered by the University of Ottawa's Official Languages and Bilingualism Institute)
- an up-to-date curriculum vitae providing evidence of relevant employment experience, leadership potential, and computer literacy
- two letters of reference (one from an academic referee who can attest to the writing sample and one from a professional referee who can attest to employment experience)

Applicants are assessed on their academic, intellectual, and professional promise, judged in the context of our program objectives. While grades and academic references are necessarily the first and most important deciding criteria for admission to a graduate program, the ÉSIS Admissions Committee also gives careful consideration to professional references, personal statements of career and academic interests, writing samples, and *curricula vitae*.

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

When admissions standards and academic pre-requisites are waived, the policies and procedures for doing so are applied consistently and stated clearly in the university's academic regulations. For example, on the recommendation of the Admissions Committee, applicants who have successfully completed information studies credits or electives at the master's or doctoral level prior to admission may receive equivalencies or exemptions for courses in the Master of Information Studies program. Equivalencies may be granted for courses completed as a special student or as part of an incomplete or completed graduate program. To be eligible, the courses must have been completed with a minimum grade of 70% (B), no more than five years prior to admission. A maximum of 25% of the credits required for the program can be granted in equivalencies or exemptions.

Admission to our MIS program is competitive, and candidates selected for admission are of high calibre and show strong professional promise. Table 4.2 compares the number of applications received each year since 2014 with the number of admissions granted and registrations completed in each of those years.

Table 4.2. Applications Compared with Admissions and Registrations

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Applications received	65	67	55	72	52	48	83
Full-time	57	52	53	65	44	41	72
Part-time	8	15	2	7	8	7	11

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Offers of acceptance made	33	42	26	22	29	24	41
Full-time	27	29	24	17	22	20	31
Part-time	6	13	2	5	7	4	10
Offers accepted	30	31	22	17	26	17	35
Full-time	24	21	20	12	20	14	25
Part-time	6	10	2	5	6	3	10
Registrations completed	19	23	18	12	25	17	32
Full-time	15	17	16	9	19	14	25
Part-time	4	6	2	3	6	3	7

Table 4.3 shows the average GPA of students entering the MIS program each year since 2014-2015. Note that the average GPA has always exceeded the minimum GPA of 6.0 required by the university.

Table 4.3. Average GPA at Admission

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Students entering	7.66	7.45	7.71	7.62	7.72	7.33	7.81

Sources of evidence

The University of Ottawa Academic Regulation on Admission to Graduate Programs can be accessed online on the university's website.

The terms of reference and membership of the ÉSIS Admissions Committee are included in the sources of evidence for this chapter.

Counselling, Guidance, and Evaluation

Standard IV.4

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

Orientation

The school holds an orientation session for first-year students at the beginning of the academic year to address practical issues related to the start of the program, and to allow students to meet and interact with their faculty advisor, other faculty members, and as many part-time professors as possible—as well as with each other. Second-year students are also encouraged to attend in order to meet the new cohort and offer informal tips based on their experience. The ÉSIS academic officer is also on hand to provide support to new students during orientation and throughout their program.

ÉSIS has prepared a student handbook for those in the MIS program. Students receive a copy of the handbook at the orientation session, and it is also available on the ÉSIS website. The handbook contains a description of the ÉSIS team, along with contact details, and a description of the role of the faculty advisor. The handbook also provides links to other support services on campus, including the Student Academic Success Service and its network of services and programs—the Academic Writing Help Centre, the Counselling Services, the Graduate Student Mentoring Centre, and Career Development Centre.

Sources of evidence

The PowerPoint presentations used for orientation sessions and the student handbook are included in the sources of evidence for this chapter.

The services and programs offered by the Student Academic Success Service can be accessed online on the university's website.

Faculty Advisors

Once admitted to the program, all students have a full-time faculty member assigned as a faculty advisor. The faculty advisor acts as a first point of contact—someone to whom a student can turn with questions about any aspect of the program or the library and information professions. If the faculty advisor is not best placed to answer the question, she or he will direct the student to the person who can best help; in this way, the student is not left to navigate the university's bureaucratic maze alone, nor to be bounced around from person to person.

Faculty advisors are encouraged to meet with all of their advisees as a group at least once per semester, and to make themselves available for more personalized academic advising and support on an as-needed basis.

Our MIS curriculum provides the opportunity for students to pursue their individual interests through a variety of career-oriented pathways within the program. There are a number of program themes designed into the curriculum: three of those themes are oriented toward various sectors of the information profession (librarianship, information management / records management, and information policy); the fourth (scholarly research and communication) has an academic or research focus. There are also several clusters of electives within our course offerings that focus on various areas of competence. A student taking the course-based option might combine electives in two or more of those clusters to

create a program of study focussed on certain aspects of information services. Likewise, a student taking the CO-OP option might choose to complement and/or broaden the experience and skills gained through the CO-OP work term with electives from one or two relevant clusters. Faculty advisors assist students in putting together a suite of electives that best suit their individual needs and goals.

In addition to helping with options and course selection, faculty advisors provide continuing guidance in other areas, such as career aspirations. As appropriate, faculty advisors direct students to specialized student advising services on campus, such as those provided by the Student Academic Success Service noted in connection with the orientation session above.

Sources of evidence

Terms of reference for faculty advisors are included in the sources of evidence for this chapter.

Evaluation of Student Achievement

Students receive systematic and multi-faceted evaluation of their achievements throughout their programs of study. The evaluation of student coursework, CO-OP and experiential learning placements, capstone experiences, and theses are described below, along with descriptions of the reports that are compiled annually on the assessment of student learning outcomes and on program performance and student achievement.

Evaluation of Coursework

Students are evaluated in each course according to the criteria set by the instructor, within the academic guidelines set by the university. Marks are assigned for individual and group projects, with final grades calculated at the end of each course. Course assignments are varied in nature and are designed to respond to the student learning objectives and other pedagogical requirements specific to each course. Over the course of their programs, students will have completed written tests, reflective papers, projects, presentations, and essays, all of which have evaluative as well as pedagogical objectives.

The template for course outlines ensures that students are informed of the course objectives and student learning outcomes that are expected to be achieved on successful completion of the course. The course outline also identifies the evaluation methods used to determine the course grade and the proportion of the final grade that is associated with each component of coursework.

The grading system is clearly explained to students and a very detailed explanation is available on the university's website.

Sources of evidence

The course outline template is included in the sources of evidence for this chapter.

The University of Ottawa Academic Regulation on Examinations and Grading for Graduate Studies can be accessed online on the university's website, as can the explanation of the regulation provided by the Office of the Vice-Provost.

Examples of student coursework will be made available to the External Review Panel during the virtual site visit.

Evaluation of CO-OP and Experiential Learning Placements

Students taking the CO-OP option receive mid-term and end-of-term evaluations from their employers. The evaluations include ratings on a ten-point scale of the student's performance with respect to quality of the work produced, problem-solving skills, communication skills, interpersonal skills, work ethic, and the application of technical and theoretical knowledge to the work task. The evaluation also includes the employer's comments on the student's strengths and areas for development, and how the objectives that were set for the work term helped to develop the student's skills and abilities.

Experiential leaning placements are evaluated by the workplace supervisor, in consultation with the academic liaison. The workplace supervisor provides a preliminary grade to the academic liaison based on the overall experience and the concrete deliverables. The academic liaison also provides a preliminary grade based on the end-of-project report submitted by the student. In consultation, the workplace supervisor and academic liaison negotiate a final grade for the course.

Sources of evidence

The CO-OP employer's evaluation form is included in the sources of evidence for this chapter.

Experiential learning guidelines, describing the goal, types of projects, the content of the end-of-project report, and the evaluation procedures are included in the sources of evidence for this chapter.

Evaluation of Capstone Experiences

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

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

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

The case problem capstone, alternating with the i-Portfolio every second year, is designed to provide students with an opportunity to apply a broad range of the knowledge and skills they have gained over the course of the program, working in teams to develop plans for the solution of a case problem. The parameters of the case problem are set either by faculty or by a participating organization in the information sector, providing background on objectives, the users of the services that are being analyzed, the nature of the information resources involved, the organizational resources available (budget, human resources, facilities, etc.), the technical infrastructure, and the environment (culture, politics, economics, etc.). Students are required to produce deliverables such as reports on

environmental scans, SWOT analyses, plans, budget projections, grant applications, recommendations on best practices, etc., as well as to give a team presentation.

The case problem capstone enables us to evaluate our students' ability to apply the knowledge and skills they have gained in the program to a problem set in a context that either simulates or is drawn from a "real world" situation. From the perspective of curriculum evaluation, the case problem capstone is designed to indicate how well the program prepares students to assume the responsibilities that they are likely to have to take on in their professional careers.

Sources of evidence

Course outlines and evaluation rubrics for the i-Portfolio capstone are included in the sources of evidence for this chapter.

Examples of student i-Portfolios will be made available to the External Review Panel during the virtual site visit.

Course outlines and evaluation rubrics for the case problem capstone are included in the sources of evidence for this chapter.

Examples of student case problem projects will be made available to the External Review Panel during the virtual site visit.

Evaluation of Theses

Students taking the thesis option produce a scholarly thesis of approximately 100 pages in length, which provides them with an opportunity to bring their research, evaluation, planning, and communication skills to bear on an area of knowledge important in the field of LIS. Theses are produced in accordance with the regulations for master's theses established by the university.

Theses are reviewed by two examiners, and an oral defence of the thesis is conducted before a committee consisting of the examiners, the thesis supervisor, and the chair of the committee.

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

Sources of evidence

The University of Ottawa Academic Regulation on Theses can be accessed online on the university's website.

The thesis defence procedure is included in the sources of evidence for this chapter.

Examples of student theses will be made available to the External Review Panel during the virtual site visit.

Assessment of Student Learning Outcomes

The quantitative data collected annually through the evaluation of coursework, CO-OP and experiential learning placements, and capstone projects—as well as through student course evaluations and surveys of students on CO-OP placements, students completing their studies, and alumni—are all mapped against specific learning outcomes and compiled in tabular form in a report on the Assessment of Student Learning Outcomes. That report provides a high-level measurement of how well our students are doing with respect to the achievement of the learning outcomes we have defined for the program.

Sources of evidence

The most recent iteration of the report on Assessment of Student Learning Outcomes is included in the sources of evidence for this chapter.

Program Performance and Student Achievement

We also compile and publish on the ÉSIS website a report on Program Performance and Student Achievement incorporating performance data that supplements the data gathered from the evaluation mechanisms identified above and serves both as an overall indicator of program performance and as a gauge of student achievement in the classroom, in the community, and in the job market. The information provided in the report includes:

- student retention and completion rates
- average time to completion of the program
- post-degree employment rate
- annual enrolment statistics
- grade averages for core courses (reported on a ten-point scale)
- the number of students successfully completing experiential learning projects
- the number of CO-OP students receiving ratings of very good, excellent, and exceptional from their employers
- the number of students successfully defending a thesis
- the number of students successfully completing a capstone project
- the number of job placements reported by graduates

In addition to the statistical information, the report provides lists of:

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

Sources of evidence

The most recent iteration of the report on Program Performance and Student Achievement can be accessed online on the ÉSIS website. A copy is also included in the sources of evidence for this chapter.

Fostering Student Participation

Standard IV.5

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.

Faculty, staff, and the students work together to provide and maintain an environment that fosters student participation in the overall learning experience at ÉSIS, in social activities within the school, and in connection with the wider university community as well as the professional community in the National Capital Region.

AÉSISSA

The Association des étudiants en sciences de l'information / Information Studies Student Association (AÉSISSA) is the primary organization through which students participate and have a voice in the workings of the school and its program. AÉSISSA acts as a liaison between students and faculty, and facilitates student participation in a variety of academic, professional and extracurricular activities. AÉSISSA represents all students in the MIS program and is entirely student-run. AÉSISSA has its own constitution, detailing its mandate as a student organization within the university, and also its own set of by-laws, outlining its procedures. Students elect their own officers and send representatives to the ÉSIS Departmental Assembly meetings and meetings of the Faculty Council of the Faculty of Arts.

The AÉSISSA Executive meets approximately once per month. It consists of elected representatives from among the student body, including first- and second-year students, full- and part-time students, and anglophone and francophone students.

AÉSISSA Executive members and other returning students participate in the annual ÉSIS orientation session by welcoming new students to the program, showing them around the facilities, and introducing them to the activities of AÉSISSA. The formal orientation session is followed by a student-organized social event.

Throughout the year, AÉSISSA plans and coordinates a variety of social and program related activities, including:

Coffee Breaks. A bi-weekly opportunity for students to informally gather in the lounge area outside the AÉSISSA office and chat or exchange advice and experiences. AÉSISSA provides snacks and drinks.

Peer-2-Peer seminar series. Lunch-and-learn style sessions that are designed to provide an opportunity for MIS students to bring to bear their diverse skills and backgrounds and to learn from

one another. Peer-2-Peer events focus on sharing and developing skills and knowledge that are complementary to the formal curriculum.

Throughout 2020-2021, despite the challenges posed by the pandemic lockdowns, the AÉSISSA student leaders proved to be an effective and strong team. They organized several virtual social events during each semester, and facilitated consultation or requests for feedback by the director. Because the student leadership team was made up of all second-year students, they were already an effective group with existing personal, and learning relationships.

Sources of evidence

The AÉSISSA website can be accessed online.

The AÉSISSA constitution and by-laws, are included in the sources of evidence for this chapter.

Student Representation on University Councils and Committees

MIS students serve on the ÉSIS Departmental Assembly and the Faculty Council of the Faculty of Arts, and they are regularly included in committees, working groups and focus groups. In all cases, they are able to provide input and feedback on the formulation, modification, and implementation of policies affecting academic and student affairs. As the Departmental Assembly is the governing body for ÉSIS and approves all curricular and program changes, students have a major voice in the decisions made by the assembly.

AÉSISSA participates in the selection of student representatives for other governance committees and councils across the university more broadly. An ÉSIS student representative sits on the Faculty Council of the Faculty of Arts, and our students are represented on the university's Graduate Students' Association / Association des étudiant(e)s diplômé(e)s (GSAÉD). The GSAÉD representative (who also serves on the AÉSISSA Executive) represents MIS students at all GSAÉD general meetings and reports back to the AÉSISSA Executive.

Our students are also eligible to stand for election to represent their fellow students on other university councils and committees, such as the Council on Graduate Studies.

Sources of evidence

The terms of reference and membership of the ÉSIS Departmental Assembly are included in the sources of evidence for this chapter.

The by-laws of the Faculty of Arts (which include provisions for student representation on the Faculty Council) can be accessed online on the university's website. A copy of the by-laws is also included in the sources of evidence for this chapter.

The governance structure of the Graduate Students' Association (GSAÉD) can be accessed online on the association's website.

The terms of reference and membership of the Council on Graduate Studies can be accessed online on the university's website.

Student Participation in Research and the Professional Community

Our students have opportunities to participate in research through the thesis option, through directed readings courses, and as research assistants. They participate in the professional community as representatives on committees and as volunteers for events and projects organized by the professional community. Those research and professional community activities are described below.

Theses, Directed Readings Courses, and Research Assistantships

Students taking the thesis option produce a scholarly thesis of approximately 100 pages in length, which provides them with an opportunity to bring their research, evaluation, planning, and communication skills to bear on an area of knowledge important in the field of LIS.

Since 2014, all five master's theses submitted by students in our MIS program have been successfully defended:

Bebbington, S. (2014). *A case study of the use of the game Minecraft and its affinity spaces for information literacy development in teen gamers* (Master's thesis). University of Ottawa.

Bisson Picard, R. (2019). *Les comportements informationnels des mécascriptophiles dans les médias sociaux* (Master's thesis). University of Ottawa.

Harper, P. L. (2014). *From the theory of archival narrative to the practice of archival blogging: Why the characteristics of narrative matter* (Master's thesis). University of Ottawa.

Léonard, M. (2015). *Médiation entre l'usager et l'image : Une étude exploratoire de l'utilisation des métadonnées par les professionnels* (Master's thesis). University of Ottawa.

Marasse, L. (2019)**.** *How does working alone together feel? Aesthetic ways of knowing and creating knowledge in an open concept office* (Master's thesis). University of Ottawa.

Students are also given the opportunity to take the Directed Readings course, proposing a topic of particular interest to be supervised by a member of the faculty.

Over the past several years a number of our students have also been employed as research assistants on projects directed by members of our faculty, including Dr. Morrison's project on open access scholarship, Dr. Cavanagh's project on legal information seeking practices, Dr. Alberts's study of email management in the Government of Canada, and Dr. Haustein's project on metrics literacy.

In connection with those research projects as well as with their master's theses, our students have published articles in journals such as the *Canadian Journal of Information and Library Science,* the *Journal of Information Literacy, Data,* and *Publications*. They have also presented papers and posters at conferences such as the Canadian Library Association National Conference in Ottawa, annual conferences of the Canadian Association of Information Science, the ARMA NCR (Ottawa) Chapter Fall Information Management Conferences, the Open Access Workshop at the University of Ottawa, Congrès des milieux documentaires in Montréal, and Congrès de l'Association des Archivistes du Québec in Montréal.

Sources of evidence

A list of directed readings courses taken by students in our program over the past several years is included in the sources of evidence for this chapter.

A list of students employed as research assistants since 2014 is included in the sources of evidence for this chapter.

Lists of student research publications and conference presentations since 2014 are included in the sources of evidence for this chapter.

Professional Committees, Events, and Projects

AÉSISSA coordinates a variety of activities in which students have an opportunity to engage with the broader community of information professionals within the National Capital Region and beyond. Over the past several years our students have at various times represented the student body as committee members or liaisons for a number of professional organizations, including:

- as student liaison representatives for the Library Association of the National Capital Region (LANCR)
- as student councillors for the Association des bibliothèques de l'Ontario-Franco
- as a member of the Library and Archives Canada (LAC) Youth Advisory Council
- as a director on the Board of the National Capital Region chapter of ARMA International
- as student liaison representatives for the ARMA NCR (Ottawa) Chapter
- as officers of the uOttawa Chapter of Librarians Without Borders

The school also encourages student involvement in events and projects organized by the professional community. The following are just a few examples of the ways in which our students have connected with and given back to the wider community in recent years:

- as volunteers at the Ontario Library Association Super Conference held annually in Toronto
- as volunteers for the ARMA NCR (Ottawa) Chapter Fall IM Days
- as volunteers for the University of Ottawa's Shakespeare in Canada exhibit
- as volunteers on the Twice Upon a Time project in Ottawa
- as a volunteer at the Ottawa Tool Library

Sources of evidence

A complete list of student participation in professional organizations since 2014 is included in the sources of evidence for this chapter.

Systematic Evaluation and Program Development

Standard IV.6

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.

We regularly evaluate all aspects of our program and involve all stakeholders—students, alumni, faculty, staff, and others—in program development. The findings and conclusions drawn from those evaluations are used to revise existing policies and procedures, and to initiate improvements. This approach to evaluation applies not only to the curriculum, but also to administrative policies and

procedures, communications, the role of faculty advisors, and the quality of the student experience overall.

Mechanisms for Ongoing Evaluation of Student Achievement

Regular input into our ongoing evaluation of student achievement comes from a wide range of assessment mechanisms. Faculty evaluate coursework and capstone projects. Employers evaluate CO-OP and experiential learning placements. Students provide feedback through their work placement reports, student course evaluations, surveys, and focus group sessions. Alumni participate both in surveys and in focus groups.

CO-OP and Experiential Learning Evaluations

As noted above in the section on evaluation of student achievement under standard IV.4 (see page 139), students taking the CO-OP option receive regular evaluations from their employers. The evaluations include ratings on a ten-point scale of the student's performance with respect to quality of the work produced, problem-solving skills, communication skills, interpersonal skills, work ethic, and the application of technical and theoretical knowledge to the work task. The evaluation also includes the employer's comments on the student's strengths and areas for development, and how the objectives that were set for the work term helped to develop the student's skills and abilities.

In addition to the evaluation of the student's CO-OP work term performance by the employer, students completing a CO-OP work term placement submit a report at the end of their placement. As part of the report, students are asked to make explicit connections between concepts learned in their courses and practices in the workplace. These reports help us to identify both areas of strength and gaps with respect to our students' ability to transfer their course-based learning into the workplace.

Experiential leaning placements are evaluated by the workplace supervisor, in consultation with the academic liaison. The workplace supervisor provides a preliminary grade to the academic liaison based on the overall experience and the concrete deliverables. The academic liaison also provides a preliminary grade based on the end-of-project report submitted by the student. In consultation, the workplace supervisor and academic liaison negotiate a final grade for the course.

The end-of-project report gives the student an opportunity to reflect on how the experiential learning project relates to her or his experience of the rest of the program. The student is asked to indicate which concepts or skills learned in other courses were brought to bear on the project, and also which aspects of the experiential learning placement usefully fed back into other courses or elements of the program. This is meant to give the student an opportunity to make connections between "what I know" and "what I can do".

Sources of evidence

The forms and guidelines used for CO-OP and experiential learning evaluations and work placement reports are included in the sources of evidence for this chapter.

Examples of work placement reports completed by our CO-OP and experiential learning students will be made available to the External Review Panel during the virtual site visit.

Capstone Evaluations

As noted above in the section on evaluation of student achievement under standard IV.4 (see page 139), our capstone courses and the master's thesis provide us with an effective means of gauging success in

the achievement of our program objectives—that is, the degree to which our expectations of student learning outcomes are being met.

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

The case problem capstone is designed to evaluate our students' ability to apply the knowledge and skills they have gained in the program to a problem set in a context that either simulates or is drawn from a "real world" situation. From the perspective of curriculum evaluation, the case problem capstone is designed to indicate how well the program prepares students to assume the responsibilities that they are likely to have to take on in their professional careers.

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

Sources of evidence

Course outlines and evaluation rubrics for the i-Portfolio and case problem capstone experiences are included in the sources of evidence for this chapter.

Procedures for the oral defence of a thesis are included in the sources of evidence for this chapter.

Student Course Evaluations

Student course evaluations are conducted every semester as part of a university-wide process. All courses are evaluated by means of a confidential questionnaire administered at the end of the semester by student monitors and tabulated centrally by the Information Technology division.

Included in the questionnaire are three questions asking the student to rate the course on a four- or five-point scale with respect to:

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

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

Table 4.4 indicates the average scores on the course-related questions for courses in our program that were evaluated between 2014-2015 and 2019-2020 compared with course ratings across the Faculty of Arts and university-wide.

Table 4.4. Average Course Evaluation Scores (2014-2021)

Questions	Year	Average Ratings		
		ÉSIS	Faculty of Arts	University of Ottawa
Q 3: The course is well organized Strongly agree (5), agree (4), disagree (2), strongly disagree (1)	2014-2015	4.2	4.3	4.3
	2015-2016	4.3	4.3	4.3
	2016-2017	4.5	4.3	4.3
	2017-2018	4.2	4.3	4.3
	2018-2019	4.1	4.3	4.3
	2019-2020	4.5	4.4	4.4
	2020-2021	4.6	4.4	4.4
Q7: Assignments and/or exams closely reflect what was covered in the course Strongly agree (5), agree (4), disagree (2), strongly disagree (1)	2014-2015	4.3	4.4	4.3
	2015-2016	4.3	4.4	4.3
	2016-2017	4.5	4.4	4.3
	2017-2018	4.3	4.4	4.3
	2018-2019	4.2	4.4	4.3
	2019-2020	4.6	4.5	4.4
	2020-2021	4.6	4.5	4.4
Q10: I have learned a lot in this course Strongly agree (5), agree (4), disagree (2), strongly disagree (1)	2014-2015	4.1	4.1	4.2
	2015-2016	4.3	4.2	4.2
	2016-2017	4.4	4.2	4.2
	2017-2018	4.1	4.2	4.3
	2018-2019	4.2	4.2	4.3
	2019-2020	4.6	4.3	4.3
	2020-2021	4.4	4.3	4.3
Q11: In comparison with my other courses, the workload in this course is Very heavy (5), heavier than average (4), average (3), lighter than average (2), very light (1)	2014-2015	3.4	3.1	3.3
	2015-2016	3.4	3.1	3.3
	2016-2017	3.3	3.1	3.3
	2017-2018	3.3	3.1	3.3
	2018-2019	3.5	3.1	3.3
	2019-2020	3.3	3.1	3.4
	2020-2021	3.2	3.2	3.4
Q12: Overall, I find this course Excellent (5), good (4), average (3), poor (2), very poor (1)	2014-2015	3.9	3.9	4.0
	2015-2016	4.0	4.0	4.0
	2016-2017	4.1	4.0	4.0
	2017-2018	3.9	4.0	4.0
	2018-2019	3.8	4.0	4.0
	2019-2020	4.4	4.1	4.0
	2020-2021	4.3	4.1	4.0

Questions	Year	Average Ratings		
		ÉSIS	Faculty of Arts	University of Ottawa
Q13: I would recommend this course to another student Strongly agree (5), agree (4), disagree (2), strongly disagree (1)	2014-2015	4.0	4.0	4.0
	2015-2016	4.2	4.1	4.0
	2016-2017	4.2	4.1	4.0
	2017-2018	3.9	4.1	4.1
	2018-2019	4.0	4.1	4.1
	2019-2020	4.4	4.2	4.1
	2020-2021	4.4	4.2	4.1

In addition to giving students an opportunity to provide feedback on the content of courses, the student course evaluations provide professors with information—both in the tabulated results of the questionnaire and in the comments section—that can help them improve their courses, and by extension improve the level of student achievement. Professors can also add customized questions to the evaluation to obtain feedback on specific aspects of the course.

Sources of evidence

The forms and procedures used for the student course evaluations and the results of evaluations conducted since 2014-2015 are included in the sources of evidence for this chapter.

Surveys

We conduct regular surveys of students as they enter the program and as they complete their studies. We also survey students taking the CO-OP option after they have completed their CO-OP work term, and we survey our alumni on a periodic basis.

The survey results provide a useful indication of student perceptions of our curriculum and its relevance to the careers they are planning to follow.

On average over the past five years, more than 85% of respondents to the exit survey have indicated that they felt the program had enabled them to develop the knowledge and skills that are the focus of our student learning outcomes:

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

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

A special survey of alumni conducted in 2019 produced similar results with respect to the knowledge and skills they had developed in the program.

In the winter semester of 2021, a work study undergraduate student was hired to work with the director to create and distribute a survey to obtain student feedback on online learning and the overall student experience during the pandemic lockdown. This survey was distributed in April with a 28% response rate. A focus group of five students was also conducted to probe further on the student experience. The feedback from the survey and focus group was compiled and reported to the departmental assembly to inform future consideration of any planned move to expand modes and options for online instruction.

Sources of evidence

Data collected through regular surveys of our students are included in the sources of evidence for this chapter.

Responses to the special survey of alumni conducted in 2019 are included in the sources of evidence for this chapter. An analysis of the special survey of alumni is also included.

Focus Groups

We also use focus groups as a means of gathering opinion and ideas from our constituencies on various aspects of our program and on specific issues that we are attempting to address. Over the past several years we have conducted focus groups with faculty, students, and alumni on the overall strengths and weaknesses of the MIS program as well as on issues relating to the curriculum.

As part of the cyclical review in 2015-2016, a student focus group facilitated by the Faculty of Graduate and Postdoctoral Studies was held to assess the revised curriculum that had been introduced in 2014. A second group of students was convened by the Centre for University Teaching for a SWOC session to assess the strengths and weaknesses of the school's programs, and to identify potential opportunities for program improvement and associated challenges. The Centre for University Teaching ran a similar SWOT session with the school's faculty members, and conducted a survey of alumni, again on the program's strengths, weaknesses, opportunities, and challenges.

In April and May 2021 we conducted a survey and focus group to gather feedback on the student learning experience during a year when all instruction had been migrated to an online environment as a result of restrictions imposed by the COVID-19 pandemic.

Sources of evidence

Reports on the focus group sessions and survey conducted as part of the cyclical program review in 2015-2016 as well as a summary of student feedback on online learning from the May 2021 survey and focus group are included in the sources of evidence for this chapter.

Assessment of Student Learning Outcomes

As noted above in the section on evaluation of student achievement under standard IV.4 (see page 141), the quantitative data collected annually through the evaluation of coursework, CO-OP and experiential learning placements, and capstone projects—as well as through student course evaluations and surveys of students on CO-OP placements, students completing their studies, and alumni—are all mapped against specific learning outcomes and compiled in tabular form in a report on the Assessment of Student Learning Outcomes. That report provides a high-level measurement of how well the program is functioning with respect to the achievement of student learning outcomes.

Sources of evidence

The most recent iteration of the report on Assessment of Student Learning Outcomes is included in the sources of evidence for this chapter.

Program Performance and Student Achievement

We also compile and publish on the ÉSIS website a report on Program Performance and Student Achievement incorporating performance data that supplements the data gathered from the sources identified above and serves both as an overall indicator of program performance and as a gauge of student achievement in the classroom, in the community, and in the job market. The information provided in the report includes:

- student retention and completion rates
- average time to completion of the program
- post-degree employment rate
- annual enrolment statistics
- grade averages for core courses (reported on a ten-point scale)
- the number of students successfully completing experiential learning projects
- the number of CO-OP students receiving ratings of very good, excellent, and exceptional from their employers
- the number of students successfully defending a thesis
- the number of students successfully completing a capstone project
- the number of job placements reported by graduates

In addition to the statistical information, the report provides lists of:

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

Sources of evidence

The most recent iteration of the report on Program Performance and Student Achievement can be accessed online on the ÉSIS website. A copy is also included in the sources of evidence for this chapter.

Program Development

Over the past several years our MIS program has been the subject of three comprehensive evaluations: the first was conducted in 2012-2013 as part of our initial accreditation process; the second was carried out between 2015 and 2017 as part of the cyclical program review process under the University of Ottawa's quality assurance regimen; and the third is the current evaluation being conducted as part of the process to renew our ALA accreditation. All three of those comprehensive evaluations have entailed in-depth reviews of our program goals and priorities and the identification of areas for improvement and enhancement of the program. Following through on those evaluations we have made significant progress to date in implementing those improvements and in planning for continuing those efforts.

Accreditation Program Presentation 2013

The comprehensive evaluation that was carried out in 2012-2013 as part of the initial accreditation process for our MIS program identified a number of challenges the school was facing at the time. In response to those challenges, we identified in the concluding section of our 2013 Program Presentation a number of initiatives to be acted on under the six priority areas of focus that had been established in an earlier iteration of the school's long-range plan:

- refining the program of study
- assessing program outcomes
- enhancing a culture of scholarship and research
- increasing the visibility of the school
- nurturing relationships with community
- optimizing human, financial, and physical resources

Among the first initiatives to be acted on at the time was the implementation in 2014 of the revised curriculum for our MIS program that had been developed in 2012-2013 as the result of a comprehensive curriculum review. Two key elements of that revised curriculum were the introduction of a new set of seven compulsory courses designed to ensure that all students receive a solid grounding in the core competencies of the profession, and the addition to the core curriculum of a capstone experience, giving students an opportunity to demonstrate the skills and knowledge they have gained in the program across a broad range of professional competencies.

In parallel with the implementation of the revised curriculum and the introduction of the capstone experience, the school integrated the results of the various mechanisms it had put in place to measure student success in meeting the learning outcomes defined as the MIS program objectives into a formalized report that is updated on an annual basis and serves as the basis for ongoing assessment of student learning outcomes.

Sources of evidence

The modification request for the revised curriculum implemented in 2014 is included in the sources of evidence for this chapter.

Documents relating to the development and delivery of the i-Portfolio and case problem capstone experience are included in the sources of evidence for this chapter.

The most recent iteration of the report on Assessment of Student Learning Outcomes is included in the sources of evidence for this chapter.

Cyclical Program Review 2015-2016

For the self-study that was conducted as part of the University of Ottawa's cyclical review of our master's and graduate diploma programs, we identified a number of priorities for improvement and enhancement under five areas of strategic focus roughly paralleling the areas of focus identified in the conclusion of the 2013 Program Presentation:

- curriculum and the student experience
- research development
- resources and leadership
- community engagement
- marketing and visibility

Among the first initiatives to be acted on following the submission of that self-study was the implementation of a revised graduate diploma program focused on information management, designed to increase the market appeal of the diploma program. In conjunction with that initiative, we developed a "track" within the MIS curriculum for students looking toward a career in information management, mapping the content of core and elective courses within the MIS curriculum to the ARMA core competencies for records and information management.

Sources of evidence

The self-study conducted in 2015-2016 as part of the cyclical review process is included in the sources of evidence for this chapter.

The modification request for the new Graduate Diploma in Information Management and the mapping of courses to the ARMA core competencies are included in the sources of evidence for this chapter.

Accreditation Self-Study 2021

In 2018-2019, as part of the long-range planning process for the 2018/19–2021/22 planning period, and as a lead-in to the accreditation self-study initiated that same year, the school began a review of the priorities and implementation plans that had been established during the previous planning cycle as part of the cyclical program review. The results of that review, together with deliberations on the major challenges currently faced by the school, led to the articulation of a revised set of program goals and priorities for the 2018/19–2021/22 planning period.

Action was taken on a number of program improvements and enhancements identified among those priorities at the outset of the planning period in 2018/19—the most significant being changes to the MIS CO-OP option required to align it with university-wide practices. We will be monitoring the impact of the changes to the CO-OP option.

Another priority initiative related to the curriculum identified among the priorities for the 2018/19–2021/22 planning period that has already been acted on is the development of a number of hybrid or blended courses combining both in-class and online learning components. In 2018/2019 two core courses and four electives were offered as hybrid courses. The evaluation of those courses is ongoing and will inform future offerings involving online instruction. In April and May 2021 we conducted a survey and focus group to gather feedback on the student learning experience during a year when all instruction had been migrated to an online environment as a result of restrictions imposed by the COVID-19 pandemic. The feedback from the survey and focus group was compiled and reported to the departmental assembly to inform future consideration of any planned move to expand modes and options for online instruction.

Among the priorities identified for the remainder of the 2018/19–2021/22 planning period is one that will explore the potential for offering a first-semester core course as a bilingual course. The course would be delivered partly in English and partly in French. Students would be encouraged to participate in class discussions using their less-dominant language as a way of easing into the program requirement to complete 25% of their courses in their less-dominant language.

Sources of evidence

The review of the priorities and implementation plans established during the 2014/15-2017/18 planning cycle is included in the sources of evidence for this chapter.

The modification request for changes to the CO-OP option and the reduction in the number of compulsory courses is included in the sources of evidence for this chapter.

Course outlines for the hybrid courses offered in 2018-2019 are included in the sources of evidence for this chapter.

The program goals and priorities for the 2018/19–2021/22 planning period can be accessed online on the ÉSIS website.

Decision Making and Documentation

> **Standard IV.7**
>
> 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.

Program policies, plans, and administration are regulated by a set of by-laws that specify the governance structure under which the school operates and the responsibilities of its assemblies and committees with respect to decision making. The processes carried out under that governance structure and the data used to support program planning and evaluation with respect to student learning outcomes are well documented through records held in the school's electronic document repository.

Governance

The framework for decision making within ÉSIS has been developed in accordance with both the Faculty of Arts By-Laws and the university's collective agreement with the Association of Professors of the University of Ottawa (APUO). The standing committees required by those documents that most directly affect decision making related to the student body and student achievement, as well as the school's admissions and scholarships committees, are described below.

Sources of evidence

The Faculty of Arts By-Laws and the collective agreement with the APUO can be accessed online on the university's website. Copies of the by-laws and the collective agreement are also included in the sources of evidence for this chapter.

ÉSIS Departmental Assembly

As mandated in the Faculty of Arts By-Laws (paragraph 4.1.2) and the APUO collective agreement (subsection 5.5.2), each academic unit within the Faculty has a Departmental Assembly that includes all regular professors, as well as representatives from the body of part-time professors and from the student body. Depending on the nature of the cross-appointment agreement, colleagues who are cross-appointed to ÉSIS from other units may also hold membership in the Departmental Assembly. The administrative officer also attends.

Chaired by the director, the ÉSIS Departmental Assembly has the following key responsibilities with respect to the decision-making process:

- developing general policies that ensure the school's efficient operation and overseeing their implementation
- approving, amending or rejecting all academic program requests intended for submission to the Faculty Council of the Faculty of Arts or the Council on Graduate Studies
- establishing ad hoc committees or working groups according to the school's needs
- Sources of evidence

The terms of reference, membership, and records of meetings of the ÉSIS Departmental Assembly are included in the sources of evidence for this chapter.

ÉSIS Program Committee

The Faculty of Arts By-Laws (paragraph 4.1.4) require each academic unit that has graduate programs to have a Graduate Studies Committee to deal with those programs. Since the school has only graduate programs, the ÉSIS Program Committee fulfills this function. In practice, however, since ÉSIS is a relatively small academic unit, the majority of program-related issues are discussed and decided by the Departmental Assembly.

Sources of evidence

The terms of reference of the ÉSIS Program Committee are included in the sources of evidence for this chapter.

ÉSIS Admissions Committee

Chaired by the director, the ÉSIS Admissions Committee is responsible for selecting candidates for the Master of Information Studies program and the Graduate Diploma in Information Studies. The candidates selected by the committee are in turn submitted to the Faculty of Arts Office of Graduate Studies for approval.

Sources of evidence

Terms of reference for the ÉSIS Admissions Committee are included in the sources of evidence for this chapter.

ÉSIS Scholarships Committee

Chaired by the director, the ÉSIS Scholarships Committee is responsible for adjudicating scholarships and awards. The committee may also recommend changes to the terms of reference of ÉSIS scholarships.

Sources of evidence

Terms of reference and membership of the ÉSIS Scholarships Committee are included in the sources of evidence for this chapter.

Advisory Committees

In addition to the two standing committees noted above, the school's by-laws specify the composition and responsibilities of two advisory committees that also play a role in program planning and evaluation: the ÉSIS External Advisory Committee and the ÉSIS Curriculum Advisory Committee.

The ÉSIS External Advisory Committee was created, in part, to "provide counsel to ÉSIS on its general direction, on the services and initiatives best suited to address the challenges faced by Canadian society in the area of information management, and on regional, national and international outreach strategies." In that capacity, the committee is involved at various stages in the school's program planning and evaluation processes, especially in providing input to the review of program goals and priorities.

The ÉSIS Curriculum Advisory Committee was created to monitor and review the development, implementation, and delivery of our program of study; and to propose program changes and recommend approval of new courses. The committee was actively engaged in the comprehensive review of our curriculum that was initiated in the fall of 2011, and subsequent to the implementation of the revised curriculum in 2014 the committee has been engaged in the further refinement of the curriculum and the ongoing assessment of student learning outcomes.

Sources of evidence

The ÉSIS By-Laws are included in the sources of evidence for this chapter.

The terms of reference, membership, and records of meetings of the ÉSIS External Advisory Committee and the ÉSIS Curriculum Advisory Committee are included in the sources of evidence for this chapter.

Documentation

The ongoing review of the school's program goals and priorities, and the assessment of the program's success in achieving its mission, goals, and objectives—including those relating to student achievement—are documented through the records of meetings held in conjunction with those review and assessment processes; through summary reports of program reviews, self-studies, etc.; through the collection and analysis of data on key performance indicators; and through reports on program performance, student achievement, and the assessment of student learning outcomes, updated annually. The scope of that documentation is described in further detail below.

Records of Meetings

The school's program goals and priorities are reviewed regularly as part of the school's program planning framework and are updated to address evolving challenges and opportunities. Records documenting the various planning sessions, reviews, workshops, etc. conducted in the context of developing the school's long-range plans and participating in the Faculty of Arts strategic planning initiative, Arts Roadmap 2030, are all retained in the school's electronic repository.

Records of meetings of the ÉSIS Departmental Assembly document discussion, decision making, and formal approval of follow-up actions on recommendations emanating from the planning sessions, etc. noted above. Those records are also retained in the school's electronic document repository.

Sources of evidence

Records of the school's long-range planning activities and its participation in Arts Roadmap 2030 are included in the sources of evidence for this chapter.

Records for all meetings of the ÉSIS Departmental Assembly since the initial accreditation of the school's MIS program in 2014—agenda, minutes, documents for discussion and/or approval—are included in the sources of evidence for this chapter.

Reports on Program Reviews

Summary reports of program reviews, self-studies, etc., document all aspects of those reviews—the review criteria, the stakeholders involved in the review, the assessment of program strengths and weaknesses, the identification of areas for improvement, and follow-up actions. Those reports are retained in the school's electronic document repository.

Sources of evidence

The sources of evidence for this chapter include the ÉSIS Program Presentation prepared in 2013 for the initial accreditation of our MIS program and the self-study conducted in 2015-2016 as part of the University of Ottawa's cyclical review process.

Also included in the sources of evidence are the reports of surveys, focus groups, external evaluation, progress, and final assessment for that 2015-2016 cyclical review.

Program Performance Data

The school compiles data on enrolment, program completion, course offerings, etc., for the statistical reports that are submitted annually to the Association for Library and Information Science Education (ALISE) and to the American Library Association Committee on Accreditation (COA).

Each semester coursework is evaluated by faculty; CO-OP work term performance is evaluated by employers; and capstone projects are evaluated by examiners. In addition, students evaluate the courses they have taken in the program. The data from all of those evaluations are compiled annually for inclusion in the report on assessment of student learning outcomes.

We conduct regular surveys of students, graduates, and employers on their assessment of learning outcomes with respect to the knowledge and skills gained in the program. Summary results of all those surveys are kept in the school's electronic repository, and selected data points are used to calculate annual values for the assessment of student learning outcomes.

All those compilations of performance data are retained in the school's electronic document repository.

Sources of evidence

All of the data sources referenced above—statistical reports, survey results, and the report on Assessment of Student Learning Outcomes—are included in the sources of evidence for this chapter.

Program Performance and Student Achievement

As noted above in the section on evaluation of student achievement under standard IV.4 (see page 141), we compile and publish on the ÉSIS website a report on Program Performance and Student Achievement

that incorporates key performance data from the sources identified immediately above to serve both as an overall indicator of program performance and as a gauge of student achievement in the classroom, in the community, and in the job market. The information provided in the report includes:

- student retention and completion rates
- average time to completion of the program
- post-degree employment rate
- annual enrolment statistics
- grade averages for core courses (reported on a ten-point scale)
- the number of students successfully completing experiential learning projects
- the number of CO-OP students receiving ratings of very good, excellent, and exceptional from their employers
- the number of students successfully defending a thesis
- the number of students successfully completing a capstone project
- the number of job placements reported by graduates

In addition to the statistical information, the report provides lists of:

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

Successive iterations of that report are retained in the school's electronic document repository.

Sources of evidence

The most recent iteration of the report on Program Performance and Student Achievement can be accessed online on the ÉSIS website. A copy is also included in the sources of evidence for this chapter.

Assessment of Student Learning Outcomes

Also as noted above in the section on evaluation of student achievement under standard IV.4 (see page 138), the school uses a broad range of mechanisms (both direct and indirect) to assess student learning outcomes. The quantitative data collected annually through the evaluation of coursework, capstone projects, and CO-OP assignments; through student course evaluations; through surveys of students on CO-OP placements, students completing their studies, and alumni are mapped against specific learning outcomes and compiled in tabular form in a report on Assessment of Student Learning Outcomes.

Successive iterations of that report are retained in the school's electronic document repository.

Sources of evidence

The most recent iteration of the report on Assessment of Student Learning Outcomes is included in the sources of evidence for this chapter.

Continuous Program Improvement

Standard IV.8

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.

On an ongoing basis the results of evaluations of student learning outcomes are reviewed, and our curriculum- and student-related goals and priorities are revisited and realigned to address evolving challenges and opportunities. Improvements to the curriculum and to student support services are made in response to issues raised in those reviews and as goals evolve and new priorities are set.

As noted above in the section on program development under standard IV.6 (see page 151), over the past several years our MIS program has been the subject of three comprehensive evaluations: the first was conducted in 2012-2013 as part of our initial accreditation process; the second was carried out between 2015 and 2017 as part of the cyclical program review process under the University of Ottawa's quality assurance regimen; and the third is the current evaluation being conducted as part of the process to renew our ALA accreditation. All three of those comprehensive evaluations have entailed in-depth reviews of our program goals and priorities and the identification of areas for improvement and enhancement of the program. Following through on those evaluations we have made significant progress to date in implementing those improvements and in planning for continuing those efforts.

Among the program improvements most directly related to learning outcomes, student achievement, and the overall student experience that have been initiated as a result of those reviews are the following:

- the implementation of an extensively revised curriculum in 2014
- the introduction of a capstone experience to the core curriculum
- the integration of mechanisms designed to assess student learning outcomes
- the identification of an information management "track" within the curriculum
- modifications to the CO-OP option
- the development of a number of hybrid or blended courses
- opening a special topics course in Digital Humanities offered by the Department of Communication to students in our MIS program

The implementation in 2014 of the revised curriculum for our MIS program that had been developed in 2012-2013 as the result of a comprehensive curriculum review introduced a new set of seven compulsory courses designed to ensure that all students receive a solid grounding in the core competencies of the profession.

The addition to the core curriculum of a capstone experience provided students an opportunity to demonstrate the skills and knowledge they had gained in the program across a broad range of professional competencies.

Integrating the results of the various mechanisms the school had put in place to measure the learning outcomes defined for our MIS program into a formalized report on the assessment of student learning outcomes provided the faculty with a comprehensive overview of our students' success in achieving those outcomes.

The identification of a "track" within the MIS curriculum centred on the core and elective courses within the curriculum most closely aligned with the ARMA core competencies for records and information management has provided guidance for students looking toward a career in that field.

The changes to the MIS CO-OP option that were required to align it with university-wide practices—although they require CO-OP students to take one additional elective to complete the requirements for the degree—provide those students a more complete learning experience.

The development of hybrid or blended courses introduced in 2018-2019, combining both in-class and online learning components, not only provides current students with a wider range of learning experiences, but will also serve as a testing ground for future offerings involving online instruction. Feedback from the survey and focus group conducted in April and May 2021 will also inform future consideration of any planned move to expand modes and options for online instruction.

Looking forward, we are in the process of:

- refining our curriculum in response to the results of the special survey of alumni that was conducted in 2019
- exploring the potential for offering a bilingual course in the first semester
- formalizing the school's relationship with the Digital Humanities program

We are currently reviewing with the ÉSIS Curriculum Advisory Committee a number of professional competency statements relating to data management and to leadership skills with a view to refining and updating our curriculum content in those areas.

Offering a bilingual core course in the first semester. The course would be delivered partly in English and partly in French. Students would be encouraged to participate in class discussions using their less-dominant language as a way of easing into the program requirement to complete 25% of their courses in their less-dominant language. If it proves feasible, the course should address the need expressed by a number of students for support in meeting the bilingual requirements of the program.

We are also exploring a more formal relationship with the university's Digital Humanities program as a way of broadening the scope and reach of our MIS program offerings.

Sources of evidence

The modification request for the revised curriculum implemented in 2014 is included in the sources of evidence for this chapter.

Documents relating to the development and delivery of the i-Portfolio and case problem capstone experience are included in the sources of evidence for this chapter.

The most recent iteration of the report on Assessment of Student Learning Outcomes is included in the sources of evidence for this chapter.

The mapping of courses to the ARMA core competencies is included in the sources of evidence for this chapter.

The modification request for changes to the MIS CO-OP option is included in the sources of evidence for this chapter.

Course outlines for the hybrid courses offered in 2018-2019 are included in the sources of evidence for this chapter.

Summary Assessment

Since opening our doors in 2009, we have admitted 299 students to the MIS program and graduated 196. These high-calibre bilingual students are recruited from the National Capital Region and beyond, and they come from a diverse range of backgrounds, which enhance and enrich our MIS program. Regular consultation with our stakeholders helps to inform our recruitment strategies and to ensure that these remain in line with the mission, goals, and objectives that have been set for the school and the program.

Information about the school and the MIS program—including program objectives, admission requirements, policies, procedures, financial aid and awards—is readily accessible via our website.

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

Upon entering the program, students are paired with a faculty advisor, who will help them to construct a program that meets their needs, goals, and professional aspirations. As required, faculty advisors will also direct students to a range of other services on campus—organized under the auspices of the Student Academic Success Service—where they have opportunities to receive additional guidance counselling and placement assistance.

Students in the MIS program receive systematic and multifaceted evaluation of their achievements. Direct feedback and evaluation are provided on projects carried out within individual courses, on CO-OP and experiential learning placements, and for the capstone experience. A range of student successes are regularly highlighted in the report on Program Performance and Student Achievement, and in the school's annual reports.

We foster an environment where student participation is encouraged and facilitated. Our students have their own student association—AÉSISSA—and they are represented on school, faculty, and university governing bodies. They have formed a chapter of Librarians Without Borders; they serve as student representatives on the boards of regional professional associations; and they volunteer to help organize and facilitate conferences and other events.

As part of the school's efforts to continuously improve the program, we have implemented a capstone experience—the i-Portfolio and the case problem capstone—that allows us to take a measure of the success of our students in meeting our program objectives. In addition, we regularly survey our students and alumni to ensure that the program is meeting the needs of all stakeholders. The feedback from surveys and focus groups is used to refine the curriculum. Regular meetings of the Departmental Assembly provide an opportunity to review academic and administrative policies with input from faculty, staff, and students.

We seek to continuously improve all aspects of the MIS program, and we value the contributions of all members of ÉSIS and the broader university and professional communities as part of this ongoing effort.

Sources of Evidence

Sources marked with an ⓘ are publicly available on websites maintained by the University of Ottawa and related organizations.

Sources marked with an asterisk (*) will be available during the virtual site visit only.

All other sources are retained in the school's electronic document repository. Hyperlinks for file folders and documents link directly to the folders and documents in the repository.

Governance

ÉSIS By-Laws

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

ÉSIS Program Committee – Terms of reference and membership

ÉSIS Admissions Committee – Terms of reference and membership

ÉSIS Scholarships Committee – Terms of reference and membership

Faculty of Arts By-Laws ⓘ

Advisory Committees

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

ÉSIS Curriculum Advisory Committee – Terms of reference and membership; records of meetings

Policies and Procedures

University of Ottawa Policies on Accessibility, Harassment, Discrimination, and Employment Equity ⓘ

University of Ottawa Academic Regulation on Bilingualism ⓘ

University of Ottawa Academic Regulation on Admission to Graduate Programs ⓘ

University of Ottawa Academic Regulation on Graduate Program Requirements ⓘ

University of Ottawa Academic Regulation on Examinations and Grading for Graduate Studies ⓘ

University of Ottawa Academic Regulation on Time Limits for Completion of Graduate Degrees ⓘ

University of Ottawa Academic Regulation on Theses ⓘ

Procedures for the Oral Defence of a Thesis

Resources

Student Handbook ⓘ

Student Academic Success Service ⓘ – Academic accommodations, student mentoring, and personal counselling services

International Mentoring Centre ⓘ

Indigenous Resource Centre ⓘ

Official Languages and Bilingualism Institute ⓘ

University of Ottawa Students' Union Services ⓘ

Student Financial Aid and Awards ⓘ

Financial Aid and Awards for Graduate Studies ⓘ – Scholarships portfolio, practical tips, etc.

GSAÉD Academic Project Fund ⓘ

Career Development Centre ⓘ

Faculty

Faculty Advisors – Terms of reference

Students

Orientation Sessions

AÉSISSA Website and Blog ⓘ

AÉSISSA Constitution

AÉSISSA By-laws

Canadian Union of Public Employees – Local 2626 Collective Agreement ⓘ

Program Planning

ÉSIS Program Planning Framework ⓘ

ÉSIS Program Objectives: Student Learning Outcomes ⓘ

ÉSIS Long-range Plans – Records of strategic and long-range planning sessions

ÉSIS Program Goals and Priorities 2018/19-2021/22 ⓘ

Arts Roadmap 2030 ⓘ – The Faculty of Arts strategic planning initiative

Transformation 2030 ⓘ – The University of Ottawa's strategic plan

Program Evaluation

ÉSIS Program Presentation (2013) ⓘ

Special Report to the ALA Committee on Accreditation, March 2015 ⓘ

Special Report to the ALA Committee on Accreditation, October 2015 ⓘ

Biennial Narrative Report to the ALA Committee on Accreditation, December 2015 ⓘ

Biennial Narrative Report to the ALA Committee on Accreditation, February 2018 ⓘ

ÉSIS i-Portfolio – Course outlines and evaluation rubrics

ÉSIS Case Problem – Course outlines and evaluation rubrics

Evaluation of CO-OP and Experiential Learning Placements – Forms and guidelines

Student Course Evaluations – Forms and procedures, results of evaluations from 2014-2015 through 2019-2020

ÉSIS Curriculum Review 2014-2016 – Report on curriculum review activities conducted between 2014 and 2016

Cyclical Review (2015-2016) – Reports of surveys, focus groups, self-study, external evaluation, progress, and final assessment

ÉSIS Survey Reports – Results of periodic surveys of students and alumni

ÉSIS Focus Groups and Interviews – Summary of feedback on online learning from May 2021

ÉSIS Statistical Reports – Annual statistical reports submitted to ALISE and the COA

Assessment of Student Learning Outcomes – Annual results of direct and indirect measures of student learning outcomes

Program Performance and Student Achievement (2015-2020) ⓘ

Communications and Marketing

ÉSIS website ⓘ

ÉSIS Professors and Administrative Staff ⓘ

Student Admissions FAQs ⓘ

ÉSIS Annual Reports ⓘ

Teaching and Learning

Major Modification Graduate Program in Information Studies (2013-09-19)

Major Modification Graduate Program in Information Studies (2017-12-19)

Major Modification Graduate Program in Information Studies (2018-12-18)

ÉSIS Graduate Programs ⓘ

Master of Information Studies Overview ⓘ

Master of Information Studies (Bilingual) – Admission Requirements ⓘ

Master of Information Studies (Bilingual) – Program Requirements ⓘ

Master of Information Studies (Bilingual) – Courses ⓘ

Admission Requirements for the MIS CO-OP Option ⓘ

Course Outline Template

Directed Readings Courses – Listing of directed readings courses supervised since 2014

Mapping ARMA Core Competencies to ESIS Curriculum

Courses Offered in 2018-2019 – Course outlines

Research

Student Research Assistants (2014-2021)

Research Articles and Reports Published by ÉSIS Students (2014-2021)

ÉSIS Student Presentations at Conferences (2014-2021)

Community Engagement

Awards and Honours Won by ÉSIS Students (2014-2021)

Student Participation in Professional Organizations (2014-2021)

Standard V

Administration, Finances, and Resources

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The School of Information Studies (ÉSIS) has been an autonomous academic and administrative unit within the Faculty of Arts at the University of Ottawa since university senate approval for its creation was received in June 2009.The Master of Information Studies (MIS) program falls under the purview of both the Dean of the Faculty of Arts and the Vice-Provost Graduate and Postdoctoral Studies.

Our program is well served by the facilities, resources, and services provided to the school by the University of Ottawa. The offices, classrooms, labs, and meeting facilities made available to the

school's faculty, staff, and students are well suited to our needs. The university's teaching technologies, computing, media, and communications services support a productive academic environment. The resources and services provided by the libraries on campus and their partners in the National Capital Region more than adequately meet the information and research needs of our faculty and students.

In this chapter we begin by setting the context for reviewing the school's administration and financial support, and then provide an overview of the school's organizational relationships, authority, and support; the participation of our faculty, staff, and students in the university community; the roles of the administrative head and administrative staff; financial support, compensation, funding for research, professional development, travel and leave; office spaces, student spaces, classrooms, and labs; library, computer, and teaching technology resources and services; the staff and services associated with facilities and resources; and planning and evaluation as it relates to administration, finances and resources. The chapter concludes with a summary assessment of the progress we have made to date in our efforts ensure that the school's administration, finances, and resources are fully adequate to support the program.

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

- ***the resources and administrative support provided to the program by the university and the level of autonomy the school exercises as an academic unit***
- ***the school's representation on advisory and policy-making bodies within the university and its administrative relationships with other academic units***
- ***the status, qualifications, and role of the school's administrative head***
- ***the school's administrative staff and its decision-making framework***
- ***the financial support provided to the school by the Faculty of Arts***
- ***the compensation the university provides to the administrative head, faculty, and staff of the school***
- ***the availability of funds for research projects, professional development, travel, leave with pay, and student financial aid***
- ***the physical and technological resources available to the school to support teaching and learning, research, and service***
- ***the facilities available to support instruction, research, and administration***
- ***the library, media, and information technology resources and services available to students and faculty***
- ***the staff support for those resources and services, and their accessibility***
- ***the processes and instruments we use to plan, review, and evaluate our administration, finances, and resources and to support our decision making***
- ***the progress we are making in our efforts to respond to issues related to administration, finances, and resources and to continuously improve the program***

Context

ÉSIS is one of sixteen academic units housed within, and financially supported by, the Faculty of Arts. Within this faculty, ÉSIS is distinguished by several characteristics that make it challenging to draw comparisons with other units. For example:

- ÉSIS is the smallest unit within the Faculty with respect to the number of regular professors. The next smallest unit—the Department of Theatre—has nine regular professors
- ÉSIS is the only unit within the Faculty that has only a graduate program. All other units have both undergraduate and graduate programs
- ÉSIS is the only single-program unit within the faculty—all other units have multiple programs
- ÉSIS is one of only three programs that require faculty and students to be actively bilingual—the other two programs are the MA in Translation Studies and the PhD in Canadian Studies
- ÉSIS is the only unit in the Faculty with a professionally accredited program

While it is therefore not easy to identify a comparable unit within the Faculty of Arts, we can confirm that, from an administrative perspective, we are treated in a comparable way in the sense that our professors and staff are governed by the same collective agreements as their counterparts in other units, we are subject to the same Faculty of Arts By-Laws as other units, and our opportunities and requirements for participation in the university's advisory and policy-making bodies are the same as for other units. In addition, our program is governed by the same academic regulations as other graduate programs in the university.

Our small size and relatively new status do pose some immediate challenges with respect to service work because we have fewer and less experienced professors to participate in committees as compared to many other departments. Similarly, the comparatively small size of our faculty and student body means that we cannot justify full-time support staff in administrative and academic officer positions.

In recognition of the importance of the accreditation process to our program, as well as the extra work that this entails for our school and the absence of administrators within the Faculty who are experienced in seeking professional accreditation for a program, the dean has funded a part-time accreditation coordinator position for a period of sixteen months.

With respect to finances, the fact that we do not have an undergraduate program means we do not have the same income-generating potential to support our graduate program as other units do. However, the Faculty of Arts has provided steady financial support, and both the faculty and the university remain committed to the success of ÉSIS and its Master of Information Studies program.

Organizational Relationships, Authority, and Support

Standard V.1

The 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 an academic unit, ÉSIS falls under the administration of the Faculty of Arts. Our MIS program is governed by the Office of the Vice-Provost, Graduate and Postdoctoral Studies. The school enjoys a mutually beneficial relationship with these two governing entities. They are supportive of the school,

while simultaneously respecting its distinctiveness and autonomy with respect to a range of issues, such as the development of mission, goals and objectives, faculty selection, admission policies, and curriculum planning, among others.

Faculty of Arts

The Faculty of Arts is the administrative home to sixteen departments, schools, and institutes representing three main sectors: languages and literatures, fine arts, and humanities. ÉSIS is in the humanities sector, along with the Departments of Classics and Religious Studies, Communication, Geography, Environment and Geomatics, History, Linguistics, and Philosophy, as well as the Institute of Indigenous Research and Studies. The Faculty of Arts offers undergraduate, certificate, master's and PhD programs in almost forty disciplines in both English and French.

The Faculty of Arts and its dean, Dr. Kevin Kee, recognize and actively promote and support the requirements of ÉSIS. This includes recognition of the school's autonomy with respect to the intellectual content of its program, the selection and promotion of its faculty, and the selection of its students, subject to the policies and procedures established by the university.

The school participates fully in the affairs of the Faculty of Arts. Under the Faculty's by-laws, the school is represented on the Faculty Council and the Executive Committee. The school also has statutory membership on all Faculty committees on which each academic unit in the Faculty is represented, such as the Faculty of Arts Library Committee. For those Faculty committees whose membership comprises a selection of faculty representatives elected from various academic units—committees such as the Committee on Graduate Studies and the Research and Publications Committee—ÉSIS faculty members are fully eligible to run for election alongside the faculty members from other academic units.

Since it was first established in 2009, ÉSIS has valued, and continues to value, its relationship with the Faculty of Arts. Within this Faculty, the school operates under a governance structure that permits autonomy when autonomy is required or is beneficial, but which permits dependency and promotes interdependency when these are needed or warranted.

Sources of evidence

The Faculty of Arts By-Laws can be accessed online on the university's website. A copy is also included in the sources of evidence for this chapter.

Additional detail on the administration and governance of the Faculty of Arts can be accessed online on the university's website.

Office of the Vice-Provost, Graduate and Postdoctoral Studies

Under the authority of the university senate, the Office of the Vice-Provost, Graduate and Postdoctoral Studies is responsible for the supervision, co-ordination, and planning of activities within the University of Ottawa that relate to graduate and postdoctoral fellowship programs. This includes developing the regulations and procedures pertaining to all graduate programs and ensuring that they are of the highest quality.

The Office of the Vice-Provost, Graduate and Postdoctoral Studies has responsibility for the academic curriculum in the various programs and determining the general policies and plans for the development

of graduate studies. The Council on Graduate Studies is responsible for establishing the general regulations applicable to graduate studies.

The Office of the Vice-Provost, Graduate and Postdoctoral Studies is supportive of the requirements of ÉSIS with respect to the need to maintain accreditation for its MIS program. The Office of the Vice-Provost, Graduate and Postdoctoral Studies recognizes the distinctiveness and autonomy of the school with respect to its graduate program and curriculum planning, as well as admission policies, standards and procedures. ÉSIS operates within the general policies, admission guidelines, program regulations and requirements, and graduation processes of the Office of the Vice-Provost, Graduate and Postdoctoral Studies. However, final admission to the MIS program is made by the Office of the Vice-Provost, Graduate and Postdoctoral Studies only upon the recommendation of ÉSIS. The school has set admission standards that exceed the minimum required by the Office of the Vice-Provost, Graduate and Postdoctoral Studies, exercising the right granted by the Office of the Vice-Provost, Graduate and Postdoctoral Studies to departments offering graduate programs to impose additional requirements and higher standards for admission. In this case, the school has imposed a requirement for second language proficiency (in either English or French) and requires candidates to submit a writing sample as part of the application package.

Sources of evidence

Additional detail on the Office of the Vice-Provost, Graduate and Postdoctoral Studies can be accessed online on the university's website.

The terms of reference of the Council on Graduate Studies can also be accessed online on the university's website.

Participation in the University Community

Standard V.2

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 director, faculty, staff, and students are active in various levels of university governance and participate in a range of administrative relationships that support and enhance a stimulating intellectual and interdisciplinary environment within and beyond the school.

ÉSIS Faculty

The school's director and faculty members actively participate in the administration of the Faculty of Arts, the Office of the Vice-Provost, Graduate and Postdoctoral Studies, and the University of Ottawa.

ÉSIS faculty members are both statutory and elected members of committees at the Faculty and university levels.

As outlined in the Faculty of Arts By-Laws, the director or chair of each academic unit is an *ex officio* member of the Faculty Council (paragraph 1.2.1.f), and additional regular professors from each unit are elected and represented according to a proportional system (paragraph 1.2.2). Academic units with fewer than ten regular professors—as is the case for ÉSIS—have one additional elected faculty representative. The Faculty Council, which meets approximately once per month, is generally responsible for establishing policies for the efficient management of Faculty affairs. Among the elements of the Faculty Council's mandate most relevant to the school are the following:

- to establish rules for the sound management of the Faculty
- to approve all strategic or other formal plans of the Faculty
- to establish policies that favour the development of the Faculty
- to study, comment on and recommend the development or modification of the Faculty's graduate programs, as well as interdisciplinary programs in which the Faculty is involved, before such proposals are submitted to the Office of the Vice-Provost, Graduate and Postdoctoral Studies

The director or chair of each academic unit within the Faculty of Arts is also an *ex officio* member of the Executive Committee of the Faculty, which is a standing committee of the Faculty Council and acts as the dean's advisory committee. The mandate of the Executive Committee includes the following:

- advise and help the dean in the management and planning of the Faculty in compliance with the policies approved by the Faculty Council and the University; take all measures necessary to ensure the smooth running of the Faculty
- prepare, for the Faculty Council, by-laws that it deems useful or necessary for the operation of the Faculty
- approve the by-laws of the Faculty's academic units
- regulate, in the name of the Faculty Council, problems that arise between meetings and report on these at the next meeting
- perform other duties that may be assigned to it by Faculty Council from time to time
- report its decisions to Faculty Council

ÉSIS full-time faculty members are also eligible for election to the Council on Graduate Studies if nominated by the Executive Committee of the Faculty of Arts. The Council is responsible for making recommendations to the university senate on regulations pertaining to graduate studies, and for advising the senate and Faculties on academic development plans for graduate studies.

ÉSIS faculty members have participated in several Faculty of Arts and university academic planning activities in recent years. In addition to the school's director serving on the Faculty of Arts Executive Committee, and both the director and a full-time faculty member serving on the Faculty Council of the Faculty of Arts, other members of the school's faculty have served on the Faculty of Arts Library Committee, the Faculty of Arts Program Committee, and on the University of Ottawa's CO-OP Coordinating Committee. Our faculty members have also participated in the external strategic review of the University of Ottawa Library, and in the Faculty of Arts strategic planning initiative, Arts Roadmap 2030. The section on academic planning and assessment in the chapter on standard III (see page 102) provides additional detail on participation by our faculty members in those academic planning activities.

Interdisciplinary interaction between ÉSIS faculty members and those in other academic units within the university is demonstrated through cross-appointments as well as through participation by our faculty

members in other programs. There are currently five professors with cross appointments to ÉSIS, all of whom hold regular faculty appointments elsewhere within the university—in the Department of Communication, the School of Translation and Interpretation, and the Faculty of Law. In addition, two of our full-time faculty members hold cross appointments to other departments within the university—to the Department of Communication and to the School of Electrical Engineering and Computer Science. ÉSIS faculty members have also served as coordinator of the interdisciplinary PhD program in E-Business and as an affiliate of the Institute for Science, Society and Policy.

Sources of evidence

The Faculty of Arts By-Laws can be accessed online on the university's website. A copy is also included in the sources of evidence for this chapter.

Records of the annual assignment of academic service duties to ÉSIS faculty members are included in the sources of evidence for this chapter.

Profiles of professors who are cross-appointed to ÉSIS are included in the section on cross-appointed professors in the chapter on standard III (see page 77).

Records of the cross-appointment of ÉSIS faculty members to other departments are included in the sources of evidence for this chapter.

ÉSIS Staff

ÉSIS staff members also enjoy an equal opportunity to engage in and contribute appropriately to relevant school, faculty and university level committees. The school's administrative officer, for example, is a member of the committee of administrative officers of the Faculty of Arts as well as a member of the ÉSIS Departmental Assembly, the ÉSIS Accreditation Advisory Committee, the ÉSIS Accreditation Working Committee, and the ÉSIS Accreditation Document Development Committee for this self-study.

Sources of evidence

The terms of reference, membership, and records of meetings of the ÉSIS Departmental Assembly are included in the sources of evidence for this chapter.

The terms of reference, membership, and records of meetings of the ÉSIS Accreditation Advisory Committee are included in the sources of evidence for this chapter.

The terms of reference and membership of the ÉSIS Accreditation Working Committee are included in the sources of evidence for this chapter.

The terms of reference and membership of the ÉSIS Accreditation Document Development Committee are included in the sources of evidence for this chapter.

ÉSIS Students

The Graduate Students' Association / Association des étudiant(e)s dilplômé(e)s (GSAÉD) is a university-wide body that represents all graduate students at the University of Ottawa. GSAÉD is itself a member organization of the Canadian Federation of Students. ÉSIS is entitled to send one representative to sit on the GSAÉD Council. The ÉSIS representative on the GSAÉD Council, who also serves on the Executive

Council of the Association des étudiants en sciences de l'information / Information Studies Student Association (AÉSISSA), represents ÉSIS students at all GSAÉD general meetings and reports back to the AÉSISSA Executive.

ÉSIS students also participate in committees in the Faculty of Arts, including the Faculty Council. As outlined in the Faculty of Arts By-Laws (paragraph 1.2.3.c), each academic unit consisting solely of graduate programs is represented by one student, who is elected by his or her peers. The ÉSIS student representative on the Faculty Council has traditionally been the student elected to the position of AÉSISSA Academic Affairs Officer.

Two representatives from AÉSISSA—one representing full-time MIS students and one representing part-time MIS students—are also members of the ÉSIS Departmental Assembly. In addition, students participate in a variety of other working groups and committees at the school level, such as the ÉSIS Accreditation Advisory Committee.

Sources of evidence

The governance structure of the Graduate Students' Association (GSAÉD) can be accessed online on the association's website.

The Faculty of Arts By-Laws can be accessed online on the university's website. A copy is also included in the sources of evidence for this chapter.

The terms of reference, membership, and records of meetings of the ÉSIS Departmental Assembly are included in the sources of evidence for this chapter.

Administrative Head

Standard V.3

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 ÉSIS director is the administrative head of the MIS program. The director has the title mandated as the administrative head of the school and has qualifications, status, and authority comparable to the heads of other academic units at the University of Ottawa.

Appointment and Responsibilities

The appointment to the position of administrative head of the school is normally for three years (renewable), with the appointment made by the dean of the Faculty of Arts following the recommendation of a duly constituted selection committee. The process for the selection and appointment of a director is governed by article 37 of the collective agreement between the university and the Association of Professors of the University of Ottawa (APUO), ensuring an open and consultative search process that is uniformly applied across all academic units at the university. The director's salary

is determined by academic rank according to the salary scale negotiated by the APUO and outlined in the APUO collective agreement (subsection 41.2.3.2). It is also augmented by a standard stipend of a departmental chair (paragraph 37.3.1).

As outlined in the Faculty of Arts By-Laws (section 4.1), each academic unit is managed by a head who is responsible for providing administrative and educational leadership for the unit. This entails carrying out duties such as the following:

- managing the academic unit
- preparing and managing the budget
- overseeing internal relations with students, staff and the faculty
- overseeing external relations
- managing the academic unit's secretariat
- reporting to the Departmental Assembly concerning his or her management
- appointing committee chairs
- proposing professors' workloads to the dean, after consulting with each professor
- choosing sessional lecturers with the dean following the procedure outlined in the collective agreement for part-time professors
- overseeing the smooth running of programs of study

The initial establishment of ÉSIS (2007-2009) was overseen by Dr. Kenneth-Roy Bonin, who also served as the ÉSIS director during the school's first year of operation (July 2009-June 2010). He was succeeded by Dr. Lynne Bowker, who accepted an initial three-year mandate (July 2010-June 2013). Dr. Bowker's appointment was renewed in 2013 and she continued to serve as ÉSIS director until April 2014, when she was seconded to serve as Acting Vice-Dean (Governance) in the Faculty of Arts. In May 2014, Dr. Daniel Paré, an associate professor in the Department of Communication, cross-appointed to ÉSIS, was appointed to serve as interim director of ÉSIS and remained in the position through June 2015. He was succeeded as interim director of ÉSIS from July 2015 through June 2016 by Dr. Sylvie Grosjean, also an associate professor in the Department of Communication. In July 2016, Dr. Mary Cavanagh, an associate professor in ÉSIS, was appointed interim director of the school for a one-year period, prior to her sabbatical leave in 2017-2018. From July 2017, Hélène Carrier, who at the time was director of Morisset Library at the University of Ottawa, served as interim director of the school through three consecutive one-year terms. In July, 2020, Dr. Mary Cavanagh was appointed as director of the school for a three-year term.

Sources of evidence

The collective agreement with the APUO can be accessed online on the university's website. A copy is also included in the sources of evidence for this chapter.

The Faculty of Arts By-Laws can be accessed online on the university's website. A copy is also included in the sources of evidence for this chapter.

Additional details on the responsibilities of the ÉSIS director are included in the sources of evidence for this chapter.

Curricula vitae for all those who have served as director or interim director of the school since 2009 are included in the sources of evidence for this chapter.

Mission, Goals, and Objectives

Standard V.4

The program's administrative head nurtures an environment that enhances the pursuit of the mission and program goals and the accomplishment of its program objectives; that environment also encourages faculty and student interaction with other academic units and promotes the socialization of students into the field.

The successive administrative heads of the school over the past several years have fostered a collaborative and collegial environment within the school, as well as with colleagues in the Faculty of Arts, in other sectors of the university, and in the community. That has enabled the school to make significant strides in pursuing its mission and goals and in achieving its program objectives. Students in the program have been involved in all aspects of those efforts and have benefitted significantly from the school's close ties with the professional community in the National Capital Region.

The school's mission statement is essentially a response to the vision for the MIS program that was articulated by its original proponents: the program was to be the first bilingual information studies program in Canada; it was to promote strong ties with the community through project-based co-operative education and experiential learning; it was to be interdisciplinary in nature, through partnership with other programs in the university; and information technology was to figure prominently in both the teaching and the research dimensions of the program.

As part of the school's long-range planning process, program goals and priorities are periodically reviewed and revised to address evolving challenges and opportunities with respect to the attainment of our mission. Since the initial accreditation of the MIS program in 2014 a number of such reviews have taken place: in June 2014 there was a planning session focused on emerging trends in the information sector and the implications for our MIS program; in October/November 2015 there was a review of strategic priorities that had been identified in the previous planning cycle; in June 2016 there was a review of the revised curriculum that had been introduced in 2014; also in June 2016 there was a comprehensive review of priorities done as part of the self-study for the cyclical review; in April 2017 the school identified a number of strategic initiatives for consideration under the Faculty of Arts Roadmap for Arts 2030 strategic plan; in December 2017 a special Departmental Assembly was held to consider strategic changes to the MIS program; in December 2018 a strategic planning meeting was held to review the status of priorities that had been identified through earlier reviews; and in November 2019 a long-range planning workshop was held to review program goals and priorities for the 2018/19–2021/22 planning cycle.

In reviewing program goals and priorities, our focus is on actions that will:

- address challenges and opportunities in the current environment
- optimize the effective use of the program's resources
- enhance the profile of the school within the community and the profession
- leverage the potential of partnerships and collaborations
- give the school a competitive advantage in the context of emerging trends and the future of the field

Among the more significant program improvements made in response to periodic reviews of the school's goals and priorities since the initial accreditation of the MIS program in 2014 are the following:

- implementation of the revised curriculum that was developed in the lead-up to the initial accreditation of the MIS program
- addition of a specialization in Science, Society and Policy for students in the thesis option
- implementation of a new Graduate Diploma in Information Management
- development of a "track" within the MIS curriculum oriented toward careers in information management
- modifications to the CO-OP option to align it with university-wide practices
- reduction in the number of compulsory courses and total credits required for the MIS degree
- development of several hybrid courses blending both in-class and online learning components
- opening of relevant courses in the MIS program to fourth-year undergraduate students in Digital Humanities
- participation in the federal Public-Servant-in-Residence program

Successive interim directors of the school, as well as the current director, have been instrumental in ensuring that those periodic reviews were conducted in an effective way, with the active participation of faculty, students, employers, and other stakeholders in the community of information professionals. They have guided the planning process and the identification of priorities with a clear focus on the longer-term goals and objectives of the program. They have encouraged both faculty and students to engage in collaborations with their peers and colleagues in the field. And they have maintained an environment that has been productive both academically and professionally.

Sources of evidence

Details of the various program planning and evaluation activities and initiatives referenced in this section are included in the sources of evidence for the chapter on standard I (see page 30).

Administration

Standard V.5

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 ÉSIS administrative staff fulfill a key role in fulfilling the school's mission and program goals and objectives. Their valued contributions come in many forms, including handling administrative processes and details, adroitly offering front-line responses and assistance to prospective and admitted students, as well as providing day-to-day support to students currently enrolled in the MIS program.

The school's program policies, plans, and administration are regulated by a set of by-laws that specify the governance structure under which the school operates and the responsibilities of its assemblies and committees with respect to decision making, and its decision-making processes are fully collaborative.

Administrative Staff

There are currently three staff positions supporting the administrative head:

- ÉSIS administrative officer
- ÉSIS academic officer
- ÉSIS secretary

Each of those positions serve the school on a part-time basis. The administrative officer and secretary are shared with the Department of Communication. The administrative officer spends approximately 5% of her time on administrative matters relating to the school. The secretary spends about 5% of her time providing service to the school's administrative head, faculty, and students. The academic officer occupies a position in the central administration of the Faculty of Arts and splits her time between the school the Department of Classics and Religious Studies and the Department of Philosophy, spending about 33% of her time on matters relating to the school.

Under a new administrative structure proposed for implementation across the Faculty of Arts in December 2021, ÉSIS, along with the Department of Communication and the Institute for Indigenous Research and Study, will form a cluster of academic units to be served by a senior administrative officer, two administrative officers, and an information officer, replacing the administrative officer and secretary that the school currently shares with the Department of Communication. The new structure is designed to deliver improved and more consistent service and support.

In light of the linguistic composition of our student body and faculty, the regular administrative staff members are fully bilingual and they carry out all their duties in both English and French in order to meet the needs of both our anglophone and francophone students and faculty.

In addition to the regular administrative staff, for the past two years the school has had the support of an accreditation co-ordinator, who was hired in May 2019 on a part-time basis to assist in the preparation of this self-study through to the end of August 2020. Since September 2020, the accreditation coordinator has continued on an occasional basis to assist with the updating of the self-study and sources of evidence.

Sources of evidence

The proposed new administrative support structure for the Faculty of Arts is included in the sources of evidence for this chapter.

ÉSIS Administrative Officer

The ÉSIS administrative officer is responsible for coordinating an efficient and effective administrative support system for the teaching, research, and service functions of ÉSIS, which include human, physical, administrative, and financial services. The position reports to the chief administrative officer of the Faculty of Arts.

The administrative officer participates in the ÉSIS Departmental Assembly meetings, as well as in the meetings of the Executive Committee of the Faculty of Arts (observer status), and the Faculty-wide meetings for all departmental administrative officers, which are organized by the chief administrative officer of the Faculty of Arts. She may attend other school or Faculty meetings as needed.

She meets regularly with the other ÉSIS support staff and on an *ad hoc* basis with individual full-time or part-time faculty members to answer their questions or to provide or assist them in obtaining any information or services they may need.

The ÉSIS administrative officer meets regularly with the director to assess ongoing and upcoming events, their planning, and their successful execution. She monitors the school budget and ongoing expenditures, keeping the director informed, and plans for future expenditures such as instructional stipends or purchases of equipment and materials. On an annual basis, the administrative officer works with the director to project the year-end financial picture and to prepare a budget for the following year, which is presented to the dean of the Faculty of Arts.

Other duties assumed by the ÉSIS administrative officer include, but are not limited to:

- preparing the costing for the annual course offering
- assisting faculty with management of research accounts
- processing travel claims and other reimbursements
- posting contract positions for sessional lecturers and graduate student assistants and preparing their employment contracts
- evaluating, authorizing and processing purchases orders necessary for teaching and the efficient operation of the school
- managing the school files (e.g., personnel files, correspondence)
- aiding the director with the preparation of the school's annual report
- assisting with the planning and organization of departmental and other meetings
- acting as a liaison with the administration at the Faculty of Arts for issues such as physical resources, personnel or finances

Sources of evidence

The position description for the ÉSIS administrative officer is included in the sources of evidence for this chapter.

ÉSIS Academic Officer

The ÉSIS academic officer is responsible for informing prospective and current students—in person, via telephone or by email—about the graduate programs offered at ÉSIS, both the MIS and the graduate diploma program. She deals directly with administrative queries relating to applications, admissions, registration, program requirements, equivalences, scholarships, eligibility for graduation, etc. She is also responsible for informing students about the regulations and procedures associated with graduate study at the University of Ottawa. The position reports to the graduate studies administrator of the Faculty of Arts.

The academic officer participates in the meetings organized by the graduate studies administrator of the Faculty of Arts for all academic officers in the Faculty. She also collaborates closely with the members of both the ÉSIS Admissions Committee and the Program Committee to offer information and advice about administrative procedures for effectively delivering the academic program.

In collaboration with the ÉSIS director, the academic officer consults with faculty members, evaluates the program needs, and then plans the course timetable for the following year, ensuring that it best serves the needs of the program. She is also responsible for preparing the examination schedule at the end of each semester, as well as for gathering and entering the final marks for each course.

Other duties assumed by the ÉSIS academic officer include, but are not limited to:

- converting or calculating admission averages (from applicants applying from a different university system)
- coordinating activities related to a thesis defence
- collecting the annual progress reports of thesis students
- calculating admissibility of applicants to the co-operative education program
- participating in information and orientation sessions for prospective and new students
- alerting the ÉSIS director and Program Committee to any problems or issues that might arise (e.g., students who have not completed enough courses in their second language)
- informing the ÉSIS director and Program Committee if a course needs to be cancelled owing to low enrolment
- verifying and correcting information in the course calendar, program brochures, admissions kits, and student handbooks

Sources of evidence

The position description for the ÉSIS academic officer is included in the sources of evidence for this chapter.

ÉSIS Secretary

Since moving from a satellite campus to the main campus in August 2012, the school has enjoyed a co-location on the eleventh floor of the Desmarais building with the Department of Communication. The first person of contact in the general office shared by ÉSIS and the Department of Communication is the full-time secretary. She plays an important role in the daily operations at ÉSIS and ensures that the needs of faculty, students, staff, and visitors to ÉSIS are looked after promptly and satisfactorily. Among her duties are the following:

- receiving and directing incoming calls and email sent to the general ÉSIS account and providing information to prospective students via telephone, email and in person
- handling incoming and outgoing mail and courier items
- updating mailing lists
- maintaining the departmental bulletin board
- providing the director, faculty members, and other support staff with clerical and other support, such as coordinating special events, preparing mail outs, and handling arrangements for facilities and hospitality
- distributing keys and access codes to students and sessional instructors
- monitoring office supplies and ordering more as needed
- monitoring office equipment to ensure that it remains in good working order, and arranging for maintenance as necessary
- coordinating the annual inventory of supplies and equipment
- collecting and organizing the course outlines for all courses at the beginning of each semester
- overseeing the preparations for the course evaluation process at the end of each semester, including the preparation and distribution of evaluation packs, sending reminder notices and instructions to faculty members

Sources of evidence

The position description for the ÉSIS secretary is included in the sources of evidence for this chapter.

ÉSIS Accreditation Coordinator

The Accreditation Coordinator is responsible for coordinating all aspects of the self-study that the School of Information Studies is required to complete for the re-accreditation of its Master of Information Studies (MIS) program by the American Library Association (ALA). He provides support to the ÉSIS Director by tracking requirements and deadlines for various stages of the process, preparing the plan for the self-study, compiling sources of evidence, preparing drafts and editing the final self-study report. The Accreditation Coordinator serves as a member of the Accreditation Working Committee and the Accreditation Document Development Committee, and acts as secretary for the Accreditation Advisory Committee.

The position requires a comprehensive understanding of the school's operations, policies, and procedures, as well as an understanding of the Faculty and university level operations and governance models.

Sources of evidence

The position description for the ÉSIS accreditation coordinator is included in the sources of evidence for this chapter.

Evaluation of Administrative Staff

An annual performance appraisal of regular administrative staff members is carried out in accordance with article 17 of the collective agreement with the Bargaining Unit of the Support Staff of the University of Ottawa (SSUO). The appraisal involves the following main steps:

- the employee provides a written summary of his or her work performance over the preceding period that includes, but is not limited to, achievements, areas for improvement, areas for job related development, and proposed performance goals for the next period
- the supervisor and employee have a face-to-face meeting to discuss the summary and review the performance of the preceding year
- the supervisor writes up a formal appraisal
- the employee is given an opportunity to sign the performance appraisal and attach written comments, if so desired
- the appraisal is forwarded to the dean or director of the appropriate faculty or service

Sources of evidence

The collective agreement with SSUO can be accessed online on the university's website. A copy is also included in the sources of evidence for this chapter.

Decision-Making Framework

The framework for decision-making within ÉSIS has been developed in accordance with both the Faculty of Arts By-Laws and the university's collective agreement with the APUO. These documents require that certain standing committees be established, as described below. The director is an ex-officio member of each of the standing committees.

Sources of evidence

The Faculty of Arts By-Laws and the collective agreement with the APUO can be accessed online on the university's website. Copies of the by-laws and the collective agreement are also included in the sources of evidence for this chapter.

ÉSIS Departmental Assembly

As mandated in the Faculty of Arts By-Laws (paragraph 4.1.2) and the APUO collective agreement (subsection 5.5.2), each academic unit within the Faculty has a Departmental Assembly, which includes all regular professors, as well as representatives from the body of part-time professors and from the student body. Depending on the nature of the cross-appointment agreement, colleagues who are cross-appointed to ÉSIS from other units may also hold membership in the Departmental Assembly. The administrative officer also attends.

Chaired by the director, the ÉSIS Departmental Assembly has the following key responsibilities with respect to the decision-making process:

- developing general policies that ensure the school's efficient operation and overseeing their implementation
- approving, amending or rejecting all academic program requests intended for submission to the Faculty Council of the Faculty of Arts
- establishing ad hoc committees or working groups according to the school's needs

Sources of evidence

The terms of reference, membership, and records of meetings of the ÉSIS Departmental Assembly are included in the sources of evidence for this chapter.

ÉSIS Assembly of Regular Professors

Paragraph 4.1.3 of the Faculty of Arts By-Laws also stipulate that each academic unit has an assembly of regular professors that meets as necessary to deal with topics specific to professors, the academic unit, or the university. As most matters relating to the school are discussed and decided by the Departmental Assembly as a whole, meetings of the ÉSIS Assembly of Regular Professors are generally not required. When necessary, they are conducted simply as *in camera* meetings of regular professors following the Departmental Assembly.

Sources of evidence

The terms of reference for the ÉSIS Assembly of Regular Professors are included in the sources of evidence for this chapter.

ÉSIS Program Committee

The Faculty of Arts By-Laws (paragraph 4.1.4) require each academic unit that has graduate programs to have a Graduate Studies Committee to deal with those programs. Since the school has only graduate programs, the ÉSIS Program Committee fulfills this function. In practice, however, since ÉSIS is a relatively small academic unit, most program-related issues are discussed and decided by the Departmental Assembly.

Sources of evidence

The terms of reference for the ÉSIS Program Committee are included in the sources of evidence for this chapter.

ÉSIS Appointments Committee

The final committee mandated by the Faculty of Arts By-Laws (paragraph 4.1.5) is the ÉSIS Appointments Committee. The purpose of this committee, whose membership is determined by the Departmental Assembly in accordance with the APUO collective agreement (paragraph 17.1.3.2), is to recommend the hiring of new professors.

Sources of evidence

The terms of reference for the ÉSIS Appointments Committee are included in the sources of evidence for this chapter.

Other Administrative Committees

In addition to having the requisite committees that are mandated by the Faculty of Arts By-Laws and the APUO collective agreement, the school has established administrative committees to assist with the admissions process and the awarding of scholarships.

Chaired by the director, the ÉSIS Admissions Committee is responsible for selecting candidates for the Master of Information Studies program and the Graduate Diploma in Information Management. The candidates selected by the committee are in turn submitted to the Faculty of Arts Office of Graduate Studies for approval. In addition to the director, the committee membership includes at least two other professors elected or approved by the Departmental Assembly.

Chaired by the director, the ÉSIS Scholarships Committee is responsible for adjudicating scholarships and awards. The committee may also recommend changes to the terms of reference of ÉSIS scholarships.

Sources of evidence

The terms of reference and membership of the ÉSIS Admissions Committee and the ÉSIS Scholarships Committee are included in the sources of evidence for this chapter.

Financial Support

Standard V.6

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.

The dean of the Faculty of Arts allocates the school's budget. Approximately 90% of the hard funding goes to pay the salaries and benefits of faculty and staff members. Additional soft funding is provided to hire sessional instructors, to enhance facilities, and to support special initiatives, which may include graduate assistantships. In addition, the University of Ottawa, by way of various programs, has funds that are available to academic units from time to time upon receipt and approval of applications.

Each year, the ÉSIS administrative officer, in collaboration with the director, prepares a budget proposal (including estimates for the cost of teaching, marketing, recruitment, etc.). This proposal is submitted to the vice-dean responsible for graduate studies in the Faculty of Arts, who then meets with the director and the administrative officer to discuss it, before submitting it to the dean for final approval. Even after the annual budget allocation has been made, the Faculty may consider requests for additional funding.

To date, the costs of running the school from year to year have proven to be similar as there is a rhythm to the school's regular programming and budgetary requirements. However, from time to time, various needs arise as a result of new realities or imperatives. Most recently, these have included:

- adding an additional tenure-track position to allow for faculty expansion at ÉSIS
- hiring a part-time accreditation coordinator

Expenses are monitored through centrally produced monthly budget reports, including expenses relating to supplies, equipment, communications, translation services, travel, and student assistance. Budgetary issues are discussed regularly at ÉSIS Departmental Assembly meetings where input is sought on how to use the funds available to best support the school and its MIS program.

Since it was first established in 2009, ÉSIS has regularly reported information about the school's budget and expenditures to ALISE for its statistical surveys and to the ALA Committee on Accreditation for its annual trend summary report.

Sources of evidence

Year-end budget reports for fiscal years 2015/16 through 2019/20 are included in the sources of evidence for this chapter.

The school's annual statistical reports to ALISE and trend summary reports are included in the sources of evidence for this chapter.

Details of the ÉSIS budget and expenditures will be available during the virtual site visit of the External Review Panel.

Compensation

Standard V.7

Compensation for the program's faculty and other staff is equitably established according to their education, experience, responsibilities, and accomplishments and is sufficient to attract, support, and retain personnel needed to attain program goals and objectives.

Compensation for all University of Ottawa employees, including the ÉSIS director and full-time faculty, part-time professors, full-time support staff, and graduate student assistants, is determined by salary scales and benefits negotiated through collective bargaining between the university and the various associations and unions representing faculty and staff.

The articles, subsections, and schedules of the collective agreements relevant to compensation for ÉSIS faculty and staff are the following:

- subsection 41.2.4.2 of the collective agreement with the Association of Professors of the University of Ottawa (APUO)
- appendix D of the collective agreement with the Association of Part-time Professors of the University of Ottawa (APTPUO)
- article 44 of the collective agreement with the bargaining unit for the Support Staff University of Ottawa (SSUO)
- article 32 of the collective agreement with Canadian Union of Public Employees – Local 2626, representing graduate students

University of Ottawa salaries are comparable, and indeed compare favourably, with similar institutions. Current salary scales for the university's full-time professors are given in table 5.1.

Table 5.1. University of Ottawa Salary Scales for Full-time Faculty*

Rank	Minimum salary	Maximum Salary
Assistant Professor	$86,986	$120,306
Associate Professor	$96,088	$166,861
Full Professor	$115,368	$201,408

*APUO collective agreement (subsection 41.2.4.2), May 1, 2018 to April 30, 2021

Fringe benefits for full-time faculty add approximately 18% in value to the compensation package.

Part-time professors and sessional lecturers are paid a flat rate per course. The current rate (2020-2021) is $8,585.

Current salary scales for the university's full-time support staff range between $39,286 and $111,906. Fringe benefits for full-time support staff add approximately 23% in value to the compensation package.

Sources of evidence

The collective agreements with the Association of Professors of the University of Ottawa (APUO), the Association of Part-time Professors of the University of Ottawa (APTPUO), the Support Staff University of Ottawa (SSUO), and the Canadian Union of Public Employees – Local 2626 (CUPE Local 2626) can be accessed online on the university's website. Copies of the agreements with APUO, APTPUO, SSUO, and CUPE are also included in the sources of evidence for this chapter.

Funding for Research, Travel, and Leave

Standard V.8

Institutional funds for research projects, professional development, travel, and leaves with pay are available on the same basis as in comparable units of the institution. Student financial aid from the parent institution is available on the same basis as in comparable units of the institution.

The University of Ottawa provides a range of opportunities for faculty, staff, and students to obtain funding in support of research, travel, and leave. In this regard, members of ÉSIS have access to the same opportunities as members of other academic units at the university.

Funding for Research

ÉSIS, the Faculty of Arts and the University of Ottawa foster and reward outstanding research. New faculty members are given a course reduction in their first year (and possibly their second and third, depending on their prior level of experience). They are given a start-up grant of approximately $5000 to support the initial development of a research program. In addition to these start-up funds, professors are also encouraged to apply for additional Faculty-level grants, including seed funding.

The Faculty of Arts and the Research Development Program (RDP) of the University of Ottawa offer bridge funding to enable researchers to conduct research that lays the groundwork for a competitive grant application to the Social Sciences and Humanities Research Council (SSHRC), the Natural Sciences and Engineering Research Council (NSERC) or the Canadian Institutes of Health Research (CIHR).

The Faculty of Arts provides new directions funding, targeting established researchers who have been in an independent academic position for at least ten years, with the goal of enabling them to engage in research that will boost their publication and funding record, as well as lay the groundwork for a future external grant application.

There is also a fund to support interdisciplinary research groups in the Faculty of Arts that find themselves at different stages of development (early stage, fully functioning, up for renewal) and are seeking to establish a program of research. The fund awards up to a maximum of $5,000 for one-year projects.

The Office of the Vice-Dean (Research) in the Faculty of Arts employs a research facilitator, who is available to assist professors wishing to develop grant applications for internal or external competitions. The vice-dean research can also be consulted for guidance with respect to the development and funding of a research program.

At the institutional level, the University of Ottawa's Research Management Services (RMS) supports researchers and administrators by providing services and resources that focus on the identification of potential funding sources, assistance with the application process, and guidance with regard to the management of awards. This office also coordinates a series of workshops on preparing grant applications. In addition, RMS manages the Research Development Program, which includes the seed funding and bridge funding mentioned above.

Part-time professors are eligible to apply to the university's academic development fund, administered by the APTPUO. The fund allows for three types of funding: research grants, publication grants, and the granting of travelling expenses to participate in conferences.

Sources of evidence

Information on the research funds administered by the Faculty of Arts and Research Management Services can be accessed online on the university's website.

Details of research grants awarded to ÉSIS faculty members since 2014 are included in the sources of evidence for this chapter.

Academic and Professional Leave

Full-time professors are entitled to apply for paid academic leave (i.e., sabbatical leave), which is governed by the collective agreement with the APUO (article 26). Academic half-leaves (six-month duration) may be taken at 75 or 100% of nominal salary, reducing the faculty member's accumulated credited service by three or four years, respectively. Full academic leaves (twelve-month duration) may be taken at 50, 62.5, 75, 87.5 or 100% of nominal salary, reducing the faculty member's accumulated credited service by four, five, six, seven, or eight years, respectively.

Administrative and support staff at the university are entitled to apply for a paid professional development or "refresher leave" in order to fulfill one of the following objectives:

- to give a new direction to one's career
- to prepare to assume new or increased professional responsibilities
- to pursue professional studies
- to acquire new work experience

An employee who is on refresher leave may receive all or part of his/her regular salary paid prior to the leave, subject to the nature and the duration of the submitted and approved project, as well as to the merits of the project as a whole.

Sources of evidence

The collective agreement with the APUO can be accessed online on the university's website. A copy of the agreement is also included in the sources of evidence for this chapter.

The University of Ottawa policy on refresher leave can be accessed online on the university's website.

Funding for Travel

The Faculty of Arts supports the presentation of research results by faculty members through conference participation travel grants. The contribution covers expenses to a maximum of $450 for

Quebec, Ontario, New England, and New York State, $900 for the rest of North America, $1,200 for Europe, and $1,500 for the rest of the world.

The Faculty of Arts also provides student travel grants to graduate students for research travel outside the National Capital Region. Applications are considered for travel that allows the direct collection of data for thesis research in progress (e.g., to conduct interviews, perform archival research, consult documents or works unavailable in the region, or to further develop their research analysis and interpretation). Travel grants are also available to graduate students to present a paper directly related to the student's thesis research at a conference.

Travel grants to support conference participation for graduate students are also available from the Graduate Students' Association / Association des étudiant(e)s diplômé(e)s (GSAÉD), which administers an academic project fund.

Sources of evidence

Information on funding for travel administered by the Faculty of Arts can be accessed online on the university's website.

Information on the academic project fund administered by the GSAÉD can be accessed on the association's website.

Student Financial Aid

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

The Faculty of Arts (Graduate Office) and the Office of the Vice-Provost, Graduate and Postdoctoral Studies both employ awards officers who assist with the promotion of awards and advise graduate students about the process of applying for awards. Graduate and Postdoctoral Studies offers practical tips on the application process for awards offered by external agencies such as the Social Sciences and Humanities Research Council, the Ontario Graduate Scholarships, and Fonds de recherche du Québec – Société et culture. The Student Academic Success Service (SASS) has a graduate student mentoring centre through which more experienced graduate students mentor new arrivals and assist them with scholarship applications.

Members of the school's faculty make themselves available to provide advice, review proposals, write reference letters or consult with students about their applications. The ÉSIS Scholarships Committee assists the program director in reviewing and ranking applications or selecting award recipients.

The school has worked hard to foster relationships within the community of library and information professionals in the National Capital Region and beyond, and this has resulted in the establishment of several scholarships specifically for our MIS program. The terms and conditions for each of these awards, including the selection process, are drawn up and managed by the Development Office of the university. These program-specific scholarships include:

> *Friends of the Ottawa Public Library Bursary*—an endowed fund that currently holds over $225,000 and results in one or more awards (minimum value of $1000) being granted to an MIS student annually.

Barbara Clubb Scholarship in Information Studies— created in honour of the former City Librarian of Ottawa, with a minimal value of $1000 awarded annually to an MIS student who has work or volunteer experience in a library.

H.W. Wilson Foundation Scholarship for Information Studies— established in 2015 by a $15,000 grant from the H.W. Wilson Foundation, Inc. to be disbursed at the discretion of the school over a four-year period. The grant was renewed in 2019 for a further four-year period.

University of Ottawa Library Bursary for ÉSIS—an award established by employees of the University of Ottawa Library as part of the University of Ottawa's Campus Campaign. To date, a total of $17,000 has been awarded from the fund.

External scholarships available to students in our MIS program include:

Susan Anderson Memorial Scholarship for Information Studies at the University of Ottawa—a scholarship with a value of $5000 awarded annually to a University of Ottawa MIS student by the May Court Club of Ottawa.

Dr. Janette Baker Scholarship—a scholarship awarded by the Ontario Library Association to support attendance at a recognized library and information program by individuals who have been working for a minimum of three years and who are employed outside of the education profession.

CARL Research in Librarianship Grant—open to graduate students in Library and Information Studies, the grant supports projects involving structured, evidence-based research that proposes answers to real-world issues.

Students in the MIS thesis option who are registered full-time and have an admission average of 8.0 are eligible to receive a Graduate Studies Scholarship. This scholarship is valued at $2000 per session and can be held for up to two sessions.

In addition to receiving the scholarships listed above, our students have also successfully competed in recent years against a much broader pool of talented individuals to win other types of awards, including the 2015 CO-OP Student of the Year Award for the Faculty of Graduate and Postdoctoral Studies, the Health Canada Young Professional Award of Excellence, the J.D. Hearnshaw Memorial Scholarship, and the ARMA International Education Foundation Graduate Scholarship.

Graduate assistantships, which may be funded from a variety of sources, are another source of financial support for students. Each year, the University of Ottawa Library funds graduate assistantships enabling MIS students to work on library projects. The Faculty of Arts regularly offers funding for a variety of assistantships, for which our students are eligible to compete. ÉSIS professors also regularly hire research assistants using their research grants, and our students are also recruited as research assistants by professors in other departments because of their valuable skill sets. Payment for assistantships is standardized across campus and governed by the university's collective agreement with the Canadian Union of Public Employees – Local 2626 (article 32).

Sources of evidence

A list of internal and external scholarship and bursary opportunities pertinent to MIS students is available on the ÉSIS website.

The collective agreement with the Canadian Union of Public Employees, Local 2626 establishing compensation for student research and teaching assistants can be accessed online on the university's website. A copy is also included in the sources of evidence for this chapter.

Terms of reference and membership of the ÉSIS Scholarships Committee are included in the sources of evidence for this chapter.

Details of awards and honours (including scholarships and bursaries) won by our students since 2014 are included in the sources of evidence for this chapter.

Details of research assistantships held by our students since 2014 are included in the sources of evidence for this chapter.

Physical and Technological Resources

Standard V.9

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 physical resources and facilities available to our school through the University of Ottawa are fully sufficient—both in capacity and in quality—to meet the needs of our MIS program and to enable us to accomplish our program objectives.

The school's facilities on the eleventh floor of the Desmarais building include a reception area, mailroom, offices for faculty and staff, a shared space with seven workstations for thesis students and research assistants, a faculty lounge, and a photocopy/printer room. In addition to those dedicated facilities, the building provides shared facilities for small and medium-sized classrooms as well as large lecture halls, conference rooms, and student study areas. There is also a thirty-seat computer lab available for teaching. These facilities are shared with the entire university.

Beyond the Desmarais building, the school has access to classrooms, computer labs, meeting rooms, and other facilities throughout the university campus on an as-needed basis. Our faculty and students have access to the resources and services of more than a dozen libraries and resource centres on campus.

Information technology services for the university are managed centrally. All buildings are WiFi-enabled on the same campus network.

The university also provides a wide range of services supporting the use of teaching technologies, e-learning, and multimedia.

All these facilities, the resources they provide, and the services that are offered are described in greater detail in the subsequent sections of this chapter.

Physical Facilities

Standard V.10

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.

ÉSIS students and faculty enjoy the use of state-of-the-art instructional facilities and technologies offered by the university and the Faculty of Arts. The school shares the physical facilities dedicated to teaching and learning with other academic units in the Faculty of Arts and with the university as a whole. Instructional facilities are distributed across the campus.

The offices, research facilities, and student spaces made available to the school's faculty, staff, and students by the University of Ottawa are well suited to our needs with respect to the administration of the MIS program, faculty research, and student activities beyond the classroom.

Classrooms and Labs

The university offers a wide range of classroom styles and sizes across the campus—from ten-person seminar rooms to three-hundred-person lecture halls. There are also numerous computer labs available for teaching (e.g., DMS 2175). Almost all classrooms have built-in multi-media facilities (computers, projectors, screens, audio, and video capability) and approximately eighty-five of them are equipped with the capability to record a course.

The university is currently transitioning its course recording capabilities from partial capture (using Echo360 technology to capture the professor's voice as well as everything that is happening on the podium's computer) to full capture (using OpenCast technology to video record the professor's teaching, capturing image and voice).

All these facilities are booked for courses through a university-wide, centralized booking and scheduling facility. The assignment of classrooms is based on range of needs, including size, the need for projection facilities, and the need for mobile furniture, among others.

In addition to the computer labs available for teaching, there are a number of free access labs on campus where students can do their work. These labs are managed by the university's Information Technology division. In addition to the computer lab located in the Desmarais building, there are several others readily accessible to professors and students in the Faculty of Arts.

Printing and photocopying services for use by students and faculty are managed by the DocUcentre, with several service points on campus, as well as self-serve printers and photocopiers in more than ten buildings.

Since March 2020, with the lockdown of the university in response to the COVID-19 pandemic, none of the classrooms, labs, or support services on campus have been accessible to either faculty of students.

Sources of evidence

Details on the classrooms, equipment, and interactive tools available through the Teaching and Learning Support Service can be accessed online on the university's website.

Details on the computer labs available to faculty and students in the Faculty of Arts can be accessed online on the university's website.

Details on the graphic design and printing services available through the DocUcentre can be accessed online on the university's website.

Faculty and Staff Offices

ÉSIS shares administrative space (11101) with the Department of Communication on the eleventh floor of the Desmarais building. There is a general reception area which is staffed by a joint secretary. The offices for the ÉSIS director (11101D) and the ÉSIS administrative officer (11101C) are located next to the main reception area and adjacent to the offices of their Department of Communication counterparts. There is also a photocopy and supply room located in the reception area for use by the administrative staff and another photocopy and supply room (11106) in the main corridor for use by faculty. The office for the ÉSIS academic officer is located on the 8th floor of the Desmarais building, alongside the academic officers for other programs in the Faculty of Arts.

There is also a small boardroom-style meeting room (11157) which seats up to eight people. This room is shared by ÉSIS and the Department of Communication and can be reserved through the secretary. When larger meeting rooms are required, they can be booked through the central reservation system, as is the case for all academic units.

As outlined in section 5.1 of the collective agreement with the APUO, the university is responsible for providing regular professors with "facilities and services which are reasonably necessary for the effective discharge of their responsibilities of employment, such as reasonable library and computing services and facilities, and reasonable secretarial and technical services, teaching and research assistance, laboratory space and facilities, and reasonable office space, telephone, and other support facilities."

In the Desmarais building, full-time ÉSIS faculty members have state-of-the-art private offices. They are wired for internet and include telephones, standard furniture, shelving, and cabinet space on a par with faculty offices for all other academic units in the building. The five offices for full-time professors (11102, 11104, 11105, 11107, and 11108) are adjacent to one another along one of the main corridors.

As is the case in other academic units, adjunct and part-time professors at ÉSIS have access to a shared office (11115) with two workstations, which can be reserved to allow these professors to hold regular office hours.

Access to the office spaces in the Desmarais building is open to all on weekdays between 6:30 a.m. and 8:30 p.m. At other times (weekends, early morning and late at night) elevators and stairwell access are available only with a proximity access control card. These cards are issued to all full-time professors. Adjunct and part-time professors may request them as needed (e.g., on a semester-by-semester basis if required for teaching in the evening).

Since March 2020, with the lockdown of the university in response to the COVID-19 pandemic, faculty have been permitted to retrieve materials from their offices, but have been strongly discouraged from returning to campus for any other purpose. Staff have been required to work from home.

Sources of evidence

The floorplan for the eleventh floor of the Desmarais building and photos of faculty and staff offices, etc. are included in the sources of evidence for this chapter.

Student Spaces

MIS students who are in the thesis option or who hold a research assistantship have access to a shared office with seven workstations on the eleventh floor in the Desmarais building (11149), which can be reserved in advance or used on a drop-in basis.

All MIS students have access to a collaborative meeting room on the sixth floor of the Morisset Library (MRT 627). This room holds up to twelve people and is equipped with a computer and data projector. Wi-Fi and a smartboard are also available in the room. Named "The Ingrid Parent Room," this room has been sponsored by Ms Ingrid Parent, a past-president of the International Federation of Library Associations and Institutions (IFLA) and recipient of an honorary doctorate from the University of Ottawa in 2011. Thanks to our generous sponsor, this room is for the exclusive use of ÉSIS students and can be reserved for group projects and discussions or used on a drop-in basis.

The entire sixth floor of the Morisset Library is designated for use by graduate students, with the following facilities:

> *Study carrels.* One hundred and fifty-two study carrels equipped with lockable cabinets, power outlets, data ports, and task lighting are available for graduate students. Each carrel must be shared by two students.
>
> *Group study rooms.* Eight group study rooms are available for graduate students. The rooms are for use by groups of two or more and can accommodate up to six persons. They can be requested at the circulation desk using the student cards of two members of the group. Rooms are available on a first come, first served basis. Rooms may be reserved for a maximum of three hours.
>
> *Conference room.* A conference room, equipped with a computer and projector, is available for graduate students. The room is for use by groups of three or more and can accommodate up to twelve persons. It can be requested at the circulation desk.
>
> *Reading room.* Graduate students and faculty can request the access code from the graduate student assistants or at the circulation desk.

A team of graduate student library assistants—typically comprising students studying on the MIS program—provides peer-to-peer research support, helps graduate students use technology and equipment, and ensures that the sixth-floor food and noise policies are respected.

The Association des étudiants en sciences de l'information / School of Information Studies Student Association (AÉSISSA) shares an office with the Communication Graduate Students' Association (CGSA), on the second floor of the Desmarais building (DMS 2170A). The office is furnished with a desk, a table, several chairs, two filing cabinets, and a white board. It also serves as a safe and common location for their documents, coffee maker, and all other items used for student-sponsored events.

The office serves as a drop off point for AÉSISSA registrations and forms and as a meeting location for regular coffee breaks and AÉSISSA meetings. The offices for all the graduate student associations in the Faculty of Arts, including AÉSISSA's office, are clustered around a common lounge area. ÉSIS students make use of this space for informal gatherings, such as the bi-weekly "Coffee Breaks" organized and sponsored by AÉSISSA.

Since March 2020, with the lockdown of the university in response to the COVID-19 pandemic, none of the student spaces described above have been accessible.

Sources of evidence

Details of the group study and conference rooms available in the Morisset Library can be accessed online on the university's website.

A photo of the AÉSISSA office and lounge in the Desmarais building is included in the sources of evidence for this chapter.

Instructional and Research Facilities and Services

Standard V.11

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.

The teaching, learning, and research aspects of our program are well supported by the facilities and services made available to our faculty and students by the University of Ottawa. The classrooms and labs, the computer, multimedia, and communications technologies and services, and the library resources and services provided by the university all contribute to a productive academic environment for both faculty and students.

University of Ottawa Libraries

The bilingual University of Ottawa Library comprises four major libraries–Morisset Arts and Science Library, Health Sciences Library, Brian Dickson Law Library, and Telfer School of Management Library. In addition, there are several specific specialized research collections: geographic, statistical and government information; media resources; and archives and special collections. The hours of operation vary by location and by season (e.g., hours may be extended during exam periods), but they are always posted clearly on the library's website.

With a current budget of approximately $30 million, about $16 million is spent on collections. Altogether the uOttawa Library network provides access to approximately 4.6 million books, e-books and journals, almost two million microforms, and more than 1.7 million other items such as maps, sound recordings, videos, manuscripts, and government documents. Of these, approximate 73% are in English, 21% are in French, and the remainder are in other languages. Additional facts and figures on the collections are available on the library's website.

An analysis of the university's journal holdings in Library and Information Studies conducted in April 2020 showed that the library held 84 of the 89 Library and Information Studies (LIS) journals ranked by *Journal Citation Reports*, representing 94% of these titles. In addition, the library maintains current subscriptions to the following abstracting, indexing, and full-text databases of relevance to LIS and related fields:

- Library and Information Science Source
- Library, Information Science and Technology Abstracts
- Academic Search Complete
- CAIRN
- ERIC
- Erudit
- Journal Citation Reports
- JSTOR
- Project Muse
- ProQuest Dissertations and Theses
- Repère
- Scopus
- Web of Science

The Collections Strategy Librarian for Information Studies ensures that scholarly material for the collection is acquired in a timely manner. The collection is developed using several strategies:

- recommendations from library users
- subject profiles with vendors, through which pertinent items are received automatically
- recommendations from research librarians, based on their knowledge of the curriculum and faculty interests

A key objective is to ensure a balanced and up-to-date collection for different types of material (e.g. books, journals, specialized tools) and reflecting the diversity of perspectives and topics within the research discipline. A related objective is to deliver these materials in the format that is optimal for research, teaching, and learning; this increasingly means a digital format. Developing a bilingual collection to the greatest extent possible is an ongoing priority.

The University of Ottawa Library is a member of several academic consortia: the Ontario Council of University Libraries (OCUL); the Canadian Research Knowledge Network (CRKN); Consortia Canada; and the Bureau de Coopération Interuniversitaire (Québec). The library benefits enormously from consortium-based purchases of many electronic resources, such as research databases, electronic journal collections, and online reference tools. These agreements lead to affordable costs, deeper content, and better terms and conditions such as multi-year agreements.

Library services for Information Studies are provided primarily through the Morisset Library. The Research Librarian for Information Studies has established good relations with the School, including assisting students and faculty members with research and providing in-class lectures and workshops.

The library assists researchers through the many phases of the research process including support in situating research questions within the existing literature, identifying published research materials, data management planning, and locating and interpreting citation metrics.

In December 2009, the University of Ottawa became the first Canadian research-intensive university to adopt a comprehensive access program that supports free and unrestricted access to scholarly research.

As evidence of its leadership role in the open access movement, the Library manages an institutional repository—uO Research—promoting scholarly communication by collecting, preserving and providing free and open access to research created by faculty, researchers, and graduate students. Further evidence of the university's commitment to open access can be seen in its innovative and highly successful efforts to digitize French-language publications. As part of a collaborative project, funded in part by the Ontario government, the University of Ottawa has contributed more than 22,000 works, making it one of the largest contributors of free-access French publications available online.

Since March 2020, with the lockdown of the university in response to the COVID-19 pandemic, access to library collections has been limited to contactless pick-up services, and all study spaces in the library have been closed.

Sources of evidence

Details of the resources and services available through the University of Ottawa Library can be accessed online on the university's website.

Details of the collections held in the uO Research digital repository can be accessed online on the university's website.

Saint Paul University Library

Saint Paul University is a Catholic pontifical university federated with the University of Ottawa. Located not far from the main campus, it houses four faculties—Human Sciences, Philosophy, Theology, and Canon Law—and offers programs in nineteen disciplines, ranging from the undergraduate to the doctoral level.

The Jean-Léon Allie Library at Saint Paul University is one of the important resources in North America for theology, pastoral theology, canon law, philosophy and medieval studies. It is the largest religious studies research centre in Canada and is visited by many scholars from other universities wishing to make use of the comprehensive collections or in search of a hard-to-find title. The library contains a collection of more than 500,000 documents in all formats and in the principal languages and intellectual traditions of theology, philosophy, canon law, and related disciplines such as ethics, Eastern Christian and Anglican studies, medieval studies, Judaïca, pastoral studies, and counselling and spirituality.

Sources of evidence

Details of the resources and services available through the Saint Paul University Library can be accessed online on the university's website.

SmartLibrary

ÉSIS faculty and students also benefit from the University of Ottawa's membership in the National Capital Region's SmartLibrary partnership. SmartLibrary brings together the vast English- and French-language collections available at twelve libraries in the National Capital Region. In addition to the University of Ottawa, participating members include:

- Carleton University
- Université du Québec en Outaouais
- DominicanCollege
- Algonquin College

- Cité collégiale
- Ottawa Public Library
- Bibliothèque municipale de Gatineau
- National Gallery of Canada
- Canadian Museum of History
- Canadian Museum of Nature
- Canadian War Museum
- Canada Aviation and Space Museum
- Canada Science and Technology Museum

In addition, it is worth noting that the collections of both Library and Archives Canada and the National Research Council's National Science Library are located in the National Capital Region, making them readily accessible to ÉSIS faculty and students.

Sources of evidence

Details of the SmartLibrary partnership can be accessed online on the partnership's website.

Museum of Classical Antiquities

The University of Ottawa has a Museum of Classical Antiquities consisting of artefacts from the 7th century BC to the 7th century AD. It was established in 1975, initially as a teaching collection, and is housed in the Desmarais building.

Sources of evidence

Details of the collections and programs of Museum of Classical Antiquities can be accessed online on the university's website.

Information Technology Services

The University of Ottawa's Information Technology division is responsible for managing the information technology needs of the university community. ÉSIS students and faculty are given full connectivity to the Internet through the university's local area network. Access to the university intranet and the global Internet is available through the campus-wide Wi-Fi network covering the twenty-nine major teaching and research buildings on campus. All students and faculty have access to library and University of Ottawa on-line instructional and research facilities.

Faculty and staff e-mail accounts are located on the central Exchange server managed by the University of Ottawa using Microsoft Outlook on the Web software that can be accessed using any internet-connected browser.

All students and faculty are entitled to software licences purchased by the University of Ottawa. These include standards Windows operating system upgrades, the Office 360 suite, Visual Studio, Publisher, etc., most of which are available in both English- and French-language versions. The university also provides discounted software to students and faculty for packages such as SPSS, Maple, Mathematica, Acrobat Pro, etc.

The Information Technology division is also responsible for operating the computer help desk, which can be accessed via telephone (x6555) or through an online form. The help desk can assist with setting up or

managing accounts, installing hardware or software, and troubleshooting technical problems. In addition to relying on the centralized Information Technology services, the Faculty of Arts employs a systems and technologies manager, a systems and labs coordinator, and a computer resources/IT coordinator. Help requests received by Information Technology may be routed to these faculty personnel when appropriate.

Sources of evidence

Details of the resources and services available through the Information Technology division can be accessed online on the university's website.

Teaching Technologies and Services

The Teaching and Learning Support Service (TLSS), with its team of more than sixty experts in university teaching and educational technology, offers training and support to faculty members in areas such as technology use, classroom design, and alternative teaching. Within TLSS the Centre for Innovative Pedagogies and Digital Learning (CIPDL), a team of educational designers, instructional designers, web developers, programmers, and graphic artists provides expert consultation and support services to faculty in the development and implementation of technology-based courses (fully online courses, blended courses, etc.) online teaching and learning materials, multimedia materials, presentations and research publications. Functioning in parallel with the CIPDL, the Centre for Innovative Technologies in Education (CITE) installs and maintains educational technologies used in classrooms and also selects applications such as course capture software and interactive tools that can be used in the classroom to engage students.

As part of the Blended Learning Initiative, TLSS provides funding for the design of blended courses. Professors who wish to transform one or more courses into a blended format (combining complementary in-class and online components) can apply for funding. If their proposal is accepted, they attend a one day "design-a-thon," and then six months later attend a follow-up meeting to validate the status of the course and determine what is needed to complete the design. Two of our full-time faculty members (Dr. Haustein and Dr. Morrison) each received funding to develop two blended courses, all four of which were offered for the first time in 2018-2019:

- ISI5301 Information and Society (Dr. Morrison)
- ISI5307 Research and Evaluation in Information Studies (Dr. Haustein)
- ISI6300 Special Topics in Information Studies: Applied Social Network Analysis (Dr. Haustein)
- ISI6311 Information and the Law (Dr. Morrison)

Under its Diversity and Learning Series, TLSS offers a wide range of workshops, webinars, and other events relating to the latest developments in pedagogy.

In addition to the services and resources provided by TLSS, the Centre for Academic Leadership offers a mentoring program for new professors that sees them paired with a more senior professor who can provide guidance on teaching-related issues, as well as on other aspects of managing an academic career.

Sources of evidence

Details of the resources and services available through the Teaching and Learning Support Service can be accessed online on the university's website.

Details of the mentoring program and workshops offered by the Centre for Academic Leadership can be accessed online on the university's website.

Staff and Services

Standard V.12

The staff and the services provided for the program by libraries, media centers, and information technology units, as well as all other support facilities, are appropriate for the level of use required and specialized to the extent needed. These services are delivered by knowledgeable staff, convenient, accessible to people with disabilities, and are available when needed.

The teaching and learning services, information technology services, and library services provided by University of Ottawa staff are fully responsive to the needs of our MIS program with respect to level of staffing, service availability, and accessibility to faculty and students with disabilities.

The staff who provide the services supporting instruction and research described in the previous section meet all the needs of students and faculty in the MIS program. In particular, the University of Ottawa Teaching and Learning Support Service (TLSS) is well supported by a dedicated support and administrative staff of more than fifty employees.

The services provided by the university libraries are equally well supported—with 150 staff in thirteen facilities.

Librarians and staff at the University of Ottawa Library have developed close working relationships with ÉSIS. Until their recent retirements, the university librarian (Leslie Weir) and associate university librarian (Tony Horava) were cross-appointed professors in ÉSIS, and several other of the university's librarians have taught on a part-time basis or have given guest lectures in their areas of specialization. Still others have sat on ÉSIS committees or participated in focus groups, working groups, or planning activities. In addition, the subject librarian for information studies has prepared useful research guides for the field (in English and in French) and also provides customized orientation sessions for ÉSIS students to introduce them to the library and its resources.

The Library has supported student learning in other ways, such as by providing CO-OP and experiential learning work placements, where ÉSIS students learn from and are mentored by the university librarians. In addition, each year the library hires MIS students to work as library assistants. Finally, the employees of the University of Ottawa Library sponsor a bursary that is awarded annually to a student in our MIS program.

Access to library services is enabled by several rooms with adaptive technologies in the Morisset (Arts and Science), Brian Dickson (Law), and Health Sciences libraries. The equipment includes:

- Zoomtext Magnifier software that enlarges and enhances everything on your computer screen
- JAWS reading software that helps low vision or blind users complete computer-based tasks such as browsing the web, sending and reading e-mail, utilizing spreadsheets, and accessing databases

- Kurzweil 1000 and 3000text to speech learning tools that support reading, writing, test-taking, and studying
- CCTV (closed circuit television) on a height-adjustable tables that can be used by the visually impaired to magnify the print in books and newspapers

The University of Ottawa is committed to building an inclusive and accessible community. The accessibility hub is a central online resource for accessibility at uOttawa. The hub houses tools and resources to help students, educators and administrators identify and remove barriers to accessibility and to provide support for individuals on campus experiencing mental health issues. The Hub helps promote and foster inclusion and improve accessibility for everyone on our campus.

Accessibility to buildings on campus (including the Desmarais building)for persons with disabilities is laid out in the Campus Accessibility Map.

Sources of evidence

Details of the services available through the Teaching and Learning Support Service can be accessed online on the university's website.

Details of the services available through the University of Ottawa Library can be accessed online on the university's website.

Details of the resources and services available through the Accessibility Hub can be accessed online on the university's website.

Systematic Planning and Evaluation

Standard V.13

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 its commitment to continuous improvement and transparency, ÉSIS conducts ongoing planning and evaluation of its administrative policies and financial support.

The school's faculty, staff, and students are all involved in the planning and evaluation of the facilities, resources, and services provided by the University of Ottawa, and help to ensure that those facilities, resources, and services meet our program needs.

Planning and evaluation are conducted throughout the academic year, within the decision-making framework previously outlined—primarily through the ÉSIS Departmental Assembly—and involve all interested stakeholders, including ÉSIS faculty, administrative staff, and students in the MIS program.

The school's planning and evaluation processes were outlined in the chapter on standard I (see page 6). As detailed in our program planning framework, ÉSIS holds regular planning sessions with

representatives of all its key constituencies—faculty, administrative staff, adjunct, cross-appointed, and part-time professors, students, alumni, and members of the local library and information community. During these sessions, various issues of importance to the school—including those relating to administrative policy and financial support—are reviewed, priorities are set, and plans are made to address them.

The overall management of facilities and resources is carried out at the Faculty or university level, rather than at the level of individual academic units. Nonetheless, the ÉSIS director and administrative officer do take the opportunity to meet annually with the Faculty of Arts chief administrative officer, the administrative officer responsible for physical resources, and the systems and technologies manager. These meetings typically take place in the presence of the vice-dean responsible for graduate studies at the time of preparing the annual budget, which affords an opportunity both to review the current status and to assess upcoming needs. As stipulated in the Faculty of Arts By-Laws (section 2.7), an elected faculty representative from ÉSIS also sits on the Faculty of Arts Library Committee, whose mandate is to make recommendations to Faculty Council about the operation of the university library, as well as policies on department collections.

Issues relating to physical resources and facilities are addressed as part of the school's ongoing planning activities. Such issues, as they arise, may be identified in the course of the four-year planning cycle that is outlined in our program planning framework, or they may be flagged in the regular meetings of the Departmental Assembly.

Questions relating to facilities, technology, and other support services are included in the surveys of students that the school conducts each year at the completion of the program. The responses to those questions have been very positive.

Sources of evidence

Records of meetings of the ÉSIS Departmental Assembly are included in the sources of evidence for this chapter.

Responses to the most recent exit survey are included in the sources of evidence for this chapter.

Decision Making and Documentation

Standard V.14

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

Program policies, plans, and administration are regulated by a set of by-laws that specify the governance structure under which the school operates and the responsibilities of its assemblies and committees with respect to decision making. The processes carried out under that governance structure and the data used to support program planning and evaluation with respect to administration, finances, and resources are well documented through records held in the school's electronic document repository.

Governance

As noted above in the section on the decision-making framework under standard V.5 (see page 181), the framework for decision-making within ÉSIS has been developed in accordance with both the Faculty of Arts By-Laws and the university's collective agreement with the APUO. The standing committees established under those authorities as well as other committees established under the school's by-laws that are most directly concerned with administration, finances, and resources are the following:

ÉSIS Departmental Assembly

ÉSIS Assembly of Regular Professors

ÉSIS Program Committee

ÉSIS Appointments Committee

ÉSIS Admissions Committee

ÉSIS Scholarships Committee

Sources of evidence

The responsibilities of each of those committees are described above in the section on the decision-making framework under standard V.5 (see page 181) and the terms of reference for each are included in the sources of evidence for this chapter.

Documentation

The ongoing review of the school's program goals and priorities, and the assessment of the program's success in achieving its mission, goals, and objectives with respect to administration, finances, and resources are documented through the records of meetings held in conjunction with those review and assessment processes; through summary reports of program reviews, self-studies, etc.; and through the collection and analysis of data on key performance indicators. The scope of that documentation is described in further detail below.

Records of Meetings

As noted above under standard V.4 (see page 176), the school's program goals and priorities are periodically reviewed and revised to address evolving challenges and opportunities with respect to the attainment of our mission. Since the initial accreditation of the MIS program in 2014 reviews that have substantially addressed matters relating to administration, finances, and resources were the following:

- the October/November 2015 review of strategic priorities that had been identified in the previous planning cycle
- the comprehensive review of priorities done as part of the self-study for the cyclical review June 2016
- the special Departmental Assembly held in December 2017 to consider strategic changes to the MIS program
- the strategic planning meeting held in December 2018 to review the status of priorities that had been identified through earlier reviews
- the long-range planning workshop held in November 2019 to review program goals and priorities for the 2018/19–2021/22 planning cycle

Records documenting each of the planning sessions, reviews, workshops, etc. referenced above are retained in the school's electronic repository.

Records of meetings of the ÉSIS Departmental Assembly document discussion, decision making, and formal approval of follow-up actions on recommendations emanating from the planning sessions, etc. noted above. Those records are also retained in the school's electronic document repository.

Sources of evidence

Records documenting each of the planning sessions, reviews, workshops, etc. referenced above have been included in the sources of evidence for the chapter on standard I.

Records for all meetings of the ÉSIS Departmental Assembly since the initial accreditation of the school's MIS program in 2014—agenda, minutes, documents for discussion and/or approval—are included in the sources of evidence for this chapter.

Reports on Program Reviews

Summary reports of program reviews, self-studies, etc., document all aspects of those reviews—the review criteria, the stakeholders involved in the review, the assessment of program strengths and weaknesses, the identification of areas for improvement, and follow-up actions. Those reports are retained in the school's electronic document repository.

Sources of evidence

The sources of evidence for this chapter include the ÉSIS Program Presentation prepared in 2013 for the initial accreditation of our MIS program as well as the biennial and special reports prepared as part of the accreditation process.

The self-study conducted in 2015-2016 as part of the University of Ottawa's cyclical review process is included in the sources of evidence for this chapter, along with the reports of surveys, focus groups, self-study, external evaluation, progress, and final assessment for that 2015-2016 cyclical review.

Program Performance Data

The school compiles data on income and expenditures for the statistical reports that are submitted annually to the Association for Library and Information Science Education (ALISE) and to the American Library Association Committee on Accreditation (COA).

We conduct regular surveys of students completing the program that include questions on facilities, student works spaces, library resources and services, information technology resources and services, and learning support services.

Those compilations of performance data are retained in the school's electronic document repository.

Sources of evidence

The statistical reports and survey results referenced above are included in the sources of evidence for this chapter.

Continuous Program Improvement

Standard V.15

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.

On an ongoing basis the results of evaluations of administration, finances, and resources are reviewed, and realigned to address evolving challenges and opportunities.

The ongoing review of program priorities outlined above under standard V.4 (see page 176) serves to highlight administrative, financial, and resource issues that need to be addressed through the program planning process and the setting of priorities. The review of priorities and implementation plans that was conducted as part of a strategic planning workshop in December 2018 encompassed three resource-related priorities that had been identified through earlier program reviews:

- increase the number of regular professors in the program to complement the areas of expertise of current faculty
- provide more administrative support for the ongoing work involved in maintaining the program's accreditation
- ensure the leadership necessary to support the long-term development and expansion of the program

The first of those priorities was successfully addressed in 2017 with the hiring of an additional tenure-track professor, bringing the school's complement of full-time faculty to five.

The second priority was addressed through the hiring of a part-time accreditation coordinator to work on the self-study. The position was funded by the Faculty of Arts for the period from May 2019 through August 2020. Since September 2020, the accreditation coordinator has continued on an occasional basis to assist with the updating of the self-study and sources of evidence.

The third priority was addressed with the appointment of a director for a three-year term beginning July 1, 2020.

Sources of evidence

The review of priorities that was conducted as part of a strategic planning workshop in December 2018 is included in the sources of evidence for this chapter.

A review of the priorities and implementation plans established for the 2018/19–2021/22 planning cycle is included in the sources of evidence for this chapter.

Summary Assessment

ÉSIS is an academic unit that is housed within the Faculty of Arts, and its MIS program is governed by the Office of the Vice-Provost, Graduate and Postdoctoral Studies. ÉSIS enjoys a mutually beneficial relationship with these two governing Faculties that are supportive of the school, while simultaneously respecting its distinctiveness and autonomy with respect to a range of issues, such as the development

of mission, goals and objectives, faculty selection, admissions policies, and curriculum planning, among others.

Within the parent institution, the faculty, staff and students of ÉSIS have the same opportunities for representation on advisory and policy-making bodies as do those of comparable units. The school is represented on the Faculty Council and the Executive Committee of the Faculty of Arts, and on the Graduate Students' Association (GSAÉD), among others. Moreover, the cross-appointments of professors to and from the school—including other units such as the university library, the Department of Communication, and the School of Electrical Engineering and Computer Science—along with participation in interdisciplinary programs such as the Master of Digital Transformation and Innovation, enhance the intellectual environment of ÉSIS and support interdisciplinary interaction.

The decision-making framework at ÉSIS complies with the by-laws of the school and of the Faculty of Arts, as well as with the pertinent collective agreements. The principal decision-making body at ÉSIS is the Departmental Assembly, which receives, evaluates, and acts on input regarding all aspects of the school and program—including regular review of administrative and financial matters.

The director of ÉSIS holds a position that is comparable in every way to the heads of other academic units within the university. Successive directors and interim directors, as well as the current director, have fostered an environment that enhances the pursuit of the school's mission and program's objectives, encourages interaction with other units (e.g., through cross-appointments and participation in the E-Business programs), and promotes the socialization of students into the field.

The administrative staff members support ÉSIS faculty and students in fulfilling the school's mission and program goals. Compensation for all employees—director, faculty, staff and graduate assistants—is governed by a series of collective agreements that ensure equitable application.

The Faculty of Arts provides financial support for regular and special activities required to offer a quality MIS program. Moreover, additional support for faculty, staff, and students is available from the Faculty of Arts and other offices within the university in the form of grants (e.g., teaching/learning grants, travel grants) or paid leave (e.g., academic leave, refresher leave).The funding available to ÉSIS members is comparable to that available to members of other units.

Sources of Evidence

Sources marked with an ⓘ are publicly available on websites maintained by the University of Ottawa and related organizations.

Sources marked with an asterisk (*) will be available during the virtual site visit only.

All other sources are retained in the school's electronic document repository. Hyperlinks for file folders and documents link directly to the folders and documents in the repository.

Governance

ÉSIS By-Laws

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

ÉSIS Program Committee – Terms of reference and membership

ÉSIS Assembly of Regular Professors – Terms of reference

ÉSIS Appointments Committee – Terms of reference

ÉSIS Admissions Committee – Terms of reference and membership

ÉSIS Scholarships Committee – Terms of reference and membership

Faculty of Arts By-Laws ⓘ

Faculty of Arts Administration and Governance ⓘ

University of Ottawa Administration and Governance ⓘ

Graduate Students Association of the University of Ottawa - Structure ⓘ

Advisory Committees

ÉSIS Accreditation Advisory Committee (2019-2021) – Terms of reference and membership; records of meetings

Resources

ÉSIS Financial Reports – Year-end budget report for fiscal years 2015/16 through 2019/20

Funding Opportunities (Faculty of Arts) ⓘ

Student Financial Aid and Awards ⓘ

Offices, Classrooms, Labs, etc.

Campus Accessibility Map ⓘ

University of Ottawa Library ⓘ

Saint Paul University Library and Archives ⓘ

National Capital Region's SmartLibrary ⓘ

Information Technology Resources and Services ⓘ

Teaching and Learning Support Service ⓘ

Student Academic Success Service ⓘ

Accessibility Hub ⓘ

Student Handbook ⓘ

ÉSIS Professor's Handbook

Administrative Personnel

ÉSIS Director – Responsibilities

ÉSIS Director – CVs

Faculty of Arts Administrative Support Structure

ÉSIS Administrative Officer – Responsibilities

ÉSIS Academic Officer – Responsibilities

ÉSIS Secretary – Responsibilities

ÉSIS Accreditation Coordinator – Responsibilities

Support Staff University of Ottawa – Collective Agreement ⓘ

Faculty

Association of Professors of the University of Ottawa – Collective Agreement

Association of Part-time Professors of the University of Ottawa – Collective Agreement

Students

Teaching and Research Assistants – Collective Agreement ⓘ

Program Planning

ÉSIS Program Planning Framework ⓘ

Review of Current Priorities and Implementation Plans (2018-12-05)

Review of Priorities and Implementation Plans (2018-2022)

Program Evaluation

ÉSIS Program Presentation 2013 ⓘ

Special Report to the ALA Committee on Accreditation, March 2015 ⓘ

Special Report to the ALA Committee on Accreditation, October 2015 ⓘ

Biennial Narrative Report to the ALA Committee on Accreditation, December 2015 ⓘ

Biennial Narrative Report to the ALA Committee on Accreditation, February 2018 ⓘ

Cyclical Review (2015-2016) – Reports of surveys, focus groups, self-study, external evaluation, progress, and final assessment

ÉSIS Statistical Reports – Annual statistical reports submitted to ALISE and the COA

ÉSIS Survey Reports

ÉSIS Accreditation Working Committee – Terms of reference and membership

ÉSIS Accreditation Document Development Committee – Terms of reference and membership

Research

Research Grants Awarded to ÉSIS Faculty Members (2014-2021)

Student Research Assistants (2014-2021)

Academic Service

ÉSIS Faculty Academic Service Duties

Interdepartmental Relations

Relations with the E-Business Technologies Program

Relations with the Institute for Science, Society and Policy

Community Engagement

Awards and Honours Won by ÉSIS Students (2014-2021)

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This final chapter of the* Self-Study *presents an overview of ÉSIS, outlining its principal character and presenting some of the unique features of our school and program and the context in which they operate. That overview is followed by a discussion of the school's strengths, limitations, challenges,

and plans and priorities for the coming years. The chapter concludes with a concise synopsis of the evidence that has been presented in the* Self-Study *to demonstrate our program's compliance with the accreditation standards.

Overview of ÉSIS

The School of Information Studies (ÉSIS) was established in 2009, following approval by the Ontario Council on Graduate Studies and the University of Ottawa Senate for the creation of a Master of Information Studies (MIS) program and a Graduate Diploma in Information Studies (GDIS). That same year, ÉSIS completed the hiring of its first professors and welcomed its initial cohort of students. Since that time, we have continued to work closely with our community, remaining responsive to their needs as we carry out our mandate to serve Canada's bilingual and bicultural information market, with a particular focus on the requirements of the National Capital Region (NCR).

Offering North America's only bicultural and bilingual (English and French) Master of Information Studies program, the school's mission and values are aligned with the University of Ottawa's strategic goals and core aspirations, including the promotion of bilingualism and a culture of engagement within a transformative learning environment.

ÉSIS currently has five full-time bilingual faculty members and these are complemented by additional cross-appointed, adjunct, and part-time professors. Together, these professors cover a wide range of specializations that cut across the information professions, and their diverse research areas bring breadth and depth to the school and program.

Over the past seven years, annual enrolment in our MIS program has averaged 46 students (full-time and part-time). As of June 2021, a total of 196 students had graduated from the program since its inception in 2009.

More than eighty percent of our graduates have obtained professional employment in the information professions within six months of completing their degree. While many of our graduates have found employment in the bilingual NCR and other bilingual regions in northern and eastern Ontario, a number have relocated to other parts of the country (e.g., Montreal, New Brunswick, Alberta) to serve bilingual populations elsewhere.

As part of our ongoing monitoring of our market, which includes activities such as surveying alumni, conducting focus groups with students, involving employers in strategic planning sessions, and consulting with advisory committees, we are committed to ensuring the continued relevancy of our program.

A Small, Constituency-engaged Program

The MIS program at ÉSIS is a coherent and student-focused program which, as stated in our mission, "fosters a learning environment that prepares information professionals in the 21st century to assume leadership and research roles for the benefit of citizens in Canada's bilingual and multi-cultural knowledge-based economy and information society."

Along with our constituents, we recognize that the small size of ÉSIS is one of its inherent strengths, facilitating close ties with the local professional community, fostering a collegial atmosphere among

colleagues, and providing a welcoming and dynamic academic environment for our students. We identify our small size as a positive defining attribute that creates an inclusive atmosphere in which all members of the ÉSIS community are supported and can thrive. We enjoy and promote a "flat" organizational structure where faculty of all types, along with staff, are equally valued for their contributions. In addition, in a way that is often not possible in larger programs, we operate on a personal level, offering guidance and counselling that emphasizes our students' preparation for the profession and that sustains and values relationships with our students after they graduate. We are fully committed to providing a rich, inspiring student experience that fosters optimal student success.

We are shaped not only by our small size, but also by our geographic location. Being in Canada's National Capital Region, we are afforded opportunities not easily available to other programs. A truly bilingual and bicultural region, the NCR offers opportunities for employment that include, but also go beyond more conventional posts in the profession. Several of our graduates are now employed in areas such as information policy development and analysis, information program planning and evaluation, research analysis, and data analysis.

Finally, we are embedded in the regional community of practice, where we deliberately cultivate working ties with the field. Local professionals, employers, and alumni are actively involved with ÉSIS as adjunct and part-time professors, guest lecturers, CO-OP and experiential learning work placement supervisors, and members of advisory committees. Local library and information professionals also attend ÉSIS research seminars, lectures, receptions, and other school events. Similarly, ÉSIS faculty members have a strong presence at regional events in the library and information community and participate in the diverse association networks found in the region. These strong relationships yield many benefits, including ongoing opportunities to engage our constituents in productive and ongoing conversations about ÉSIS and its MIS program.

A Bilingual, Bicultural Program

One of the distinguishing features of the NCR is its bilingual and bicultural nature. Straddling the border of English-speaking Ontario and French-speaking Quebec, the NCR and its myriad institutions must serve the needs of over one million residents, who regularly seek information services in both of Canada's official languages. In the information professions, this means much more than being able to speak both English and French; it requires an understanding of the two cultures, and of their development and traditions with regard to information seeking and management. It also requires an ability to be able to "translate"—not only linguistically, but also conceptually—between these two cultures, traditions, and political ideologies in order to identify and implement appropriate information solutions.

During the early part of the new millennium, it became increasingly clear to the community of library and information professionals that the rather unique and very specialized information needs of the NCR could best be served by a group of information professionals who had been specially prepared to understand and to operate in a bilingual and bicultural environment. What's more, a potential bilingual MIS program was also in line with the University of Ottawa's longstanding mandate to play a leadership role in promoting Canada's official languages. In other words, interest and support was strong—both within the university and in the NCR's wider community of library and information professionals. As a result, we are proud that ÉSIS now offers a bilingual (English and French) MIS program—the only program of its kind in North America.

While our graduates are particularly suited to the needs of the NCR, we would like to emphasize that there are also many opportunities for them outside the region, both in bilingual and unilingual environments. We have graduates who have been hired to serve bilingual populations in the northern and eastern regions of Ontario as well as in other regions of Canada, such as in the officially bilingual province of New Brunswick (which has no graduate-level information studies programs), on the francophone campus of the University of Alberta, and in the bilingual city of Montreal.

A Distinctive Employment Market

The NCR, which includes both Ottawa (Ontario) and Gatineau (Québec), is home to a diverse range of library and information-related employers. It boasts an impressive number of national cultural institutions, including galleries, museums, a performing arts centre, and the national library and archives. The two cities operate hospital systems with a large health libraries network, as well as two urban public library services together providing forty-two branch libraries throughout the region. In addition to the University of Ottawa, the NCR is also home to eight other post-secondary educational institutions. There is also a significant information technology and information management consulting industry in the private sector, including both locally-based firms and multi-national firms with regional offices here.

Another attractive and distinctive feature of the employment market is that the NCR is the seat of Canada's federal government, which means that it also offers job opportunities that might not be easily found in other locations. The presence of the bilingual federal government provides information professionals in our region with opportunities to expand into areas such as policy, research analysis, program evaluation, think tanks, etc. The presence of such opportunities in our region means that our graduates require a flexible skill set that can be applied beyond a traditional library setting and accounts for the greater emphasis on information management, information policy, and information technologies in our MIS program than would normally be found in a program of this size. We see potential for our graduates to become "embedded" library and information professionals in new and emerging organizational practices and communities that extend beyond the traditional and visible library and information occupational sectors.

Together, the institutions of the federal government, the universities and colleges, the libraries and archives, the cultural institutions and the private sector in the NCR serve as a diverse employment market for our graduates. As already noted, more than eighty percent of our graduates have obtained professional employment in the information professions within six months of completing their degree.

Our Strengths

The key strengths that distinguish our school are:

- its bilingual character
- the flexibility of the curriculum
- its CO-OP and experiential learning components
- the range of expertise and the accessibility of our faculty
- its strong ties with the professional community
- the quality of our graduates

Bilingualism

Students, employers, and faculty all recognize the unique strength of the school's bilingual and bicultural character, both in the way the interchange between the two languages and cultures enriches the overall student experience, and in the advantages it provides with respect to employment. The MIS program offered by ÉSIS is the only bilingual (French-English) master's program in information studies in North America. It was designed specifically to meet the needs of students preparing for professional careers in a bilingual environment, and to serve the community that provides library and information services in both of Canada's official languages, in the NCR and beyond.

Curriculum

Our curriculum is focused on providing our students with a flexible skill set that can be applied across a wide range of sectors within the information professions. The core curriculum is designed to provide students in the program with a solid base of knowledge in the concepts, theories, principles, and methods that underpin practice across the field. Complementing that core is a carefully thought-out range of elective courses from which students can construct programs of study that focus on their own areas of interest within the field and the particular competencies that fit best with their career plans. Special topics courses, a directed readings course, experiential learning, and courses in cognate disciplines offered by other programs all provide our students additional opportunities to individualize their program of study.

CO-OP and Experiential Learning

The CO-OP and experiential learning components of the MIS program are highly valued by students for the opportunities they provide to apply the knowledge and skills gained in the classroom, to work with and learn from professionals in the field, and to begin establishing the networks of professional relationships that will assist them in pursuing their careers.

Faculty Expertise and Accessibility

Students appreciate the range of expertise that exists within the school's teaching faculty—among regular, cross-appointed, and adjunct professors, as well as sessional and guest lecturers—and the way in which their various areas of expertise complement one another. They also appreciate the opportunities they have to engage with members of the faculty, benefitting not only from the relatively small size of classes but also through the counselling that is provided by faculty advisors and thesis supervisors, and the opportunities that they have to work with faculty members as research assistants.

Ties with the Community

Students, faculty, and employers all recognize the benefits gained through the strong ties that exist and are nurtured between the school and the professional community, particularly the community within the NCR. The MIS program is richer for the advice and feedback it receives from the school's External Advisory Committee, the Curriculum Advisory Committee, and those who participate in various ad hoc planning and evaluation initiatives. The relationship between the school and employers participating in the CO-OP and experiential learning components of the program benefits both students and employers, not only in the immediate context of work assignments but with respect to longer term employment

prospects as well. The school's alumni also share their work experiences with current students and offer advice on potential career paths.

Quality of our Graduates

The success of our students in gaining professional employment after graduating from the MIS program, in participating in the professional community, and in advancing their careers attests to the quality of the program. Employment rates among recent graduates are impressively high, and employers are quick to recognize the quality of the graduates they hire and are eager to draw on future pools of students graduating from the program.

Our Limitations and Challenges

The features that distinguish our school and the strengths of our program are not without their limitations and challenges. In some respects, our limitations and challenges are directly related to those features that give the program its strength—they represent, in effect, the other side of the coin. The most significant of those limitations and challenges are highlighted in the sections that follow.

Bilingualism

While being bilingual is a great asset for our graduates, requiring language competency in both English and French represents a limiting factor for ÉSIS when it comes to recruiting both students and faculty. Since both must arrive at the school with an active level of bilingualism, the selection pool from which we can draw potential students and professors is more limited than it is for programs that operate unilingually. As a result, our school and program will likely always remain smaller as compared to others in the family of ALA-accredited programs.

Nonetheless, for those students and faculty members committed to improving their second-language skills, the University of Ottawa has exceptional support structures in place such as the Institute for Official Languages and Bilingualism, which offers language courses, tutoring, editing and other services.

Student enrolment

The lack of an undergraduate program in information studies means that there is no natural "feeder" program from which we can recruit students. To compensate, we work hard at strengthening relationships with programs in other departments in the university such as Communication, Translation, and Management, and with the interdisciplinary undergraduate minor in Digital Humanities.

With an average enrolment over the past seven years of only about forty-six students, the school is limited in the number of courses it can offer, and sometimes has to cancel courses because the number of students registering for the course is fewer than the minimum of six.

The school is currently reviewing all aspects of the program that have the potential to significantly increase the rate of enrolment (recruitment strategies, admission criteria, program requirements, course offerings, program delivery options, student financial aid, etc.), and will assess the costs of any proposals put forward for consideration relative to the potential gains to be made in enrolment.

Resources

The school's MIS program was one of only six ALA-accredited programs reporting total income and expenditures of less than $1 million for 2018-2019 (the most recent year for which the data from the annual ALISE statistical survey has been published). With a total of only five full-time faculty positions, the school is among the five smallest of the sixty programs accredited by ALA. The resources allocated to the administration of the school's programs currently total about 1.2 FTE, including approximately 80% of the director's time, 5% of the time of an administrative officer and a secretary shared with the Department of Communication, and about 30% of an academic officer's time shared with other graduate programs in the Faculty of Arts.

With only five full-time faculty members and limited resources to engage part-time faculty, we are limited in the number of courses we can offer each year and find it increasingly challenging to ensure that we offer all the electives in our catalogue at least once in every two-year cycle. Maintaining a reasonable balance between English and French course offerings adds another dimension to that challenge.

With so few resources allocated to the administration of the school's programs, there is little opportunity within the school to benefit from economies of scale with respect to administrative and financial matters, leaving us more reliant on the Faculty and the university than larger schools would be.

Funding from the Faculty of Arts to hire a part-time accreditation coordinator for the period from May 2019 through August 2020 helped to alleviate the added administrative burden associated with the accreditation process. Since September 2020, the accreditation coordinator has continued on an occasional basis to assist with the updating of the self-study and sources of evidence.

Leadership

Following the initial accreditation of our MIS program in 2014, the director's position was filled by a succession of interim appointments—six one-year appointments in all, filled by four different members of the university's faculty, only one of whom is a member of the school's regular full-time faculty.

In July 2020 one of the school's original faculty members was appointed to the director's position for a three-year term.

Meeting the various other challenges facing the school has been particularly difficult when the leadership of the school has changed so frequently over those six years. That has been further exacerbated by the fact that the level of administrative support for the program remains minimal at best.

Our Plans and Priorities

The program goals established for the 2018/19–2021/22 planning period are:

- to increase student enrolment in the MIS and GDIM programs
- to enrich the student experience through refinement of the curriculum
- to maintain the MIS program's accreditation status
- to maintain the MIS program's post-degree employment rate

The review of progress made on the goals and objectives that had been established for the previous four-year planning cycle, the assessment of current challenges, and the program goals for the 2018/19–2021/22 planning period form the basis for setting the school's current priorities. For the purposes of program planning, ÉSIS identifies its priorities under five key areas of focus:

- curriculum and the student experience
- research development
- resources and leadership
- community engagement
- marketing and visibility

The priorities identified under each of those key areas for the 2018/19–2021/22 planning period are as follows:

Curriculum and the student experience

Program changes:

- implement the new Graduate Diploma in Information Management
- modify the MIS program requirements to address changes required in CO-OP option
- orient students to subject "tracks" within the MIS program
- experiment with and evaluate hybrid courses
- review the results of the special alumni survey with the Curriculum Advisory Committee

Improving second-language skills:

- explore with ILOB options for supporting ISI professors teaching in their second language
- promote ILOB FSL and ESL courses available to ÉSIS students
- explore the potential for offering a first-semester core course as a bilingual course

Digital Humanities:

- participate in the Digital Humanities minor and open selected ISI courses to fourth-year DH students
- incorporate project-based components into courses related to digital culture and curation

Digital Transformation and Innovation

- offer relevant ISI elective courses to students in Telfer's new Master of Digital Transformation and Innovation program

Research development

Promoting the faculty's research expertise:

- add a research page to the ÉSIS website
- expand research partnerships and networks

Resources and leadership

- increase the level of administrative support for the ongoing work involved in maintaining the program's accreditation
- advocate for a three-year appointment to the director's position

Community engagement

Partners in the National Capital Region:

- continue to work with employers in the NCR to strengthen the Information Studies CO-OP program and experiential learning opportunities
- continue participation in the Public Servant in Residence Program

Nurture formal partnerships within the NCR Alumni:

- promote increased involvement by alumni in the ongoing development of the program
- conduct a focus group and survey of alumni on career progression

Marketing and visibility

Student recruitment:

- strengthen the capacity of the school to develop and implement a strategic marketing plan
- formalize ÉSIS links with the Digital Humanities program
- identify and promote international MIS exchange programs

Promotion:

- promote the school's programs with the External Advisory Committee and employers participating in CO-OP and experiential learning
- review and update the ÉSIS website to serve as a more effective marketing and recruitment tool

The priorities identified above will be continuously reviewed, revised, and augmented as necessary, and progress made in achieving the school's program goals and objectives will be periodically assessed over the course of the four-year planning period as the planning process focuses in greater depth on teaching and learning, research, and community engagement, in turn.

Synopsis of Sources of Evidence

This *Self-Study* has addressed compliance of our Master of Information Studies program with ALA's *Standards for Accreditation of Master's Programs in Library and Information Studies* (2015). It has provided a basis for understanding the context and environment in which the program operates, offered a comprehensive overview of the school and the program, highlighted the numerous planning and assessment processes that are in place for the ongoing development and improvement of the program, and outlined our plans for moving forward in an evolving academic and professional environment.

The analytical narratives presented in the five main chapters of the *Self-Study* have been supported throughout by relevant sources of evidence that can either be accessed directly through the University of Ottawa's website, or are retained in the school's electronic document repository, or will be made available to the External Review Panel during the virtual site visit. All the sources of evidence retained in the school's electronic document repository are being made available to the External Review Panel both through direct online links and as PDF files that will be provided as appendices to the *Self-Study*.

There are a number of key sources of evidence posted on the school's website that are relevant to all five accreditation standards. Those sources include:

The school's mission and vision statements.

Documents relating to program planning and assessment—our program planning framework, our program objectives, the program presentation that was submitted for the initial accreditation of our MIS program, as well as biennial and special reports submitted as part of the continuing accreditation process, our report on program performance and student achievement, and our current goals and priorities.

Our annual reports.

Records retained in our electronic document repository that are also relevant to all five accreditation standards include:

The school's governance structure—our by-laws and the terms of reference, membership, and records of meetings of the standing committees responsible for decision making.

The records of our advisory committees—terms of reference, membership, and records of meetings.

Documents relating to our long-range planning activities—records of planning sessions, workshops, reviews of priorities and plans.

Documents relating to the cyclical review of our program conducted in 2015-2016—reports of surveys, focus groups, the self-assessment, external evaluation, progress, and final assessment.

The statistical reports and survey results that are used for purposes of program evaluation and assessment.

Key sources of evidence relating more specifically to each of the five standards are highlighted in the following sections.

Systematic Planning

The key sources of evidence demonstrating compliance with the standard on systematic planning are those noted above that pertain to program planning and assessment and are posted on the school's website. In particular, our program planning framework, our program objectives, our report on program performance and student achievement, and our current goals and priorities.

In addition, the records in our electronic document repository noted above that relate to our long-range planning activities and the cyclical review conducted in 2015-2016 are key sources of evidence for the standard on systematic planning. Among those records the self-study conducted as part of the cyclical review and the review of the priorities and implementation plans that was conducted in December 2018 are particularly germane.

Collectively, those sources serve as evidence of the degree to which the school is achieving its mission, goals and objectives. They demonstrate that our planning and assessment processes are well defined and are carried out on a continuing basis. They document the involvement of our constituents in those processes, and the mechanisms we use to keep our stakeholders up to date on the status of program initiatives, on issues under discussion, and on the areas of focus that are being given priority attention. And they provide consistent and transparent measures of our performance in relation to our program goals and objectives.

Curriculum

Key sources of evidence accessible via the school's website that demonstrate compliance specifically with the standard on curriculum are the program objectives (student learning outcomes) for the MIS program and information on the program and admission requirements and course descriptions. As noted above, also available on the website is our report on program performance and student achievement, incorporating data on grade averages, employer ratings of students on CO-OP work placements, and successful completion rates for experiential learning, theses, and capstone experiences, as well as retention and completion rates for the program as a whole, and post-degree employment rates.

Key documents relating to curriculum held in the school's electronic document repository include mappings of our curriculum to the scope and orientation of an MIS curriculum as set out in the accreditation standard, as well as to ALA's core competences of librarianship and to our own student learning outcomes.

Records in the school's electronic document repository also provide details on the curriculum including tables showing courses offered in the past six years, course outlines for those course offerings, and listings of the special topics courses offered and the directed readings courses, courses in cognate disciplines, and experiential learning activities taken by our students since 2014.

Records in the school's electronic document repository also include aggregate results of student course evaluations and responses to surveys of our students and graduates. The data collected from those sources as well as from other mechanisms used for the ongoing evaluation of the curriculum are compiled in our report on assessment of student learning outcomes.

Records documenting our periodic review of the curriculum also retained in our electronic document repository include a summary report on curriculum review activities conducted between 2014 and 2016 as well as detailed reports on the survey and focus groups that were conducted as part of the cyclical review in the latter part of that same period. Records of the issues discussed with our Curriculum Advisory Committee provide an additional perspective on curriculum development.

Major changes made to the curriculum in response to successive reviews are documented in modification requests submitted for approval by the university senate in 2013, 2017, and 2019 that are also included in the school's electronic document repository.

Priorities for future improvements and enhancements to the curriculum are identified in our program goals and priorities posted on the school's website.

Taken together, those sources provide evidence that the ongoing development of our curriculum is guided by a well-defined set of learning outcomes designed to give our students a solid footing to embark on productive and meaningful careers in the profession. They also demonstrate that our curriculum offers students a range of program options and pathways through which they can construct programs of study that focus on their own areas of interest within the field and the particular competencies that fit best with their career plans. They document the mechanisms we use for ongoing evaluation of the curriculum and the involvement of our stakeholders in curriculum evaluation and development. And they provide evidence of continuous improvement of our curriculum.

Faculty

Key sources of evidence demonstrating compliance with the accreditation standard on faculty are the curricula vitae of our full-time, cross-appointed, and adjunct professors, current copies of which are retained in the school's electronic document repository.

Compilations of information extracted from those CVs document the collective productivity of our full-time, cross-appointed, and adjunct faculty members with respect to teaching, development of special topic courses, supervision of theses, publication, conference presentations, peer review, participation in scholarly and professional associations, conference planning and organization, and academic service. Those compilations are also retained in the school's electronic document repository.

Additional compilations of information extracted in part from faculty CVs and retained in the school's electronic document repository record dates of appointment, tenure, and promotion for current full-time faculty, research grants awarded to full-time, cross-appointed, and adjunct faculty members, as well as other awards and honours they have received.

The collective agreement with the Association of Professors of the University of Ottawa, and the university's policies on diversity and inclusion can be accessed directly online on the association and university websites.

Faculty of Arts guidelines for tenure and promotion, and the criteria and reporting form for the annual performance evaluation are retained in the school's electronic document repository. Aggregate results of student course evaluations of professors are also retained.

Information on the services and resources available to faculty members through the university's Teaching and Learning Support Service, Research Management Services, and Centre for Academic Leadership as well as information on the funding opportunities available from the Faculty of Arts can be accessed directly online on the university's website.

First and foremost, those sources attest to the qualifications and accomplishments of our faculty with respect to teaching, research, and service. They also provide evidence of the policies and procedures that are followed with respect to appointments, tenure, and promotion, and of the mechanisms that are in place for evaluating the performance of individual faculty members. The support available to encourage innovation and productivity in teaching, research, and service among University of Ottawa faculty is evident in the services and resources offered by the Teaching and Learning Support Service, Research Management Services, and the Centre for Academic Leadership, as well in the sources of funding available from the Faculty of Arts for research and travel.

Students

University of Ottawa academic regulations are key sources of evidence demonstrating compliance with the accreditation standard on students. The regulations on admission to graduate programs, graduate program requirements, bilingualism, examinations and grading for graduate studies, theses, and time limits for completion of graduate degrees are all accessible on the university's website.

The university's website is also the primary source of information on services and resources available to students to assist them in their studies and in their experience of life on campus more generally—the Student Academic Success Service, the Official Languages and Bilingualism Institute, Indigenous Resource Centre, the International Mentoring Centre, the Career Development Centre, and awards and financial support available to students in graduate studies.

The Graduate Students Association (GSAÉD) website is an additional source of information on services and resources available to graduate students—resources related to student mental health, equity and inclusion, scholarships and financial aid.

On the ÉSIS website there are links to scholarships and bursaries available to students in our program, as well as to our student handbook, which serves as a quick reference source on the whole range of services and resources available on campus, financial support, and essential information on university regulations. The school's website also has a link to the website of the Association des étudiants en sciences de l'information | Information Studies Student Association (AÉSISSA).

The ÉSIS website is also the source of information for our students on admission, program requirements, options, and courses for our Master of Information Studies program, and on financial aid and awards available to our students.

The school's electronic document repository contains records of the orientation sessions held each year for new students in the program and the terms of reference for faculty advisors.

Student participation in shaping the program and the overall learning experience is evidenced in the school's by-laws and in the terms of reference and records of meetings of the ÉSIS Departmental Assembly, in the constitution and by-laws of the student association, AÉSISSA, and in the procedures that are in place for student course evaluations. Listings of student research assistants, student research publications and conference presentations, their participation in professional organizations , and the awards and honours they have received all provide evidence of student involvement and accomplishment beyond the classroom. Those records and listings are all retained in the school's electronic document repository.

The processes and mechanisms used for the evaluation of student achievement—including the evaluation of CO-OP and experiential learning placements, capstone experiences, and theses— are documented through records in the school's electronic document repository, as is the composite report on the assessment of student learning outcomes. Feedback from students through student course evaluations, surveys, and focus groups is also captured in records retained in the repository.

Finally, our report on Program Performance and Student Achievement, published on the ÉSIS website, serves as an overall gauge of student achievement in the classroom, in the community, and in the job market.

Collectively, the sources referenced above serve as evidence that the regulations and administrative procedures under which our MIS program operates, the services and resources available to students through the university and their student organizations, the opportunities for students to be involved in the shaping of our program and the overall student experience and to participate in research and professional activities outside the classroom are all consistent with the criteria set by the accreditation standard on students. They also demonstrate the scope of our processes and mechanisms for the evaluation of student achievement and provide evidence of student success both academically and more broadly in the professional community.

Administration, Finances and Resources Support

Key sources of evidence demonstrating compliance with the accreditation standard on administration, finances, and resources include the position descriptions for the school's director and administrative staff; the by-laws setting out the governance structure under which the school operates; the terms of

reference and records of meetings of the committees that have decision-making responsibilities for the program; the by-laws of the school's student association, AÉSISSA; the school's year-end budget reports; and the collective agreements that establish compensation levels and provisions for academic and professional leave for the university's faculty, support staff; and student teaching and research assistants. All of those records are retained in the school's electronic document repository.

The Faculty of Arts By-Laws, the terms of reference for the Council on Graduate Studies, and the terms of reference for the GSAÉD Council provide the framework for representation by the school's faculty, staff, and students on the councils and committees involved in decision-making processes within the wider university community. Those documents are accessible on the university and student association websites.

Participation by ÉSIS faculty, staff, and students in various councils and committees within the school, the Faculty of Arts, and the university is documented in the records of the school's administrative committees and of the annual assignment of academic service duties retained in the school's electronic document repository.

Sources of funding for research, travel, and leave available through the Faculty of Arts and the Office of Strategic Development Initiatives and sources of financial aid and awards for students in our program are accessible on the university's website.

Resources and services available to faculty, staff, and students through the University of Ottawa Library, Information Technology, the Teaching and Learning Support Service (TLSS), and the Student Academic Success Service are documented and can be accessed through the university website. Accessibility to buildings on campus for persons with disabilities is laid out in the Campus Accessibility Map.

Those sources serve as evidence that the governance and administrative structures of the university, the Faculty of Arts, and the school provide for representation by our faculty, staff, and students at all levels of decision-making. They document the scope of responsibility and qualifications of the school's director and administrative staff, the provisions that are in place for their compensation and for the funding of research, travel, and leave. They also provide information on the wide range of resources and services that are available to our faculty, staff, and students as part of the university's physical, technical, and service infrastructure.

Appendix A

Master Listing of Sources of Evidence

Sources marked with an ⓘ are publicly available on websites maintained by the University of Ottawa and related organizations.

Sources marked with an asterisk (*) will be available during the virtual site visit only.

All other sources are retained in the school's electronic document repository. Hyperlinks for file folders (🗁) link directly to the folders in the repository.

🗁 Academic Service

🗁 ÉSIS, Faculty of Arts, FGPS, and University Committees

Academic Service Duties 2014-2016 (revised April 2014)
Academic Service Duties 2014-2016 (revised April 2015)
Academic Service Duties 2016-2017 (September 2016)
Academic Service Duties 2017-2018
Academic Service Duties 2018-2019
Academic Service Duties 2019-2020
Academic Service Duties 2020-2021

🗁 Administrative Personnel

🗁 Collective Agreement

Support Staff University of Ottawa – Collective Agreement (2016-2019) ⓘ
Support Staff University of Ottawa – Collective Agreement (2016-2019)
Support Staff University of Ottawa – Website ⓘ

🗁 ÉSIS Academic Officer

ÉSIS Academic Officer – Responsibilities

🗁 ÉSIS Accreditation Coordinator

ÉSIS Accreditation Coordinator – Responsibilities

🗁 ÉSIS Administrative Officer

ÉSIS Administrative Officer – Responsibilities

🗁 ÉSIS Director

ÉSIS Director – Responsibilities
Dr. Kenneth-Roy Bonin (Director 2008-2010) – CV
Dr. Lynne Bowker (Director 2010-2014) – CV
Dr. Daniel Paré (Interim Director 2014-2015) – CV
Dr. Sylvie Grosjean (Interim Director 2015-2016) – CV
Dr. Mary Cavanagh (Interim Director 2016-2017) – CV
Hélène Carrier (Interim Director 2017-2020) – CV

Dr. Mary Cavanagh (Director 2020-2023) – CV

- ÉSIS Secretary
  - ÉSIS Secretary – Responsibilities
- Faculty of Arts Administrative Support
  - Faculty of Arts Administrative Support Structure

Advisory Committees

- ÉSIS Accreditation Advisory Committee
  - Meetings
    - 2019-08-28
      - Accreditation Advisory Committee Meeting (2019-08-28) – Agenda
      - ÉSIS Accreditation Advisory Committee - Membership 2019-2021
      - ÉSIS Accreditation Advisory Committee - Terms of Reference
      - Plan for the Self-Study (draft 2019-08-21)
    - 2020-04-23
      - ÉSIS Accreditation Advisory Committee Meeting (2020-04-23) – Agenda
      - ÉSIS Self-Study (Draft 2020-04-08)
      - ÉSIS Self-Study-Synthesis and Overview (2020-04-22)
    - 2021-05-03
      - ÉSIS Accreditation Advisory Committee Meeting (2021-05-03) – Agenda
      - ÉSIS Self-Study (Draft 2021-03-31)
  - Terms of Reference & Membership
    - ÉSIS Accreditation Advisory Committee – Terms of Reference
    - ÉSIS Accreditation Advisory Committee – Membership – 2019-2020
    - ÉSIS Accreditation Advisory Committee – Membership – 2020-2021
- ÉSIS Curriculum Advisory Committee
  - Meetings
    - 2015-11-02
      - ÉSIS Curriculum Advisory Committee Meeting (2015-11-02) - Notes
    - 2019-07-29
      - ÉSIS Curriculum Advisory Committee Meeting (2019-07-29) – Minutes
      - Assessment of Student Learning Outcomes (2012-2017)
      - Competencies of the Federal Government Information Management Community
      - Data Strategy Roadmap for the Federal Public Service
      - Digital Operations Strategic Plan 2018-2022
      - Digital Operations Strategic Plan 2018-2022
      - ÉSIS Curriculum Mapped to ALA Accreditation Standard (2015)
      - ÉSIS Program Objectives-Student Learning Outcomes
      - ÉSIS Summary of Student Achievement (2013-2018)
      - Government of Canada Digital Standards
      - Interdisciplinary Data Team (IDT) and Essential Qualification
      - Key Leadership Competency Profile
    - 2020-02-07
      - Competencies for CARL-ABRC Librarians

ÉSIS Curriculum Advisory Committee Meeting (2020-02-07) – Agenda
ÉSIS Curriculum Advisory Committee Meeting (2019-07-29) – Minutes
ÉSIS Curriculum Advisory Committee Meeting (2020-02-07) – Minutes
ESIS Alumni Special Survey (2019) – Analysis

- Terms of Reference & Membership
  - ÉSIS Curriculum Advisory Committee – Terms of Reference
  - ÉSIS Curriculum Advisory Committee - Membership (2015-2016)
  - ÉSIS Curriculum Advisory Committee - Membership (2019-2020)
- ÉSIS External Advisory Committee
  - Meetings
    - 2015-10-29
      - ÉSIS External Advisory Committee Meeting (2015-10-29) – Agenda
      - ÉSIS External Advisory Committee Meeting (2015-10-29) - Presentation
    - 2016-11-24
      - ÉSIS External Advisory Committee Meeting (2016-11-24) – Agenda
      - ÉSIS External Advisory Committee Meeting (2016-11-24) – Minutes
      - ÉSIS External Advisory Committee Meeting (2016-11-24) - Presentation
    - 2017-12-07
      - ÉSIS External Advisory Committee Meeting (2017-12-07) – Agenda
      - ÉSIS External Advisory Committee Meeting (2017-12-07) – Minutes
      - ÉSIS External Advisory Committee Meeting (2017-12-07) - Brief update
      - ÉSIS External Advisory Committee Meeting (2017-12-07) - Presentation
    - 2018-09-21
      - ÉSIS External Advisory Committee Meeting (2018-09-21) – Agenda
      - ÉSIS External Advisory Committee Meeting (2018-09-21) – Presentation
    - 2020-04-29
      - ÉSIS External Advisory Committee Meeting (2020-04-29) – Agenda
      - ÉSIS Self-Study (Draft 2020-04-08)
    - 2021-04-20
      - ÉSIS External Advisory Committee Meeting (2021-04-20) – Agenda
  - Terms of Reference & Membership
    - ÉSIS External Advisory Committee – Terms of Reference
    - ÉSIS External Advisory Committee – Membership (2018-2019)
    - ÉSIS External Advisory Committee – Membership (2020)
    - ÉSIS External Advisory Committee – Membership (2021-)

Communications and Marketing

- ÉSIS Annual Reports
  - ÉSIS Annual Reports ⓘ
  - ÉSIS Annual Report 2013-2014
  - ÉSIS Annual Report 2014-2015
  - ÉSIS Annual Report 2015-2016
  - ÉSIS Annual Report 2016-2017
  - ÉSIS Annual Report 2017-2018

ÉSIS Annual Report 2018-2019
ÉSIS Annual Report 2019-2020
ÉSIS Annual Report 2020-2021

- ÉSIS Website
  - ALA Accreditation

    ALA Accreditation ⓘ

    ÉSIS Program Planning Framework
    ÉSIS Program Objectives: Student Learning Outcomes
    ÉSIS Program Presentation (2013)
    Special Report to the COA (March 2015)
    Special Report to the COA (October 2015)
    Biennial Narrative Report (2015)
    Biennial Narrative Report (2018)
    Program Performance and Student Achievement (2015-2020)
    ÉSIS Program Goals and Priorities 2018/19–2021/22
  - Master of Information Studies Program

    Master of Information Studies - 2020-2021 Catalogue
  - Mission

    ÉSIS Mission and Vision Statements

Community Engagement

- Awards and Honours

  Awards and Honours Won by ÉSIS Faculty Members
  Awards and Honours Won by ÉSIS Students
- Conference Planning and Organization

  Conference Planning and Organization by ESIS Faculty (2014-2021)
- ÉSIS Research Conversations

  [Speaker bios and abstracts of presentations]
- Information Crossroads

  [Speaker bios and abstracts of presentations]
- Professional and Scholarly Associations

  Professional Activities (2014-2021) – Full-time Professors
  Professional Activities (2014-2021) – Cross-appointed Professors
  Professional Activities (2014-2021) – Adjunct and Part-time Professors
- Student Participation in Activities of the Profession

  Student Participation in Professional Organizations (2014-2020)

Faculty

- Adjunct and Part-time Professors

  William Curran – CV
  Dr. Tom Delsey – CV
  Dr. Pierre Desrochers – CV
  Craig Eby – CV
  Dr. Alexandre Fortier – CV

Dr. Amy Tector – CV
Dr. Jada Watson – CV

- Appointments, Tenure, and Promotion
  - Full-time Faculty
    Report on Faculty Appointments, Tenure, and Promotion
    Dr. André Vellino – Cross appointment (2013-2018)
    Dr. André Vellino – Cross appointment (2019-2024)
    Dr. Heather Morrison – Cross appointment (2015-2020)
    Dr. Heather Morrison – Cross appointment (2020-2025)
    Dr. Stefanie Haustein – Promotion and tenure (2021-05-01)
- Collective Agreements
  Association of Professors of the University of Ottawa – Collective Agreement ⓘ
  Association of Part-Time Professors of the University of Ottawa – Collective Agreement ⓘ
  Association of Professors of the University of Ottawa – Collective Agreement
  Association of Part-Time Professors of the University of Ottawa – Collective Agreement
  Association of Professors of the University of Ottawa – Website ⓘ
  Association of Part-Time Professors of the University of Ottawa – Website ⓘ
- Cross-appointed Professors
  Jane Bailey – CV
  Dr. Lynne Bowker – CV
  Dr. Michael Geist – CV
  Tony Horava – CV
  Dr. Daniel Paré – CV
  Dr. Theresa Scassa – CV
  Leslie Weir – CV
- Faculty Advisors
  Faculty Advisors – Terms of Reference
- Full-Time Faculty Position Postings
  Tenure-Track Faculty Position – Appointment for 1 July 2016
  Tenure-Track Faculty Position – Appointment for 1 July 2017
  Replacement Professor Position – Appointment for 1 July 2017
  Tenure-Track Faculty Position – Appointment for 1 July 2022
- Full-Time Faculty Position Proposals
  Recruitment Application - Hirings 2022-2023
- Full-time Professors
  Dr. Inge Alberts – CV
  Dr. Mary Cavanagh – CV
  Dr. Stefanie Haustein – CV
  Dr. Heather Morrison – CV
  Dr. André Vellino – CV
- Public Servant in Residence
  Dr. Amy Tector – CV
  Ross Gordon – CV
  Dr. Kerry Badgley – CV

Public Servant in Residence Workplan - Tector
Public Servant in Residence Workplan - Gordon
Public Servant in Residence Workplan - Badgley

- Governance
  - ÉSIS Governance
    - ÉSIS Admissions Committee
      - Terms of Reference & Membership
        - ÉSIS Admissions Committee – Terms of Reference
        - ÉSIS Admissions Committee – Membership (2014-2021)
    - ÉSIS Appointments Committee
      - Terms of Reference & Membership
        - ÉSIS Appointments Committee – Terms of Reference
    - ÉSIS Assembly of Regular Professors
      - Terms of Reference & Membership
        - ÉSIS Assembly of Regular Professors – Terms of Reference
    - By-Laws
      - ÉSIS By-Laws (2013)
      - ÉSIS By-Laws (revisions approved 2020-04-15)
      - ÉSIS By-Laws (amended and approved 2021-05-11)
    - ÉSIS Departmental Assembly
      - Meetings
        - 2013-09-19
          - ÉSIS Departmental Assembly Meeting (2013-09-19) – Agenda
          - ÉSIS Departmental Assembly Meeting (2013-09-19) – Minutes
          - Itinerary for ALA ERP Site Visit
          - Preparation for SWOT analysis
          - Royal Society of Canada Expert Panel
          - SWOT-Summary from Program Presentation
        - 2013-10-24
          - ÉSIS Departmental Assembly Meeting (2013-10-24) – Agenda
          - ÉSIS Departmental Assembly Meeting (2013-10-24) – Minutes
          - Brief to the Royal Society of Canada
          - CAIS 2015 Invitation
          - Collaborative Master's in Science, Society and Policy - Response form letter
          - ÉSIS State of the Department Report (Fall 2013)
          - Letter of Intent for Collaborative Master's in Science, Society and Policy
          - Ottawa Public Library Makerspace Advisory Group
          - Proposition de projet d'entente ou de partenariat
        - 2013-11-14
          - ÉSIS Departmental Assembly Meeting (2013-11-14) – Agenda
          - ÉSIS Departmental Assembly Meeting (2013-11-14) – Minutes
          - MIS Curriculum Transition Plan
          - Registrations as of 11 November 2013
        - 2013-12-12

ÉSIS Departmental Assembly Meeting (2013-12-12) – Agenda
ÉSIS Departmental Assembly Meeting (2013-12-12) – Minutes
Draft Course Offerings 2014-2015

2014-01-16
ÉSIS Departmental Assembly Meeting (2014-01-16) – Agenda
ÉSIS Departmental Assembly Meeting (2014-01-16) – Minutes
Carleton BIT-IRM Program
Communications Strategy for ESIS Accreditation
Discussion Document on Core Values

2014-02-06
ÉSIS Departmental Assembly Meeting (2014-02-06) – Agenda
ÉSIS Departmental Assembly Meeting (2014-02-06) – Minutes
Draft Timetable 2014-2015- (2014-02-02)
Evaluation of the Review Process
Media Release on ÉSIS Accreditation (Draft 2014-01-27)
Revised Curriculum Course Descriptions (2014-02-05)

2014-03-27
ÉSIS Departmental Assembly Meeting (2014-03-27) – Agenda
ÉSIS Departmental Assembly Meeting (2014-03-27) - Minutes (rev.)
ÉSIS Departmental Assembly Meeting (2014-03-27) – Minutes
Draft list of administrative duties for 2014-2015

2014-04-24
ÉSIS Departmental Assembly Meeting (2014-04-24) – Agenda
ÉSIS Departmental Assembly Meeting (2014-04-24) – Minutes
Academic Service Duties 2014-2016 (revised April 2014)
Draft list of administrative duties for 2014-2015

2014-08-29
ÉSIS Departmental Assembly Meeting (2014-08-29) – Agenda
ÉSIS Departmental Assembly Meeting (2014-08-29) – Minutes

2014-09-23
ÉSIS Departmental Assembly Meeting (2014-09-23) – Agenda
ÉSIS Departmental Assembly Meeting (2014-09-23) – Minutes
Case Problem-Course Outline (Winter 2015)
Case Problem Capstone-Evaluation Rubric (Winter-2015)
Sample Case Problem (Winter 2015)
Letter of Participation-SSP Collaborative Master's (2013-10-24)
SSP Collaborative Master's-Course Substitution
SSP Graduate Program Summary (July 2, 2014)

2014-10-21
ÉSIS Departmental Assembly Meeting (2014-10-21) – Agenda
ÉSIS Departmental Assembly Meeting (2014-10-21) – Minutes

2014-11-18
ÉSIS Departmental Assembly Meeting (2014-11-18) – Agenda
ÉSIS Departmental Assembly Meeting (2014-11-18) – Minutes

ÉSIS Courses 2015-2016 Tentative (11Nov14v4)

2014-12-09

ÉSIS Departmental Assembly Meeting (2014-12-09) – Agenda

ÉSIS Departmental Assembly Meeting (2014-12-09) – Minutes

ÉSIS Annual Report 2012-2013

ÉSIS Annual Report 2013-2014

2015-02-03

ÉSIS Departmental Assembly Meeting (2015-02-03) – Agenda

ÉSIS Departmental Assembly Meeting (2015-02-03) – Minutes

Third Draft Revised ALA Accreditation Standards

2015-03-17

ÉSIS Departmental Assembly Meeting (2015-03-17) – Agenda

ÉSIS Departmental Assembly Meeting (2015-03-17) – Minutes

2015-04-13

ÉSIS Departmental Assembly Meeting (2015-04-13) – Agenda

ÉSIS Departmental Assembly Meeting (2015-04-13) – Minutes

2015-05-20

ÉSIS Departmental Assembly Meeting (2015-05-20) – Agenda

ÉSIS Departmental Assembly Meeting (2015-05-20) – Minutes

Academic Service Duties 2014-2015-2016

CCIS-CCSI Presentation at the CARL May 2015 Meeting (PowerPoint)

Schedule for ÉSIS Departmental Meetings 2015-2016

2015-09-23

ÉSIS Departmental Assembly Meeting (2015-09-23) – Agenda

ÉSIS Departmental Assembly Meeting (2015-09-23) – Minutes

2015-10-14

ÉSIS Departmental Assembly Meeting (2015-10-14) – Agenda

ÉSIS Departmental Assembly Meeting (2015-10-14) - Minutes

2015-12-02

ÉSIS Departmental Assembly Meeting (2015-12-02) – Agenda

ÉSIS Departmental Assembly Meeting (2015-12-02) – Minutes

2016-01-13

ÉSIS Departmental Assembly Meeting (2016-01-13) – Agenda

ÉSIS Departmental Assembly Meeting (2016-01-13) – Minutes

2016-02-10

ÉSIS Departmental Assembly Meeting (2016-02-10) – Agenda

ÉSIS Departmental Assembly Meeting (2016-02-10) – Minutes

2016-03-09

ÉSIS Departmental Assembly Meeting (2016-03-09) – Agenda

ÉSIS Departmental Assembly Meeting (2016-03-09) – Minutes

2016-04-06

ÉSIS Departmental Assembly Meeting (2016-04-06) – Agenda

ÉSIS Departmental Assembly Meeting (2016-04-06) - Minutes

2016-09-14

ÉSIS Departmental Assembly Meeting (2016-09-14) – Agenda

ÉSIS Departmental Assembly Meeting (2016-09-14) – Minutes (revised)
Academic Service Duties (September 2016)
Dr. Amy Margaret Tector – CV (2016)
Faculty of Arts Research Clusters
Student Learning Outcome Assessment (2012-2016)
Tenure-Track Faculty Position (Draft Posting 2016-09-13)
Towards a Faculty of Arts Roadmap for Arts 2030

2016-10-12
ÉSIS Departmental Assembly Meeting (2016-10-12) – Agenda
ÉSIS Departmental Assembly Meeting (2016-10-12) – Minutes (revised)
Cyclical Review - On-site Itinerary 9-10nov2016
ÉSIS Director Posting (EN)
ÉSIS Director Posting (FR)
ÉSIS Exit Survey (Spring 2016)
Student Learning Outcome Assessment (2012-2016)

2016-11-02
ÉSIS Departmental Assembly Meeting (2016-11-02) – Agenda
ARMA Core Competencies (Level 2)
ARMA Core Competency Domains
Cyclical Review - Highlights of SWOCs
Exit Survey 2013-2016-Knowledge Base SLO
Student Learning Outcome Assessment (2012-2016)

2016-12-07
ÉSIS Departmental Assembly Meeting (2016-12-07) – Agenda
ÉSIS Departmental Assembly Meeting (2016-12-07) – Minutes
ARMA Core Competencies (Level 2)
ARMA Core Competency Domains
Combined Degree Program - Translation and Information Studies
ÉSIS Experiential Learning Guidelines
Information Policy Matrix
Information Practice Matrix
MIS Program Description

2017-02-08
ÉSIS Departmental Assembly Meeting (2017-02-08) – Agenda
ÉSIS Departmental Assembly Meeting (2017-02-08) – Minutes
Centre for Research on Knowledge Transfer-Proposal
Roadmap for Arts 2030 - Dean's presentation 2017-02-07
Roadmap for Arts 2030 - ESIS submission outline

2017-03-08
ÉSIS Departmental Assembly Meeting (2017-03-08) – Agenda
ÉSIS Departmental Assembly Meeting (2017-03-08) – Minutes
CV – Gabriel
CV – Jaafar
CV - Ngwe Ngwe

Departmental Response to External Reviewers' Report
ESIS 2017-2018 Timetable (Draft 2017-03-07)
ESIS bourses

- 2017-04-12
  - ÉSIS Departmental Assembly Meeting (2017-04-12) – Agenda
  - ÉSIS Departmental Assembly Meeting (2017-04-12) – Minutes
  - Research Institute on Memory Institutions
  - Schedule for ÉSIS Departmental Meetings 2017-2018
- 2017-06-07
  - ÉSIS Departmental Assembly Meeting (2017-06-07) – Agenda
  - ÉSIS Departmental Assembly Meeting (2017-06-07) – Minutes
  - Major Modifications - Graduate Diploma Information Studies (Draft 2017-05-25)
  - Mapping ARMA Core Competencies to ESIS Curriculum
  - Tector - Public Servant In Residence – Workplan
- 2017-09-13
  - ÉSIS Departmental Assembly Meeting (2017-09-13) – Agenda
  - ÉSIS Departmental Assembly Meeting (2017-09-13) – Minutes
  - ESIS Administrative Duties-2017-2018
  - ÉSIS Departmental Assembly - Members (2017-2018)
  - Major Modification-Graduate Program in Information Studies
  - Roadmap for Arts 2030-Memory institutions submission
- 2017-10-11
  - ÉSIS Departmental Assembly Meeting (2017-10-11) – Agenda
  - ÉSIS Departmental Assembly Meeting (2017-10-11) – Minutes
  - Departmental Response to External Reviewers' Report
  - Final Assessment Report
  - Major Modification-Graduate Program in Information Studies
- 2017-11-08
  - ÉSIS Departmental Assembly Meeting (2017-11-08) – Agenda
  - ÉSIS Departmental Assembly Meeting (2017-11-08) – Minutes
  - Assessment of Student Learning Outcomes 2012-2017
  - ÉSIS Exit Survey (Spring 2017)
  - ESIS Exit Survey (Spring 2017)-Open-ended responses
- 2018-01-10
  - ÉSIS Departmental Assembly Meeting (2018-01-10) – Agenda
  - ÉSIS Departmental Assembly Meeting (2018-01-10) – Minutes
  - ÉSIS External Advisory Committee Meeting (2017-12-07) - Minutes
- 2018-02-07
  - ÉSIS Departmental Assembly Meeting (2018-02-07) – Agenda
  - ÉSIS Departmental Assembly Meeting (2018-02-07) – Minutes
  - 2018 Narrative Report-Full draft
  - ESIS Course Offerings 2018-2019
- 2018-03-07
  - ÉSIS Departmental Assembly Meeting (2018-03-07) – Agenda (rev)

ÉSIS Departmental Assembly Meeting (2018-03-07) – Minutes
Course Offerings 2018-2019
Modification des cotes et titres de cours stage coop

- 2018-04-11
  - ÉSIS Departmental Assembly Meeting (2018-04-11) – Agenda
  - ÉSIS Departmental Assembly Meeting (2018-04-11) – Minutes
- 2018-09-12
  - ÉSIS Departmental Assembly Meeting (2018-09-12) – Agenda
  - ÉSIS Departmental Assembly Meeting (2018-09-12) – Minutes
  - Academic Service Duties 2018-2019
  - ESIS Business Case (rev 2018-08-15)
- 2018-10-17
  - ÉSIS Departmental Assembly Meeting (2018-10-17) – Agenda
  - ÉSIS Departmental Assembly Meeting (2018-10-17) – Minutes
  - Dr. Pierre Desrochers - CV (2018-10)
  - ÉSIS Adjunct Professors (2014-2021)
  - ÉSIS Departmental Assembly - Membership (2018-2019)
  - Major Modification - MIS CO-OP (Draft 2018-10-16)
- 2018-11-21
  - ÉSIS Departmental Assembly Meeting (2018-11-21) – Agenda
  - ÉSIS Departmental Assembly Meeting (2018-11-21) – Minutes
  - Brief Comprehensive Review Timeline
  - Dr. Jada Watson - CV (2018)
  - Dr. Tom Delsey - CV (2018-10)
  - ÉSIS Adjunct Professors (2014-2024)
  - Reminder of fall 2020 comprehensive review visit
- 2019-01-09
  - ÉSIS Departmental Assembly Meeting (2019-01-09) – Agenda
  - ÉSIS Departmental Assembly Meeting (2019-01-09) – Minutes
  - Courses Offered in 2019-2020
- 2019-03-13
  - ÉSIS Departmental Assembly Meeting (2019-03-13) – Agenda
  - ÉSIS Departmental Assembly Meeting (2019-03-13) – Minutes
  - Library Weeding Project
- 2019-04-10
  - ÉSIS Departmental Assembly Meeting (2019-04-10) – Agenda
  - ÉSIS Departmental Assembly Meeting (2019-04-10) – Minutes
- 2019-09-11
  - ÉSIS Departmental Assembly Meeting (2019-09-11) – Agenda
  - ÉSIS Departmental Assembly Meeting (2019-09-11) – Minutes
  - Alexandre Fortier - CV (2019-09)
  - ÉSIS Departmental Assembly - Membership (2019-2020)
  - ÉSIS Program Goals-Draft (2019-09-05)
  - Liz Hayden - CV (2019-09)

Plan for the Self-Study (draft 2019-09-05)
Public Servant in Resident Workplan - Gordon

- 2019-10-09
  - ÉSIS Departmental Assembly Meeting (2019-10-09) – Agenda
  - ÉSIS Departmental Assembly Meeting (2019-10-09) – Minutes
  - Academic Service Duties 2019-2020
  - LAC-uOttawa MOU - Selection of Collaborative Activities 2015-2019
  - LAC-uOttawa MOU (June 2015)
- 2019-12-11
  - ÉSIS Departmental Assembly Meeting (2019-12-11) – Agenda
  - ÉSIS Departmental Assembly Meeting (2019-12-11) – Minutes (rev)
  - ÉSIS Program Goals-Draft (2019-11-13)
  - Faculty of Arts - Marketing and Communications Unit Agreement 2019-2020
  - Faculty of Arts - Marketing and Communications Unit Agreement 2019-2020
- 2020-01-15
  - ÉSIS Departmental Assembly Meeting (2020-01-15) – Agenda
  - ÉSIS Departmental Assembly Meeting (2020-01-15) – Minutes
  - Arts en avril -Sommaire
  - Arts in April – Summary
  - Arts in April - Vitrines étudiantes | Student Showcases
  - Course Offerings 2020-2021 (Draft 2019-12-17)
  - Modèle 2+2 exploratoire (version consultation)
- 2020-02-12
  - ÉSIS Departmental Assembly Meeting (2020-02-12) – Agenda
  - ÉSIS Departmental Assembly Meeting (2020-02-12) – Minutes
  - Courses Offered in 2020-2021
  - Recruitment Application - Hirings 2021-2022 (Arts)
- 2020-03-18
  - ÉSIS Departmental Assembly Meeting (2020-03-18) – Agenda
  - ÉSIS Departmental Assembly Meeting (2020-03-18) – Minutes
- 2020-04-15
  - ÉSIS Departmental Assembly Meeting (2020-04-15) – Agenda
  - ÉSIS Departmental Assembly Meeting (2020-04-15) – Minutes
  - ESIS By-Laws (2013)
  - ESIS By-Laws (rev 2020-04-15)
  - ESIS DTPC Terms of Reference
  - ESIS External Advisory Committee – Members
  - ESIS Scholarships Committee - Terms of Reference
  - ÉSIS Self-Study (Draft 2020-04-08)
- 2020-05-06
  - ÉSIS Departmental Assembly Meeting (2020-05-06) – Agenda
  - ÉSIS Departmental Assembly Meeting (2020-05-06) – Minutes
  - ÉSIS Self-Study (Draft 2020-04-24)
  - ÉSIS Self-Study 2020 – Addenda

- 2020-09-23
  - ÉSIS Departmental Assembly Meeting (2020-09-23) – Agenda
  - ÉSIS Departmental Assembly Meeting (2020-09-23) – Minutes
  - Academic Service Duties 2020-2021
  - Assessment of Student Learning Outcomes 2014-2020
  - Plan for the Self-Study (revised draft 2020-09-16)
- 2020-10-14
  - ÉSIS Departmental Assembly Meeting (2020-10-14) – Agenda
  - ÉSIS Departmental Assembly Meeting (2020-10-14) – Minutes
- 2020-11-18
  - ÉSIS Departmental Assembly Meeting (2020-11-18) – Agenda
  - ÉSIS Departmental Assembly Meeting (2020-11-18) – Minutes
  - ÉSIS Guidelines for Completing the MIS Thesis Option (Draft 2020-11-12)
  - ÉSIS Intake Survey (Fall 2020)
  - Graduate Placement (2020)
  - H. W. Wilson Foundation Scholarship - Terms of Reference
  - Proposal for an ESIS Student Journal (Draft 2020-09-29)
- 2020-12-16
  - ÉSIS Departmental Assembly Meeting (2020-12-16) – Agenda
  - ÉSIS Departmental Assembly Meeting (2020-12-16) – Minutes
  - ÉSIS Guidelines for Completing the MIS Thesis Option (Revised draft 2020-11-24)
  - Proposal to Assess Online Instruction in the MIS and GDIM Programs
- 2021-01-20
  - ÉSIS Departmental Assembly Meeting (2021-01-20) – Agenda
  - ÉSIS Departmental Assembly Meeting (2021-01-20) – Minutes
  - ÉSIS Guidelines for Completing the MIS CO-OP Option (DRAFT)
- 2021-02-24
  - ÉSIS Departmental Assembly Meeting (2021-02-24) – Agenda
  - ÉSIS Departmental Assembly Meeting (2021-02-24) – Minutes
  - Courses Offered in 2021-2022
  - ÉSIS Website Statistics (December 2020)
- 2021-03-17
  - ÉSIS Departmental Assembly Meeting (2021-03-17) – Agenda
  - ÉSIS Departmental Assembly Meeting (2021-03-17) – Minutes
- 2021-04-14
  - ÉSIS Departmental Assembly Meeting (2021-04-14) – Agenda
  - ÉSIS Departmental Assembly Meeting (2021-04-14) – Minutes
  - ÉSIS Admissions Committee - Terms of Reference
  - Academic admissions requirements
  - ISI 5301 Fall 2020 What does an info professional do
- 2021-05-19
  - ÉSIS Departmental Assembly Meeting (2021-05-19) – Agenda
  - ÉSIS Departmental Assembly Meeting (2021-05-19) – Minutes
  - ÉSIS Self-Study (Updated 2021-05-15)

ÉSIS Self-Study 2021 - Sources of evidence checklist
ÉSIS Self-Study 2021 - Updates to text checklist
ÉSIS Self-Study 2021 - Updates to text re COVID
Student Feedback on Online Learning
Combined BA Communication MIS

- Terms of Reference & Membership
  - ÉSIS Departmental Assembly – Terms of Reference
  - ÉSIS Departmental Assembly - Membership (2014-2015)
  - ÉSIS Departmental Assembly - Membership (2015-2016)
  - ÉSIS Departmental Assembly - Membership (2016-2017)
  - ÉSIS Departmental Assembly - Membership (2017-2018)
  - ÉSIS Departmental Assembly - Membership (2018-2019)
  - ÉSIS Departmental Assembly - Membership (2019-2020)
  - ÉSIS Departmental Assembly - Membership (2020-2021)
- ÉSIS Departmental Teaching Personnel Committee
  - Terms of Reference & Membership
    - ÉSIS Departmental Teaching Personnel Committee – Terms of Reference
- ÉSIS Governance Structure
  - ÉSIS Governance Structure
- ÉSIS Program Committee
  - Terms of Reference & Membership
    - ÉSIS Program Committee – Terms of Reference (2013-06-11)
    - ÉSIS Program Committee – Terms of Reference (rev 2020-04-15)
    - ÉSIS Program Committee – Terms of Reference (rev 2021-05-11)
    - ÉSIS Program Committee – Membership
- ÉSIS Scholarships Committee
  - Terms of Reference & Membership
    - ÉSIS Scholarships Committee – Terms of Reference
    - ÉSIS Scholarships Committee – Membership (2016-2021)
- Faculty of Arts Governance
  - Faculty of Arts – Administration and Governance ⓘ
  - Faculty of Arts By-Laws
    - Faculty of Arts By-Laws ⓘ
    - Faculty of Arts By-Laws (2018)
- Graduate Student Association Governance
  - Graduate Students Association of the University of Ottawa - Structure ⓘ
- University of Ottawa Governance
  - University of Ottawa – Administration and Governance ⓘ

Interdepartmental Relations

- E-Business Technologies Program
  - Credits for Supervising E-Business Students
  - Proposed Modification to MEBT Program (2015-11-20)
  - Request to Senate for Major Modifications to the MEBT Program (2015-12-09)

- Institute for Science, Society and Policy
  ISSP-Invitation Letter André Vellino
  Letter of participation (2013-10-24)

Policies and Procedures

- Academic Programs
  University of Ottawa Institutional Quality Assurance Process
- Academic Regulations and Procedures
  University of Ottawa Academic Regulation on Bilingualism ⓘ
  University of Ottawa Academic Regulation on Admission to Graduate Programs ⓘ
  University of Ottawa Academic Regulation on Graduate Program Requirements ⓘ
  University of Ottawa Academic Regulation on Examinations and Grading for Graduate Studies ⓘ
  University of Ottawa Academic Regulation on Time Limits for Completion of Graduate Degrees ⓘ
  University of Ottawa Academic Regulation on Theses ⓘ
  Thesis Defense Procedure
- Human Resources
  Annual Performance Evaluation – Criteria
  Annual Performance Evaluation - Reporting Form
  Faculty of Arts Guidelines for Tenure and Promotion
  Faculty of Arts Workload Template
  University of Ottawa Human Resources Policies on Diversity and Inclusion ⓘ

Program Evaluation

- Accreditation Program Presentation (2013)
  - Program Presentation
    ÉSIS Program Presentation (2013) ⓘ
    ÉSIS Program Presentation (2013)
- Accreditation Self-Study (2021)
  - Accreditation Committees
    - ÉSIS Accreditation Document Development Committee
      - Terms of Reference & Membership
        Accreditation Document Development Committee – Terms of Reference and Membership (2019-2020)
        Accreditation Document Development Committee – Terms of Reference and Membership (2020-2021)
    - ÉSIS Accreditation Working Committee
      - Terms of Reference & Membership
        ESIS Accreditation Working Committee - Terms of Reference and Membership (2019-2021)

- Accreditation Status Reports
  - Accreditation Status Reports ⓘ
    - Narrative Report (2015)
      - 2015 Narrative Report
    - Narrative Report (2018)
      - 2018 Narrative Report
    - Special Reports (2015)
      - Special Report (March 2015)
      - Special report (October 2015)
- Assessment of Student Learning Outcomes
  - Assessment of Student Learning Outcomes (2014-2020)
- Cyclical Review (2015-2016)
  - External Evaluation
    - External Reviewers' Report (2016-12-13)
    - Departmental Response to External Reviewers' Report (2017-03-01)
  - Final Assessment Report
    - Final Assessment Report (2017-09-08)
  - Progress Report
    - Progress Report (2019-06-28)
    - Graduate Program Evaluation Committee Response to the June 2019 Progress Report (2019-10-07)
  - Self-Study
    - Self-Study (2016-06-28)
  - Surveys, Focus Groups, Etc.
    - Faculty SWOT Session (2016-01-13)
    - Student Focus Group on Curriculum (2015-11-25)
    - Student SWOC Session (2016-04-25)
    - Survey of Alumni (2015-12)
- ÉSIS Capstone Experiences
  - ÉSIS Case Problem Capstone
    - [Examples of ÉSIS case problem capstones]*
    - [ÉSIS case problem capstone evaluation reports]*
    - Case Problem Capstone Experience (Winter 2016)
      - ISI 6995 Case Problem (Winter 2016)
      - ESIS Case Problem Evaluation Rubric (Winter 2016)
    - Case Problem Capstone Experience (Winter 2018)
      - ISI 6995 Case Problem (Winter 2018)
      - ESIS Case Problem Evaluation Rubric (Winter 2018)
    - Case Problem Capstone Experience (Winter 2020)
      - ISI 6995 Case Problem (Winter 2020)
      - ESIS Case Problem Evaluation Rubric (Winter 2020)
    - ÉSIS Working Group Case Problem Capstone
      - ÉSIS Working Group on Case Problem Capstone – Terms of Reference and Membership
      - ÉSIS Case Problem Capstone Proposal (Draft 2012-08-20)

Case Problem-Course Outline (Winter 2015)
Case Problem Capstone-Evaluation Rubric (Winter 2015)
Sample Case Problem (Winter 2015)

- ÉSIS *i*-Portfolio

  [Examples of ÉSIS student *i*-Portfolios]*
  [ÉSIS *i*-Portfolio evaluation reports]*
  - ÉSIS i-Portfolio Capstone Experience (Spring-Summer 2012)

    ISI 6997B i-Portfolio (Spring/Summer 2012)
  - ÉSIS i-Portfolio Capstone Experience (Winter 2013)

    ISI-6997B i-Portfolio (Winter 2013)
  - ÉSIS i-Portfolio Capstone Experience (Winter 2014)

    ISI 6997 i-Portfolio (Winter 2014)
  - ÉSIS i-Portfolio Capstone Experience (Winter 2017)

    ISI 6995 Projet de fin d'études (Portfolio numérique) (hiver 2017)
    ÉSIS i-Portfolio-Evaluation-Rubric (Winter 2017)
  - ÉSIS i-Portfolio Capstone Experience (Winter 2019)

    ISI 6995 i-Portfolio (Winter 2019)
    ÉSIS i-Portfolio-Evaluation Rubric (Winter 2019)
  - ÉSIS i-Portfolio Capstone Experience (Winter 2021)

    ISI 6995 i-Portfolio (Winter 2021)
    ÉSIS i-Portfolio-Evaluation Rubric (Winter 2021)
  - ÉSIS Working Group on i-Portfolio

    ÉSIS Working Group on i-Portfolio – Terms of Reference and Membership
    ÉSIS i-Portfolio – Draft Rubric (2012-02-23)
    ÉSIS i-Portfolio – Draft Rubric (2013-03-10)
    ÉSIS i-Portfolio Information Session (2012-03-21) – PowerPoint Presentation
    ÉSIS i-Portfolio-Course Outline (2012-03-21)
    ÉSIS i-Portfolio-Course Outline (2012-03-21)-Attachment 1
    ÉSIS i-Portfolio-Course Outline (2012-03-21)-Attachment 2
- ÉSIS Curriculum Review 2014-2016

  ÉSIS Curriculum Review 2014-2016
- ÉSIS Focus Groups and Interviews

  Student Feedback on Online Learning (May 2021)
- ÉSIS Statistical Reports
  - ÉSIS Annual Report to ALISE (2014)

    Section I – Faculty
    Section Ia – Faculty Salary Grid
    Section II – Students
    Section III – Curriculum
    Section IV – Income and Expenditure
    Section V – Continuing Education
  - ÉSIS Annual Report to ALISE (2015)

    Section I – Faculty
    Section Ia – Faculty Salary Grid
    Section II – Students

Section III – Curriculum
Section IV – Income and Expenditure
Section V – Continuing Education

- ÉSIS Annual Report to ALISE (2016)
  - Section I – Faculty
  - Section Ia – Faculty Salary Grid
  - Section II – Students
  - Section III – Curriculum
  - Section IV – Income and Expenditure
  - Section V – Continuing Education
- ÉSIS Annual Report to ALISE (2018)
  - Section I – Faculty
  - Section Ia – Faculty Grid
  - Section II – Students
  - Section III – Curriculum
  - Section IV – Income and Expenditure
  - Section V – Continuing Education
- ÉSIS Annual Report to ALISE (2019)
  - Section I – Faculty
  - Section Ia – Faculty Grid
  - Section II – Students
  - Section III – Curriculum
  - Section IV – Income and Expenditure
  - Section V – Continuing Education
- ÉSIS Annual Report to ALISE (2020)
  - Section I – Faculty
  - Section Ia – Faculty Grid
  - Section II – Students
  - Section III – Curriculum
  - Section IV – Income and Expenditure
  - Section V – Continuing Education
- COA Trend Summary Reports
  - COA Trend Summary Report-Ottawa (2007-2016) corrections
  - COA Trend Summary Report-Ottawa (2009-2015)
  - COA Trend Summary Report-Ottawa (2009-2015)-2015 corrections
  - COA Trend Summary Report-Ottawa (2016)
  - COA Trend Summary Report-Ottawa (2017)
  - COA Trend Summary Report-Ottawa (2018)
  - COA Trend Summary Report-Ottawa (2019)
  - COA Trend Summary Report-Ottawa (2020)
- ÉSIS Survey Reports
  - ÉSIS Alumni Special Survey (2019)
  - ÉSIS Alumni Survey (Fall 2013)
  - ÉSIS Alumni Survey (Fall 2014)

ÉSIS CO-OP Student Survey (Fall 2013)
ÉSIS CO-OP Student Survey (Summer-Fall 2016)
ÉSIS CO-OP Student Survey (Summer-Fall 2018)
ÉSIS CO-OP Student Survey (Summer-Fall 2019)
ÉSIS CO-OP Student Survey (Summer-Fall 2020)
ÉSIS Exit Survey (Spring 2013)
ÉSIS Exit Survey (Spring 2014)
ÉSIS Exit Survey (Spring 2015)
ÉSIS Exit Survey (Spring 2016)
ÉSIS Exit Survey (Spring 2017)
ÉSIS Exit Survey (Spring 2018)
ÉSIS Exit Survey (Spring 2019)
ÉSIS Exit Survey (Spring 2020)
ÉSIS Intake Survey (Fall 2013)
ÉSIS Intake Survey (Fall 2018)
ÉSIS Intake Survey (Fall 2019)
ÉSIS Intake Survey (Fall 2020)
ÉSIS Student Experience Survey (Fall 2013)
Online Learning Survey (2021)

- Evaluation of CO-OP Placements and Experiential Learning Projects
  - CO-OP Programs – Employer Evaluation Form
  - CO-OP Student Post Work-Term Evaluation
  - CO-OP Work Term Report Guidelines
  - Experiential Learning Guidelines
- Program Performance and Student Achievement
  - Performance and Student Achievement (2015-2020) ⓘ
  - Program Performance and Student Achievement (2013-2018)
  - Program Performance and Student Achievement (2014-2019)
  - Program Performance and Student Achievement (2015-2020)
- Student Course Evaluations
  - Forms and Procedures
    - Evaluation of Teaching–Instructions
    - Evaluation of Teaching–Questionnaire
  - Results
    - Student Course Evaluation Results (2014 - 2021) – Courses
    - Student Course Evaluation Results (2014 - 2021) – Professors

Program Planning

- ÉSIS Curriculum Review
  - ÉSIS Curriculum Review Working Group (2011-2014)
    - ÉSIS Curriculum Review Working Group – Terms of Reference and Membership
- ÉSIS Long-range Plans
  - 2010/11–2013/14 Planning Cycle
    - ÉSIS Strategic Planning Day (2011-03-11) – Agenda

ÉSIS Strategic Planning Day (2011-03-11) – List of Participants

- 2014/15–2017/18 Planning Cycle
  - ESIS Planning Session (2014-06-04) – Summary
  - Review of ÉSIS Strategic Priorities (2015-11-05)
- 2018-19 - 2021-22 Planning Cycle
  - ÉSIS Program Goals and Priorities 2018/19–2021/22 ⓘ
  - ÉSIS Program Goals and Priorities 2018/19–2021/22 (Approved by Departmental Assembly 2019-12-11)
  - ESIS Special Departmental Assembly (2017-12-13)
  - ÉSIS Strategic Planning Retreat (2018-12-12) – Agenda
  - ÉSIS Long-range Planning Workshop (2019-11-13) – Minutes
  - Review of Current Priorities and Implementation Plans (2018-12-05)
  - Review of Priorities and Implementation Plans (2018-2022)

- ÉSIS MIS Program Objectives
  - ÉSIS MIS Program Objectives ⓘ
  - ÉSIS Program Objectives: Student Learning Outcomes (Approved 2012-02-03)
  - ÉSIS Student Learning Outcomes Mapped to 2015 ALA Accreditation Standard I.2
  - ÉSIS Student Learning Outcomes Mapped to 2015 ALA Accreditation Standard I.3
- ÉSIS Mission and Vision
  - ÉSIS Mission and Vision Statements ⓘ
  - ÉSIS Mission and Vision Statements
- ÉSIS Program Planning Framework
  - ÉSIS Program Planning Framework ⓘ
  - ÉSIS Program Planning Framework
- Faculty of Arts Strategic Plan
  - Arts Roadmap 2030
    - Arts Roadmap 2030 ⓘ
    - ESIS Submission to Developing a Roadmap for Arts 2030 (2017-04-03)
    - Faculty of Arts Roadmap 2030 (April 2018)
    - Towards a Faculty of Arts Roadmap for Arts 2030
- University of Ottawa Strategic Plan
  - Transformation 2030 ⓘ

Research

- Conference Presentations and Publication of Student Research
  - ESIS Student Presentations at Conferences (2014-2020)
  - Research Articles and Reports Published by ÉSIS Students (2014-2020)
- Faculty Participation in Peer Review Activities
  - Peer Review Activities (2014-2021) – Full-time Professors
  - Peer Review Activities (2014-2021) – Cross-appointed and Adjunct Professors
- Faculty Research
  - [Copies of published research]*
  - Faculty Conference Presentations (2014-2021)
  - Faculty Publications (2014-2021)

- Research Funding
  Research Grants Awarded to ÉSIS Faculty Members (2014-2021)
- Student Research Assistants
  Student Research Assistants (2014-2021)

Resources

- Financial Resources
  - ÉSIS Financial Documents
    ÉSIS Budget 2014/15 -2018/19
    ÉSIS Budget 2015/16 -2019/20
  - Financial Aid and Awards for Students
    Financial Aid and Awards ⓘ
  - Funding for Curriculum Development and Teaching
    Blended Learning Initiative ⓘ
  - Funding for Research and Travel
    Funding Opportunities (Faculty of Arts) ⓘ
    Awards and Financial Support (Graduate Studies) ⓘ
    GSAÉD Academic Project Fund ⓘ
- Physical Resources and Facilities
  - Computing Resources and Services
    Information Technology Resources and Services ⓘ
  - Handbooks
    - Professor's Handbook
      ÉSIS Professors Handbook (2020-2021)
    - Student's Handbook
      ÉSIS Student Handbook (2020-2021)
  - Library Resources and Services
    University of Ottawa Library ⓘ
    Saint Paul University Library and Archives ⓘ
    National Capital Region's SmartLibrary ⓘ
  - Offices, Classrooms, Labs, etc.
    Floor Plan for Faculty and Staff Offices 11th Floor Desmarais Building
    Desmarais 11th Floor Reception Area
    Desmarais 11th Floor Faculty Kitchen and Lunch Room
    Desmarais 11th Floor Professor's Office
    Desmarais Lecture Hall
    Desmarais Small Class Room
    AESISSA Office and Student Lounge 2nd Floor Desmarais
    Campus Accessibility Map ⓘ
- Support Services
  - Research Support Services
    Research at the Faculty of Arts ⓘ
    Research Management Services ⓘ
  - Student Support Services
    Student Academic Success Service ⓘ

Career Development Centre ⓘ
International Mentoring Centre ⓘ
Indigenous Resource Centre ⓘ
University of Ottawa Students' Union Services ⓘ
Official Languages and Bilingualism Institute ⓘ
Accessibility Hub ⓘ
- Teaching and Learning Support Services
  Teaching and Learning Support Service ⓘ

Students

- Admission Requirements and Application Procedures
  Admission Requirements ⓘ
  Application Procedures ⓘ
- Collective Agreement
  CUPE Local 2626 Collective Agreement (2016-2019) ⓘ
  CUPE Local 2626 Collective Agreement (2016-2019)
  Canadian Union of Public Employees, Local 2626 – Website ⓘ
- Guidance and Counselling
  - Orientation Sessions
    ÉSIS Orientation Session (2014-09-02) - AÉSISSA Presentation
    ÉSIS Orientation Session (2014-09-02) – Presentation
    ÉSIS Orientation Session (2015-09-08) – Presentation
    ÉSIS Orientation Session (2016-09-06) – Presentation
    ÉSIS Orientation Session (2017-09-05) – Presentation
    ÉSIS Orientation Session (2018-09-04) – Presentation
    ÉSIS Orientation Session (2019-09-03) – Presentation
    ÉSIS Orientation Session (2020-09-08) – Presentation
    ÉSIS Welcome Message (2016-08-20)
- Student Organizations
  - Information Studies Student Association
    AÉSISSA – Constitution
    AÉSISSA – By-laws
    AÉSISSA Website and Blog ⓘ

Teaching and Learning

- CO-OP Placements
  - 2014-2015
    CO-OP Placements 2014-2015
  - 2015-2016
    CO-OP Placements 2015-2016
  - 2016-2017
    CO-OP Placements 2016-2017
  - 2017-2018
    CO-OP Placements 2017-2018

- 2018-2019
  CO-OP Placements 2018-2019
- 2019-2020
  CO-OP Placements 2019-2020
- 2020-2021
  CO-OP Placements 2020-2021

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  Courses Offered in 2014-2015
  [Course outlines]
- 2015-2016
  Courses Offered in 2015-2016
  [Course outlines]
- 2016-2017
  Courses Offered in 2016-2017
  [Course outlines]
- 2017-2018
  Courses Offered in 2017-2018
  [Course outlines]
- 2018-2019
  Courses Offered in 2018-2019
  [Course outlines]
- 2019-2020
  Courses Offered in 2019-2020
  [Course outlines]
- 2020-2021
  Courses Offered in 2020-2021
  [Course outlines]
- Course Outline Template
  ÉSIS Template for Course Outlines
- Student Coursework
  [Examples of student papers, presentations, projects, etc.]*
- Summary of Course Offerings
  Course Offerings 2014/15 - 2018/19 - Core Courses
  Course Offerings 2014/15 - 2018/19 - Elective Courses
  Course Offerings 2019/20 - 2023/24 - Core Courses
  Course Offerings 2019/20 - 2023/24 - Elective Courses

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- 2014-2021
  Cognate Courses Taken in 2014-2021

Directed Readings Courses

- 2014-2021
  Directed Readings Courses 2014-2021

- Experiential Learning Activities
  - 2014-2015
    Experiential Learning Activities 2014-2015
  - 2015-2016
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  - 2016-2017
    Experiential Learning Activities 2016-2017
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    Experiential Learning Activities 2017-2018
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  Mapping ARMA Core Competencies to ESIS Curriculum
- MIS Program (2014-2018)
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- MIS Program (2019-)
  MIS Program (2019-) ⓘ
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  ÉSIS Curriculum Mapped to ALA Core Competences of Librarianship
  ÉSIS Curriculum Mapped to ARMA Core Competencies
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