SCHOOL OF LIBRARY, ARCHIVAL AND INFORMATION STUDIES – THE ISCHOOL AT UBC

OCTOBER 1, 2016

Master of Library and Information Studies
A Self-Study for the Committee on Accreditation
American Library Association

iSchool@UBC
SCHOOL OF LIBRARY, ARCHIVAL & INFORMATION STUDIES
CONTRIBUTORS

Members of the Accreditation Working Group
- Dr. Luanne Freund, Acting Director
- Dr. Rick Kopak, Associate Director
- Mary Grenier, Administration Manager
- Melissa Nightingale, Student Services Coordinator

Chapter Reviewers and Readers
- Dr. Heather O’Brien, Associate Professor and Chair of the Curriculum Committee
  - Standards I, II
- Dr. Eric Meyers, Associate Professor
  - Learning Outcomes Assessment
- Dr. Lisa Nathan, Assistant Professor and Coordinator, First Nations Curriculum Concentration
  - Standard III
- Dr. Aaron Loehrlein, Assistant Professor
  - Standard IV

Scheduling and Logistics
Connie Wintels, Assistant to the Director

Members of the Accreditation Oversight Committee

Andrew Fabro  Head of Environment Canada Libraries, Vancouver
Dean Giustini  Reference Librarian Biomedical Branch Library Gordon and Leslie Diamond Health Care Centre, UBC
Alyssa Green  Manager, Information Services, Vancouver Public Library
Anna Jubilo  Coordinator for Graduate Co-op Programs, Faculty of Arts, UBC
Chris Middlemass  Manager, Collections and Technical Services, Vancouver Public Library and British Columbia Library Association Board Member
Julie Mitchell  Assistant Director Irving K. Barber Learning Centre, UBC
Margrith Mooney  MLIS Student President, Library and Archival Studies Student Association, UBC
Amy Perreault  Strategist, Aboriginal Initiatives, Centre for Teaching, Learning and Technology, UBC
Dan Slessor  Communications and Marketing Librarian, Langara College, Vancouver
Deb Thomas  Acting Chief Librarian, Burnaby Public Library
Erin Watkins  Manager of Programs and Community Relations New Westminster Public Library
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2. Employer reports and assessments of experiential learning opportunities
3. Examples of promotional materials used in recruiting for the MLIS program
4. MLIS admissions exceptions summary and examples of rationales submitted
5. MLIS course syllabi, examples of assignments, grading rubrics and student work
6. MLIS student course evaluations
7. MLIS student field placement spreadsheet, showing the organizations and supervisors
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INTRODUCTION

BACKGROUND ON THE UBC iSCHOOL

The Master of Library and Information Studies (MLIS) program is the largest of five graduate programs offered by the School of Library, Archival and Information Studies (SLAIS), the iSchool at the University of British Columbia (UBC), which has been educating information professionals since 1961. To date, the iSchool has more than 3,000 graduates, many of whom play leading roles in libraries and information organizations in Western Canada, the Pacific Northwest, and internationally. For example, the head of the Vancouver Public Library, Sandra Singh, and the most recent University Library of UBC, Ingrid Parent, the largest public and academic library systems in the province, are graduates of the iSchool. Building on this long history of educating future librarians, the iSchool’s MLIS program continues to offer educational experiences that are innovative and responsive to changing information practices and the evolving needs and contexts of our stakeholder institutions and communities.

Within UBC, the iSchool is an academic unit within the Faculty of Arts, with academic oversight from the Faculty of Graduate and Postdoctoral Studies. UBC is incorporated under the University Act in the Province of British Columbia, Canada, and is a member of the Association of Universities and Colleges of Canada. Both the Faculty of Arts and the iSchool are regularly evaluated by UBC reviewing committees. As a school within Arts, the iSchool constitutes its program in light of the UBC and Faculty of Arts strategic plans, as will be discussed in Standard I.

In relation to scholarly library and information science communities, the MLIS degree at the iSchool is accredited by the American Library Association (ALA) (currently on conditional accreditation status), and as of 2011, the school is a member of the iSchools Organization. The relationship with ALA is maintained through the ALA accreditation process, through biennial reports, and, as needed, through supplementary reports. The relationship with the iSchools Organization is maintained through participation in Deans’ and directors’ meetings and meetings at the iConference. The iSchool also maintains relationships with the Association for Library and Information Science Education (ALISE), through yearly provision of statistics on the program, and through attendance at Deans’ and directors’ meetings at ALISE. Its faculty are associated with other scholarly communities such as the Association for Information Science and Technology and the Canadian Association for Information Science, and belong to the Canadian Council of Information Studies, made up of the heads of all the Canadian information schools.

In relation to professional communities, the MLIS program serves constituencies of librarians and information professionals in British Columbia, the Pacific Northwest, and Canada, as well as internationally, for public, academic, and special libraries. The relationship between the iSchool and these constituencies is maintained through contacts with individual students, alumni, adjunct

1 The School of Library, Archival and Information Studies (SLAIS) is the official name of the school; however, throughout the self-study it will also be referred to as “the iSchool” in keeping with common practice.

2 [http://ischools.org/members/directory](http://ischools.org/members/directory)
instructors, employers, and professional associations, such as the British Columbia Library Association, the American Library Association, the Canadian Association of Research Libraries, and the Special Libraries Association.

**CURRENT CONTEXT**

UBC is recognized as a leading university in Canada and one of the top 40 research universities globally; 2015-2016 was UBC’s centennial year. Under the strategic plan, *Place and Promise: The UBC Plan* (2009–present), former UBC president Stephen Toope (2006–2014) led the university through a period of growth (reaching 55,000 students and $500 million of annual research funding), increased focus on international and community-based engagement, and renewed emphasis on student learning and high-quality, innovative teaching. Stephen Toope was followed as president by Arvind Gupta in 2014, who resigned after 13 months in the position, and then by interim president Martha Piper, a past president who had served previously from 1997 to 2006. As a result, during the review period, the university experienced some uncertainty and turmoil, with aspects of planning and decision making placed on hold. A new president, Santa Ono, was announced in the summer of 2016 and has now taken up his position. This is a very positive development for the university and for the iSchool, as he is a dynamic and experienced university president who is expected to provide strong leadership and rebuild lost momentum. He has already begun a broad and consultative process of developing a new strategic plan for the university.

Leadership at the Faculty of Arts level from the Dean, Gage Averill (2010–present), has been steady, successful, and supportive of the iSchool throughout the review period. Dean Averill led the Faculty of Arts through a positive external review process in 2015, which concluded: “this is an outstanding faculty, and one which richly merits the confidence and support of the UBC administration.” In the notice of his reappointment for a second term, to follow an administrative leave in 2016–2017, Angela Redish, provost and vice president, academic highlighted the Dean’s successes in facilitating the establishment of new and student-centred academic programs:

Under Dean Averill’s leadership the faculty has moved from strength to strength, enhancing its research profile and increasing and restructuring its academic programs which attracted a growing number of students, both domestic and international. On the teaching and learning front, the faculty has expanded its degree programs through partnerships that range from international (the very successful dual degree with Science Po) to in-house (the equally popular dual degree with Sauder BA/Master of Management); and from niche programs like the Bachelor of Media Studies, to professional masters programs such as the Master of Public Policy and Global Affairs. The development of these programs has started from a student-centred approach incorporating experiential learning opportunities and clarity around learning outcomes. Together, these initiatives have drawn an increasing number of students to Arts.

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3 [http://strategicplan.ubc.ca](http://strategicplan.ubc.ca)

programs, enhanced the international flavor of the faculty and diversified and strengthened its financial resources.

During Dean Averill’s leave in 2016-2017, Associate Dean Kathryn Harrison is serving as Acting Dean. One of the stated priorities for the coming year involves the iSchool directly. This is the plan to facilitate the integration of the iSchool and the School of Journalism, both relatively small professional schools within the faculty, to create a new school with a broader scope. This plan began with discussions between the Dean of the Faculty of Arts and faculty members within the units, and is based on widespread recognition these fields (journalism and library, archival, and information science) are facing similar changes and opportunities due to the shift to digital forms of information and media. Further, the Faculty of Arts established a new, multidisciplinary, and highly successful Bachelor of Media Studies (BMS) program in 2014, which would, potentially, find a home in the new, combined school. The concept of a combined school was supported in the iSchool external review conducted late in 2014, and in the external review of the Faculty of Arts, conducted in 2015, both of which are consultative processes. This opens up enormous opportunities for the iSchool to grow, build capacity, strengthen its position within the Faculty of Arts, and establish itself as a leader in the crossover area of information and media studies. The proposed integration of these units is **predicated on the maintenance of our existing programs, and thus the implications for the MLIS program are positive**: students would have access to a larger range of courses, including more focus on digital media, and to a larger and more diverse group of faculty. The plan is now at the initial proposal stage (Appendix C-1) and will go through a period of consultation with community stakeholders, formal proposal development, and review before determining its viability and the final form of the combined school. It is an important future development for the iSchool and the faculty, and forms a major component of our future planning.

The integration plan provides important context for the current state of leadership and strategic planning within the iSchool. Professor Caroline Haythornthwaite served as Director of the iSchool for a five-year term from 2010 to 2015, and since she stepped down, Dr. Luanne Freund, an Associate Professor in the iSchool and former Associate Director, was appointed Acting Director for 2015–2016 and 2016–2017. Given the likelihood of the integration of the two units and the fact that the Dean of the Faculty of Arts is on administrative leave in 2016-2017, the search for a new director, likely for the combined school, is planned for the 2017-2018 year. The Faculty of Arts is fully committed to the future of the iSchool and the MLIS program, and to maintaining the full faculty component currently in place. Hiring for two full-time faculty members to fill position opened up due to retirements will go ahead in 2016–2017.

**ACCREDITATION PLAN AND PROCESS**

The iSchool’s MLIS program was continuously accredited by the ALA from 1963 until 2014, when the Committee on Accreditation (COA) reached a decision to place the program on conditional accreditation status. The primary concerns cited by the COA in its decision are presented below. These are addressed specifically in the relevant sections of this self-study.

The COA found that the MLIS program was not in compliance with:

- **Standard I: Mission, Goals and Objectives;** in particular, Standard I.2 “Program objectives are stated in terms of student learning outcomes to be achieved and reflect [ALA Standards I.2.1 to I.2.10)”
- **Standard II: Curriculum;** in particular, Standard II.7 “… Evaluation of the curriculum includes assessment of students’ achievements …”
• Standard IV: Students; in particular, Standard IV.6 “The school applies the results of evaluation of student achievement to program development. Procedures are established for systematic evaluation of the degree to which a program’s academic and administrative policies and activities regarding students are accomplishing its objectives.”

Since early in 2014, we have moved aggressively to address the COA’s concerns by implementing a range of policies and processes to strengthen the MLIS program objectives and the alignment of the curriculum with the objectives, to establish systematic assessment practices, and to integrate both these elements into program planning. Our Plan for the Removal of the Conditional Accreditation Status, submitted to the COA on October 1, 2014, and presented in person in November 2014 by former Director Caroline Haythornthwaite and current Acting Director Luanne Freund, was accepted by the COA. We followed up with two status update reports during the review period. These three documents are included as appendices, follows:

• October 1, 2014: Plan for Removal of Conditional Accreditation Status (Appendix 1)
• March 1, 2015: Conditional Status Progress Report (Appendix 2)
• December 1, 2015: Conditional Status Progress Report (Appendix 3)

These reports chart the many actions taken in response to conditional status and provide evidence of the impact on the MLIS program. The process has prompted a great deal of consultation, discussion, and review, with many valuable outcomes for the iSchool and the MLIS program. Throughout, we have shared these reports on the iSchool website in order to keep our constituents informed and engaged in this vital process.5

ACCREDITATION – 2016

Planning for the accreditation process has, in various ways, been in progress since 2012, prior to the previous accreditation visit. It has been fully under way since early in 2014, when we established the Accreditation Working Group, which was responsible for preparing the response to conditional accreditation, and all faculty became engaged in implementing the plan through a range of activities focused on learning outcomes assessment, curriculum review, and community consultations. As part of this process, an iSchool Assessment Committee was established that included faculty members, a student representative, and two alumni who are working professionals. In this sense, the program review builds quite naturally on existing infrastructure and processes within the iSchool.

The Accreditation Working Group has held primary responsibility for conducting the review and preparing the self-study report. Members of the Accreditation Working Group, past and present are:

• Luanne Freund, Associate Professor and Acting Director, 2014-2016
• Mary Grenier, iSchool Administration Manager, 2014-2016
• Rick Kopak, Senior Instructor and Associate Director, 2016
• Melissa Nightingale, Student Services Coordinator, 2015-2016
• Caroline Haythornthwaite, Professor and (former) Director, 2014-2015
• Eric Meyers, Associate Professor, 2014-2015

This group kept the faculty and staff current on the progress through reports at faculty meetings throughout the review period. It also involved close collaboration with members of the Assessment

5 http://slais.ubc.ca/programs/about-department/ala-accreditation
Committee, Curriculum Committee and Facilities Committee to gather and interpret data included in the report. Dedicated working sessions on learning outcomes assessment, planning and accreditation were held at the annual iSchool retreats for faculty and staff in 2014, 2015, and 2016. Students and members of the community were regularly apprised and consulted through updates on the ischool website, where all accreditation reports were shared, through the iSchool newsletter, and through participation in student meetings, such as the Director’s Forums, held at least twice per year, and LASSA meetings. Students and community members have also been engaged in the assessment and planning processes through surveys and focus groups, which helped to shape our learning outcomes assessment program.

With respect to the preparation of the self-study, faculty and staff members were assigned to each of the standards, to assist with the collection and interpretation of evidence and to provide input on the drafts, as shown in Table A. These assignments correspond roughly to responsibilities for the self-study prepared in 2013 to ensure that knowledge gained in that process transfers to this one. The self-study is structured in accordance with the Standards for Accreditation of Master’s Programs in Library and Information Studies 2008. Members of the Accreditation Oversight Committee (AOC) were recruited early in 2016 and consulted on the process of preparing the report. The draft report was circulated to members of the AOC for feedback prior to completion of the final draft.

Other logistical tasks, such as the physical presentation of the document and the planning for the site visit, were assigned as shown in Table B.

**Table A: Chapter Assignments for the Program Presentation**

<table>
<thead>
<tr>
<th>Standard</th>
<th>Responsible for this Standard</th>
<th>Consultative</th>
</tr>
</thead>
<tbody>
<tr>
<td>I: Mission, Goals and Objectives</td>
<td>Luanne Freund</td>
<td>Rick Kopak</td>
</tr>
<tr>
<td>II: Curriculum</td>
<td>Luanne Freund</td>
<td>Heather O’Brien</td>
</tr>
<tr>
<td>III: Faculty</td>
<td>Rick Kopak</td>
<td>Lisa Nathan</td>
</tr>
<tr>
<td>IV: Students</td>
<td>Rick Kopak, Melissa Nightingale</td>
<td>Aaron Loehrlein</td>
</tr>
<tr>
<td>V: Administrative and Financial Support</td>
<td>Luanne Freund</td>
<td>Mary Grenier</td>
</tr>
<tr>
<td>VI: Physical Resources and Facilities</td>
<td>Rick Kopak</td>
<td>Mary Grenier</td>
</tr>
<tr>
<td>(Learning Outcomes Assessment)</td>
<td>Luanne Freund</td>
<td>Eric Meyers</td>
</tr>
<tr>
<td>Appendices</td>
<td>Mary Grenier</td>
<td>Melissa Nightingale</td>
</tr>
</tbody>
</table>

**Table B: Assignments of Logistical Tasks**

<table>
<thead>
<tr>
<th>Task</th>
<th>Assignee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assembling documentary evidence</td>
<td>Melissa Nightingale (Student Services Coordinator), Mary Grenier (Administration Manager)</td>
</tr>
<tr>
<td>Logistics of AOC meetings and community events as part of program review and self-study</td>
<td>Mary Grenier (Administration Manager), Connie Wintels (administrative assistant)</td>
</tr>
<tr>
<td>Compiling drafts of the report</td>
<td>Luanne Freund (Acting Director), Rick Kopak (Associate Director)</td>
</tr>
<tr>
<td>Editorial work on draft report</td>
<td>Professional editor</td>
</tr>
</tbody>
</table>
SPECIAL AREAS OF EMPHASIS

The self-study highlights select unique aspects of the iSchool and significant changes that have occurred since the last accreditation review. We have identified three key areas of focus for the attention of the External Review Panel: experiential and community-based learning, the First Nations Curriculum Concentration, and the MLIS Core Renewal.

EXPERIENTIAL AND COMMUNITY-ENGAGED LEARNING

The iSchool offers students exceptional opportunities for experiential learning, including practicums, professional experience placements, directed research projects, and a successful Co-op program, the first of its kind for graduate students in the Faculty of Arts. In recent years, we have expanded on the community-engaged learning aspect of experiential learning by incorporating more community-based projects throughout the curriculum and expanding the opportunities for student reflection and feedback from community stakeholders. Early in 2015, we introduced the new Graduating Project course developed with the support of the university’s Centre for Community Engaged Learning. These offerings map directly to UBC’s strategic plan, Place and Promise: The UBC Plan, which identifies community engagement as one of its core commitments.

FIRST NATIONS CURRICULUM CONCENTRATION (FNCC)

The FNCC at the iSchool is unique in Canada and is one of the few such specializations in North America. It is available to students in the MLIS, Master of Archival Studies and DUAL programs. The FNCC, which had dwindled to only one or two students prior to 2010, underwent a thorough review and has been completely reinvigorated under the guidance of an outstanding faculty coordinator and an advisory board. This specialization connects the iSchool to many of the important programs and initiatives within the Faculty of Arts and the university as a whole, both of which have identified Aboriginal engagement as a strategic commitment.

MLIS CORE RENEWAL

The 48-credit MLIS program is based on the cohort model, in which all students take a four course core together in their first term. In response to changes in librarianship and the information professions and feedback from students and employers, we carried out a core review and changed the requirements for the degree. This involved a number of important changes, including moving the course on methods of research and evaluation into the core to better support the commitment to research within the iSchool and UBC as a whole, and rethinking the way we address technology competencies. This process also enabled us to redesign the core in light of the iSchool graduate competencies, which serve as program-level learning outcomes.
STANDARD I: MISSION, GOALS, AND OBJECTIVES

INTRODUCTION

The Master of Library and Information Studies (MLIS) program is one of four master’s degree programs in the School of Library, Archival and Information Studies (the iSchool), the others being the Master of Archival Studies (MAS), the Master of Arts in Children’s Literature (MACL), and the PhD program. The MLIS is also part of the DUAL program, together with the MAS.

The central mandate of the MLIS program is to deliver high-quality graduate education for information professionals. At the same time, the MLIS functions as one component of the larger information school, an integrated and interdisciplinary unit within the University of British Columbia’s (UBC) Faculty of Arts. The MLIS program contributes to and draws upon the strengths of the other programs in the iSchool and, indeed, other units within the Faculty of Arts. It is aligned with the mission, goals, and objectives of the iSchool, the faculty, and the university. As a member of the iSchools Organization6 since 2011, the iSchool has actively shifted its orientation in recent years toward a broader, more outward-looking and “whole of school” perspective. This is reflected in the governance and planning structures in place and in the iSchool’s mission, goals, and objectives, which are shared by and enacted through the MLIS program in concert with the other programs.

This chapter will provide an overview of processes and governance structures in the strategic planning environment of the MLIS program, including presentation of the school’s learning outcomes assessment program. More detailed information on governance and administration will be provided in Standard V and more detailed information on the results of learning outcomes assessment will be presented in Standard II. Substantial change and systematization of planning processes has occurred during the review period, prompted in part by the accreditation process. These changes will be highlighted. One aim of this chapter is to illustrate the extent to which a culture of planning and assessment is instantiated within the iSchool, enabling us to develop and strengthen the MLIS program, carry out the iSchool’s mission, and also help support and define the mission, goals, and objectives of our faculty and university.

STANDARD I.1

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

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6 http://ischools.org/
MISSION, GOALS, AND OBJECTIVES

Clearly articulated and regularly reviewed statements of mission and goals are essential to ensuring that our programs maintain quality standards and deliver on their commitments. Up until 2015, a single mission statement that served the whole school had been in place for many years, and that statement emphasized the role of the iSchool in providing education for library and archives professionals. However, the increasing range and diversity of goals across five programs, a growing research profile, and the school’s participation in the iSchool movement led to the recognition that a new and broader mission needed to be articulated. Consultations and discussion carried out throughout 2014 and 2015 resulted in the following public commitments, presented in the section below:

- New iSchool mission, goals, and objectives for the iSchool
- Distinct mission statements for the MLIS and MAS programs
- Program goals articulated in the iSchool Statement on Graduate Competencies (iSchool-GC)

ISCHOOL MISSION, GOALS, AND OBJECTIVES

The revised mission statement for the iSchool was approved by a vote of faculty on February 27, 2015. The subsequent (2015) iSchool annual retreat was devoted in part to further articulating and operationalizing the mission through a vision statement, an expanded statement to accompany the mission, and revised iSchool goals and objectives. These commitments are clearly stated on the iSchool website, and presented here in full.

ISCHOOL MISSION

*Through innovative research, education and design, our mission is to enhance humanity’s capacity to engage information in effective, creative and diverse ways.*

The iSchool mission is grounded in a fundamental belief in the value and importance of information and records to the lives of individuals, communities and society more broadly. Current and future access to information and records in their many manifestations is essential as a means of preserving and shaping memory and culture, enabling democracy through evidence, accountability, transparency and education, and supporting almost all forms of human activity. In order to ensure that individuals and communities are able to engage (i.e. confront, experience, challenge and use) information, the iSchool develops and disseminates theoretical and applied knowledge concerning the production, management, storage, preservation, access and use of information and records and educates students as information professionals and researchers. We acknowledge that no single perspective on the complex and situated concept of information is sufficient or universally valid and we respect and welcome diverse and critical perspectives that enrich our understanding and our practices. In this work, the iSchool is committed to furthering the goals of the Faculty of Arts and the University of British Columbia and supporting the many scholarly, academic and professional associations dedicated to the fields of library, archival and information studies. Our membership in the iSchools Organization signifies an explicit commitment to the notion expressed in the iSchools Charter, that “expertise in all forms of information is required for progress in science, business, education, and culture. This expertise must include understanding of the uses and users of information, the nature of information itself, as well as information technologies and their applications.”

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7 http://slais.ubc.ca/programs/about-department/missions-goals-and-objectives
8 http://slais.ubc.ca/programs/about-department/graduate-competencies
ISCHOOL GOALS AND OBJECTIVES FOR 2015–2016

Goal 1: To promote a thriving, responsive and diverse iSchool community.

- Establish a clear and updated Vision, Mission and Goals and communicate that externally
- Develop and implement a comprehensive recruiting plan to encourage and support high-quality applicants from underrepresented communities
- Build up a culture of openness, inclusiveness and respect within the iSchool
- Hire outstanding faculty members in areas that strengthen multiple programs
- Increase mentorship and professional development opportunities for faculty and staff
- Build alliances within the Faculty of Arts and the University that increase the campus-wide visibility of the iSchool

Goal 2: To foster educational experiences that enable our graduates to advance their fields of knowledge and practice.

- Offer complementary curricula that are aligned with the iSchool Graduate Competencies and responsive to the needs of the associated professional communities (MLIS/MAS)
- Implement well-articulated and supported pathways and concentrations that enable students to specialize in areas of interest and prepare for a broad range of careers
- Foster an intellectual milieu that stimulates a positive commitment to the professions, scholarship, and ongoing professional development (MLIS/MAS)
- Invest in providing high quality undergraduate teaching that increases the impact and visibility of the iSchool and supports recruitment to its graduate programs
- Sustain reliable processes of assessment and planning at course, program and school-wide levels
- Increase the level and quality of technology-enhanced learning and innovative pedagogies across the programs
- Increase the quality of teaching across the programs through provision of support and professional development opportunities for instructors

Goal 3: To conduct innovative and meaningful research that informs practice, extends theory and addresses challenges of societal importance.

- Nurture a culture of inquiry within the school, both informally and formally, through ongoing commitment to research-focused activities
- Sustain and enhance societally relevant research agendas leading to scholarly publication and public dissemination
- Increase the opportunities for Master’s students to carry out independent research projects
- Increase the level of support for faculty to establish partnerships and seek external research funding
- Enhance the rigour and scholarly depth of the PhD program through recruiting initiatives and ongoing commitments to teaching and supervision

Goal 4: To build and sustain reciprocal and meaningful relationships with diverse groups of researchers, professionals and community members.

- Establish and sustain an iSchool Advisory Board
Communicate with and solicit input from representatives of the student, alumni, professional, scholarly, technical and business communities related to School activities and programs on an ongoing basis

Support the mandates of library, archival and information-based associations in British Columbia, Canada, and internationally

Reinforce values of reciprocity, social responsibility, and professional behaviour in teaching, research and service commitments

Encourage students to identify, participate in, contribute to, and learn about scholarly and professional communities

Provide leadership in cross-campus research initiatives and collaborations

MLIS PROGRAM MISSION AND GOALS

The MLIS mission and iSchool-GC provide focus, create identity, and demonstrate a clear commitment to high-quality graduate professional education in library and information studies. Further, they serve as the cornerstone for ongoing program assessment based on learning outcomes, as described in Standard I.3.

MLIS MISSION

The MLIS program prepares professionals to exercise creativity, integrity and leadership in designing, implementing and promoting programs and systems for the creation, organization, management, preservation and effective use of information and collections.

ISCHOOL STATEMENT ON GRADUATE COMPETENCIES

1. Graduates are able to apply the foundational knowledge and skills of the profession. Specifically, graduates have the ability to:

   1.1 identify, analyze and assess the information needs of diverse individuals, communities and organizations, and respond to those needs through the design, provision and assessment of information resources, services and systems;
   
   1.2 appraise, organize and manage information for effective preservation, discovery, access and use;
   
   1.3 apply knowledge of information technologies and resources to real world situations, taking into account the perspectives of institutional and community stakeholders;
   
   1.4 reflect in a critical and informed manner on individual and institutional practices and on the role of the information professions in society.

2. Graduates are able to communicate effectively. Specifically, graduates have the ability to:

   2.1 articulate ideas and concepts fluently and thoughtfully in a variety of communication modes;
   
   2.2 assess, select and employ communication and instructional tools based on an understanding of diverse communicative goals and audiences.

3. Graduates are able to work effectively in team and institutional settings. Specifically, graduates have the ability to:

   3.1 demonstrate leadership, initiative and effective collaboration within team and small group settings;
3.2 apply principles of effective management and decision-making to organizational issues and challenges.

4. **Graduates are able to conduct original research and assessment.** Specifically, graduates have the ability to:

4.1 synthesize and apply existing scholarship from their field of knowledge and from related fields to identify and analyze significant theoretical and practical questions;

4.2 design and execute programs of inquiry and assessment informed by relevant theory and method.

5. **Graduates are able to represent their chosen profession.** Specifically, graduates have the ability to:

5.1 conduct themselves in a manner consistent with the philosophy, principles and ethics of the profession, while maintaining a critical perspective on the role of the professional in society;

5.2 advocate on behalf of the profession and the diverse constituencies that the profession serves;

5.3 contribute to the advancement of the field through participation in professional development, teaching, research or community service.

**COMMUNITY INPUT AND ALIGNMENT**

These commitments are aligned with the missions and goals of the university and the Faculty of Arts, and reflect the goals of the iSchool, as expressed by faculty, staff, students, alumni, and members of the community. Input for their development came from a range of sources and processes, as described below.

**iSchool Graduate Competencies:** Under development for several years, the competencies went through a number of draft versions and internal discussions. The original version was informed by an analysis of professional competency documents, including ALA’s Core Competences of Librarianship and The Canadian Association of Research Libraries (CARL) Core Competencies for 21st Century CARL Librarians. In 2014, a community survey was carried out to validate the draft iSchool-GC. Of the 249 respondents, 73% were satisfied or very satisfied with the competencies, and a further 18% were neutral. Responses indicated that the foundational competencies were considered most important, followed by (in this order): communication, professional, management, and research. Based on this survey we identified the need to develop a modified version of the iSchool-GC for the Master of Archival Studies program, which we later did, as archival employers identified a number of unique requirements. This was followed up by focus groups with employers of both MLIS and MAS graduates in 2015, which provided support for the competencies and identified areas in need of emphasis in the curriculum, namely the technology and management competencies. We also held a dedicated Director’s Forum session in the school to gather input from students on the iSchool-GC, which indicated that students valued the competencies and made use of them in course selection. Most recently, at our iSchool retreat in September 2016,


where we set goals and objectives for the year, we determined that technology competencies, which are in high demand by students and employers alike, should be identified more clearly in the iSchool-GC, and determined that the Assessment Committee will be tasked with revising the competencies to reflect this change.

**iSchool Mission and Goals and MLIS Mission:** The need for a review of the Mission and Goals was emphasized by an external review of the iSchool conducted in 2014, which drew upon input from many constituents. The report from the external review is provided in Appendix 5. Two of the key recommendations point to the need for the school to articulate a clear identity and a strategic plan: “Integrate strategic planning, thinking, and communication into every aspect of the School’s administration and operations” and “leverage and make visible SLAIS’s distinct contribution to the research priorities of the Faculty of Arts and the university as whole”.11 The process of developing the mission and goals included drawing upon input from our alumni surveys and focus groups conducted with employers, reviewing the missions and strategic plans of the university and the faculty and using our annual iSchool retreats to engage faculty and staff in the process. The formulation of the overall mission statement involved a valuable consensus-building exercise that involved numerous rounds of discussions, proposals, voting, and revisions over the course of more than a year.

The iSchool mission, goals and objectives are aligned with those of the university, as articulated in the UBC strategic plan, *Place and Promise*12, which was developed as the result of broad-based consultation in 2010, and those of the Faculty of Arts, set out in the strategic plan *A Place and Promise for Arts* (2011).

A mapping of our school goals and objectives to those of the Faculty of Arts and the university is provided in Table I.A. Alignment across institutional levels is particularly clear with respect to educational commitments, all of which emphasize educational outcomes and the student experience. The strong commitment to Aboriginal education and community-based learning approaches also map well to the iSchool’s special areas of emphasis: the First Nations Curriculum Concentration (FNCC) and experiential learning, of which the MLIS Graduating Project course is an exemplar for community-engaged learning. International engagement has not been a major strategic focus, although our enrolments show clear trends towards internationalization of the student body. While we are in the process of discussions with international universities to foster collaborations, for example, the University of Hong Kong and Tsukuba University in Japan, these projects will receive a higher priority once we have achieved full accreditation status and completed the integration with Journalism and the Bachelor of Media Studies.

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12 [http://strategicplan.ubc.ca/](http://strategicplan.ubc.ca/)
Table I-A: Mapping of Mission and Goals of UBC, the Faculty of Arts, and the iSchool

<table>
<thead>
<tr>
<th>UBC: Place and Promise</th>
<th>Faculty of Arts: A Place and Promise for Arts</th>
<th>iSchool Goals (2015–2016)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Learning:</strong> provides the opportunity for transformative student learning through outstanding teaching and research, enriched educational experiences, and rewarding campus life.</td>
<td>Pioneer Transformative Education and Enhance the Student Experience</td>
<td>(2) To foster educational experiences that enable our graduates to advance their fields of knowledge and practice</td>
</tr>
<tr>
<td><strong>Research Excellence:</strong> creates and advances knowledge and understanding, and improves the quality of life through the discovery, dissemination, and application of research within and across disciplines.</td>
<td>Excel at Research</td>
<td>(3) To conduct innovative and meaningful research that informs practice, extends theory and addresses challenges of societal importance (4) To build and sustain reciprocal and meaningful relationships with diverse groups of researchers, professionals and community members</td>
</tr>
<tr>
<td><strong>Community Engagement:</strong> serves and engages society to enhance economic, social, and cultural well-being.</td>
<td>Engage with the Community, Increase support of community services learning</td>
<td>(1) To promote a thriving, responsive and diverse iSchool Community (4) To build and sustain reciprocal and meaningful relationships with diverse groups of researchers, professionals and community members</td>
</tr>
<tr>
<td><strong>Aboriginal Engagement:</strong> engages Aboriginal people in mutually supportive and productive relationships, and works to integrate understandings of Indigenous cultures and histories into its curriculum and operations.</td>
<td>Expand Aboriginal research and teaching initiatives</td>
<td>(4) To build and sustain reciprocal and meaningful relationships with diverse groups of researchers, professionals and community members</td>
</tr>
<tr>
<td><strong>Alumni Engagement:</strong> engages its alumni fully in the life of the institution as valued supporters, advocates, and lifelong learners who contribute to and benefit from connections to each other and to the University.</td>
<td>Double our contacts with Alumni and engage our alumni base</td>
<td>(1) To promote a thriving, responsive and diverse iSchool Community, including objectives: Communicate with and solicit input from representatives of the alumni communities related to School activities and programs on an ongoing basis and Establish and sustain an iSchool Advisory Board</td>
</tr>
<tr>
<td>Intercultural Understanding: engages in reflection and action to build intercultural aptitudes, create a strong sense of inclusion, and enrich our intellectual and social life.</td>
<td>Intercultural Understanding</td>
<td>(1) To promote a thriving, responsive and diverse iSchool Community, including objective: Build up a culture of openness, inclusiveness and respect within the iSchool and Develop and implement a comprehensive recruiting plan to encourage and support high-quality applicants from under-represented communities</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>International Engagement: creates rich opportunities for international engagement for students, faculty, staff, and alumni, and collaborates and communicates globally.</td>
<td>International Engagement</td>
<td></td>
</tr>
<tr>
<td>Outstanding Work Environment: provides a fulfilling environment in which to work, learn, and live, reflecting our values and encouraging the open exchange of ideas and opinions.</td>
<td>Outstanding Work Environment</td>
<td>(1) To promote a thriving, responsive and diverse iSchool Community, specifically objectives: Increase mentorship and professional development opportunities for faculty and staff</td>
</tr>
<tr>
<td>Sustainability: explores and exemplifies all aspects of economic, environmental, and social sustainability.</td>
<td>Sustainability</td>
<td>(4) To build and sustain reciprocal and meaningful relationships with diverse groups of researchers, professionals and community members</td>
</tr>
</tbody>
</table>

While strategic and general oversight of the iSchool comes from the Faculty of Arts, academic oversight for our graduate programs, including the MLIS, comes from the Faculty of Graduate and Postdoctoral Studies (G+PS). Many aspects of recruiting, admissions, student awards, and financial support are guided by policies, procedures, and systems maintained by the faculty. In its *Graduate Student Strategy and Operational Plan (2010–2015)* a framework for providing the best possible education for graduate students is outlined, as follows:

*Creating an exceptional learning environment for UBC Graduate Students requires the University to provide*

- Academic excellence and exemplary governance: high quality academic programs, excellent student outcomes, and efficient and transparent management of graduate student matters

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13 Faculty of Graduate and Postdoctoral Studies, Graduate Student Strategy and Operational Plan (2010-2015): [www.grad.ubc.ca/sites/default/files/materials/ubcv_graduate_student_strategy_operational_plan_072010.pdf](http://www.grad.ubc.ca/sites/default/files/materials/ubcv_graduate_student_strategy_operational_plan_072010.pdf)
• **Equitable funding and resources: competitive and transparent funding for both graduate students and graduate programs**

• **Effective recruitment and engagement: a diverse graduate student community of the highest calibre that welcomes and supports aboriginal and international students**

• **An outstanding graduate student experience: an intellectual and social environment based on quality, equity and mutual respect that promotes successful academic outcomes and enables all students to achieve their potential**

• **Professional and career development: transformative opportunities for academic and professional development of graduate students, and alumni, community and international engagement, to further career options and enable students to become outstanding global citizens who contribute to a civil and sustainable society.**

This framework expresses many of the principles that guide our delivery of the MLIS program. Some are expressed in the iSchool’s goals, such as the commitment to fostering outstanding educational experiences and a thriving, responsive, and diverse community; others are reflected in our daily administrative work. For example, we recently carried out a full review and revision of the student awards procedures in the spirit of equity, to enable all students, even those graduating in the summer, to be eligible for awards. The new awards policy is included in Appendix 4. We have also started to offer a series of career-oriented evening workshops for our students and recent graduates in support of professional and career development.14

Close alignment of the iSchool’s goals and objectives with those of the university, the Faculty of Arts and G+PS is the result of a conscious effort on the part of the iSchool, based on the ALA Standards and the recommendations of our recent external review (Appendix 5), to seek this type of alignment and communicate that externally so that the important contributions of the iSchool are apparent.

The mission, goals and objectives of the school and the MLIS program are reviewed on an annual basis in light of changing goals and objectives of the university and in response to the results from our ongoing assessment and planning processes. UBC’s recently inaugurated President Santa Ono has already commenced consultations for the development of a new strategic plan, which will influence our future directions. More details on the assessment and planning process, including regular review of MLIS program objectives, are provided Standard 1.3.

**STANDARD 1.2**

1.2 Program objectives are stated in terms of student learning outcomes to be achieved and reflect [the following 10 sub-standards].

14 For example, we invited representatives from Deloitte to a student recruitment session: http://slais.ubc.ca/events/event/deloitte-recruitment-initiative-at-the-ischol
This standard was flagged in the conditional accreditation decision, noting a “lack of evidence that the mission, goals and objectives are linked to the competencies identified and the assessment activities named.” During the review period, we have fully addressed these concerns.

- MLIS program objectives have been clarified and stated in terms of student learning outcomes. These take the form of the graduate competencies, which are outlined in the iSchool-GC.
- The graduate competencies have been aligned with and mapped to ALA Standards 1-10.
- A program of learning outcomes assessment has been established based on the identified student learning outcomes.

These steps are documented in the following reports:

- October 1, 2014: Plan for Removal of Conditional Accreditation Status (Appendix 1)
- March 1, 2015: Conditional Status Progress Report (Appendix 2)
- December 1, 2015: Conditional Status Progress Report (Appendix 3)

### MLIS PROGRAM OBJECTIVES AND ALIGNMENT WITH STANDARD I.2

The MLIS program objectives are set out in the iSchool-GC, which was presented in Standard I.1. These are publicly available on the iSchool website,\(^\text{15}\) and the introductory page for the MLIS degree contains the following statement:

> The educational commitments of the MLIS program are set out in the *Statement on Graduate Competencies*. The Graduate Competencies provide a framework for the ongoing assessment of the MLIS program through direct and indirect measures of student achievement. The results of the assessment are published annually on the *Program Assessment* page of the website.\(^\text{16}\)

To make the relationship between the MLIS curriculum and the program objectives explicit to our students and constituents, we include information on all syllabi to show how courses contribute to program outcomes. This is done by linking course objectives on syllabi to the graduate competencies, as shown in Figure I-A. The bracketed numbers reference specific graduate competencies. We have also carried out a series of curriculum mapping exercises in recent years to identify courses and assignments that are strongly associated with the competencies, and to identify the level of coverage for each competency across the curriculum. These are discussed in more detail in Standard I.3.

\(^{15}\) http://slais.ubc.ca/programs/about-department/graduate-competencies/

\(^\text{16}\) http://slais.ubc.ca/programs/degrees/mlis/
In addition to being aligned with the MLIS curriculum, the iSchool graduate competencies reflect the learning outcomes identified in Standards I.2.1–I.2.10. This is illustrated by a chart showing the mappings between graduate competencies and Standards I.2.1–I.2.10, which is provided in Appendix 13. This chart is the basis for the analysis presented in the sections to follow, which shows for each standard the corresponding iSchool graduate competencies. To illustrate how this is reflected in the curriculum itself, we have also listed core and elective courses with course objectives that are linked to the relevant graduate competencies.

**Table I-B: Course Objectives Linked to Graduate Competencies - Core and Elective Courses**

<table>
<thead>
<tr>
<th>Sub-Standard I.2.1</th>
<th>Relevant Graduate Competencies</th>
<th>Relevant Core and Required MLIS Courses</th>
</tr>
</thead>
</table>
| 1.1 identify, analyze and assess the information needs of diverse individuals, communities and organizations, and respond to those needs through the design, provision and assessment of information resources, services and systems | | - LIBR 506: Human Information  
- LIBR 507: Methods of Research and Evaluation in Information Organizations  
- LIBR 508: Information Practices in Contemporary Society  
- LIBR 509: Foundations of Bibliographic Control |
| 1.2 appraise, organize and manage information for effective preservation, discovery, access and use | | |
1.3 apply knowledge of information technologies and resources to real world situations, taking into account the perspectives of institutional and community stakeholders

1.4 reflect in a critical and informed manner on individual and institutional practices and on the role of the information professions in society

<table>
<thead>
<tr>
<th>Sub-Standard I.2.2</th>
<th>Relevant Graduate Competencies</th>
<th>Relevant Core and Required MLIS Courses</th>
</tr>
</thead>
</table>
| 1.4 reflect in a critical and informed manner on individual and institutional practices and on the role of the information professions in society |  | • LIBR 511: Cataloguing and Classification  
• LIBR 516: Information Asset Management  
• LIBR 554: Database Design  
• LIBR 557: Information Retrieval Concepts and Practice  
• LIBR 580: Collection Management  
• LIBR 587: Preservation |
| 5.1 conduct themselves in a manner consistent with the philosophy, principles and ethics of the profession, while maintaining a critical perspective on the role of the professional in society |  | • LIBR 504: Management of Information Organizations  
• LIBR 507: Methods of Research and Evaluation in Information Organizations  
• LIBR 508: Information Practices in Contemporary Society |
| 5.2 advocate on behalf of the profession and the diverse constituencies that the profession serves |  |  |
| 5.3 contribute to the advancement of the field through participation in professional development, teaching, research or community service |  |  |

Sub-Standard I.2.3
Program objectives reflect appropriate principles of specialization identified in applicable policy statements and documents of relevant professional organizations.

The MLIS program is a generalist library and information studies degree, and therefore program objectives have been established to serve a wide range of professional careers. Both the FNCC and the Human-Computer Interaction Sub-Specialization are carried out in the context of the MLIS degree and do not have distinct program objectives.

Sub-Standard I.2.4
Program objectives reflect the value of teaching and service to the advancement of the field.

<table>
<thead>
<tr>
<th>Relevant Graduate Competencies</th>
<th>Relevant Core and Required MLIS Courses</th>
</tr>
</thead>
</table>
| 2.1 articulate ideas and concepts fluently and thoughtfully in a variety of communication modes | Two courses develop skills in the use of instructional and communication tools to reach particular audiences:  
• LIBR 504: Management of Information Organizations  
• LIBR 506: Human Information Interaction |
| 2.2 assess, select and employ communication and instructional tools based on an understanding of diverse communicative goals and audiences | Two courses emphasize the importance of teaching and professional service for the advancement of the field:  
- LIBR 507: Methods of Research and Evaluation in Information Organizations  
- LIBR 508: Information Practices in Contemporary Society |
|---|---|
| 5.3 contribute to the advancement of the field through participation in professional development, teaching, research or community service | Relevant MLIS Electives  
- LIBR 535: Instructional Role of the Librarian  
- LIBR 528: Services for Young Adults  
- LIBR 529: Services for Families and Early Literacy in the Preschool Years |

Sub-Standard I.2.5  
Program objectives reflect the importance of research to the advancement of the field's knowledge base.

<table>
<thead>
<tr>
<th>Relevant Graduate Competencies</th>
<th>Relevant Core and Required MLIS Courses</th>
</tr>
</thead>
</table>
| **4.1** synthesize and apply existing scholarship from their field of knowledge and from related fields to identify and analyze significant theoretical and practical questions | We added an entire course devoted to research and evaluation to the MLIS core in 2015:  
- LIBR 507: Methods of Research and Evaluation in Information Organizations |
| **4.2** design and execute programs of inquiry and assessment informed by relevant theory and method | Relevant MLIS Electives  
- LIBR 553: Understanding Information Users in Diverse Environments  
- LIBR 538B: Theory and Practice of Oral History  
- LIBR 555: Information Design I: Systems  
- LIBR 5595: Research Data Management for Information Professionals |
| **5.3** contribute to the advancement of the field through participation in professional development, teaching, research or community service | Students have the option to complete a 12-credit thesis (LIBR 599) or an independent study course:  
- LIBR 592: Directed Research Project  
- LIBR 594: Directed Study  
- LIBR 597: Research Collaboration |

Sub-Standard I.2.6  
Program objectives reflect the importance of contributions of library and information studies to other fields of knowledge.

<table>
<thead>
<tr>
<th>Relevant Graduate Competencies</th>
<th>Relevant Core and Required MLIS Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4.1</strong> synthesize and apply existing scholarship from their field of knowledge and from related fields to identify and analyze significant theoretical and practical questions</td>
<td>Relevant MLIS Electives</td>
</tr>
</tbody>
</table>
| | - LIBR 507: Methods of Research and Evaluation in Information Organizations  
- LIBR 508: Information Practices in Contemporary Society |
<table>
<thead>
<tr>
<th>Relevant Graduate Competencies</th>
<th>Relevant Core and Required MLIS Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4.2</strong> design and execute programs of inquiry and assessment informed by relevant theory and method</td>
<td>• LIBR 553: Understanding Information Users in Diverse Environments</td>
</tr>
<tr>
<td><strong>5.3</strong> contribute to the advancement of the field through participation in professional development, teaching, research or community service</td>
<td>• LIBR 557: Information Retrieval Concepts and Practice</td>
</tr>
<tr>
<td></td>
<td>• LIBR 559L: Issues in Scholarly Communications and Publishing</td>
</tr>
<tr>
<td></td>
<td>• LIBR 561: Information Policy</td>
</tr>
<tr>
<td></td>
<td>• LIBR 575: Academic Libraries</td>
</tr>
<tr>
<td><strong>Sub-Standard I.2.7</strong></td>
<td><strong>Relevant Core and Required MLIS Courses</strong></td>
</tr>
<tr>
<td>Program objectives reflect the importance of contributions of other fields of knowledge to library and information studies.</td>
<td><strong>Relevant Core and Required MLIS Courses</strong></td>
</tr>
<tr>
<td><strong>3.2</strong> apply principles of effective management and decision-making to organizational issues and challenges</td>
<td>• LIBR 504: Management of Information Organizations</td>
</tr>
<tr>
<td><strong>4.1</strong> synthesize and apply existing scholarship from their field of knowledge and from related fields to identify and analyze significant theoretical and practical questions</td>
<td>• LIBR 506: Human Information</td>
</tr>
<tr>
<td><strong>4.2</strong> design and execute programs of inquiry and assessment informed by relevant theory and method</td>
<td>• LIBR 507: Methods of Research and Evaluation in Information Organizations</td>
</tr>
<tr>
<td></td>
<td>• LIBR 508: Information Practices in Contemporary Society</td>
</tr>
<tr>
<td><strong>Sub-Standard I.2.8</strong></td>
<td><strong>Relevant Core and Required MLIS Courses</strong></td>
</tr>
<tr>
<td>Program objectives reflect the role of library and information services in a diverse global society, including the role of serving the needs of underserved groups.</td>
<td><strong>Relevant Core and Required MLIS Courses</strong></td>
</tr>
<tr>
<td><strong>1.1</strong> identify, analyze and assess the information needs of diverse individuals, communities and organizations, and respond to those needs through the design, provision and assessment of information resources, services and systems</td>
<td>• LIBR 514F: Information Visualization and Visual Analytics</td>
</tr>
<tr>
<td><strong>1.4</strong> reflect in a critical and informed manner on individual and institutional practices and</td>
<td>• LIBR 514K: IT Security, Information Assurance and Risk Management</td>
</tr>
<tr>
<td></td>
<td>• LIBR 573: Financial Management in Information Organizations</td>
</tr>
<tr>
<td></td>
<td>• LIBR 574: Project Management in Information Organizations</td>
</tr>
<tr>
<td></td>
<td>• LIBR 579G: Introduction to Archives for Librarians</td>
</tr>
<tr>
<td></td>
<td><strong>Relevant MLIS Electives</strong></td>
</tr>
<tr>
<td></td>
<td>• LIBR 529: Services for Families and Early Literacy in the Preschool Years</td>
</tr>
<tr>
<td></td>
<td>• LIBR 531: Client-Centred Services for Adults</td>
</tr>
</tbody>
</table>
on the role of the information professions in society

### 5.2 advocate on behalf of the profession and the diverse constituencies that the profession serves

### 5.3 contribute to the advancement of the field through participation in professional development, teaching, research or community service

#### Sub-Standard I.2.9
Program objectives reflect the role of library and information services in a rapidly changing technological society.

<table>
<thead>
<tr>
<th>Relevant Graduate Competencies</th>
<th>Relevant Core and Required MLIS Courses</th>
</tr>
</thead>
</table>
| **1.3** apply knowledge of information technologies and resources to real world situations, taking into account the perspectives of institutional and community stakeholders | • LIBR 506: Human Information Interaction  
• LIBR 508: Information Practices in Contemporary Society |
| **1.4** reflect in a critical and informed manner on individual and institutional practices and on the role of the information professions in society | |

<table>
<thead>
<tr>
<th>Relevant MLIS Electives</th>
</tr>
</thead>
</table>
| • LIBR 539J: Data Sources in the Public Domain  
• LIBR 551: Library Automation and Systems  
• LIBR 559M: Social Media for Information Professionals  
• LIBR 559S: Research Data Management for Information Professionals  
• LIBR 581: Digital Libraries  
• LIBR 582: Digital Images and Text Collections |

#### Sub-Standard I.2.10
Program objectives reflect the philosophy, principles, and ethics of the field.

<table>
<thead>
<tr>
<th>Relevant Graduate Competencies</th>
<th>Relevant Core and Required MLIS Courses</th>
</tr>
</thead>
</table>
| **5.1** conduct themselves in a manner consistent with the philosophy, principles and ethics of the profession, while maintaining a critical perspective on the role of the professional in society | • LIBR 504: Management of Information Organizations  
• LIBR 506: Human Information Interaction  
• LIBR 508: Information Practices in Contemporary Society |
| **5.2** advocate on behalf of the profession and the diverse constituencies that the profession serves | |
As demonstrated here, the MLIS program objectives are expressed in a clearly articulated set of graduate competencies in the form of learning outcomes. The competencies reflect the attributes required in Standards I.1-10 and are supported by MLIS core and elective courses. The graduate competencies also form the basis for program assessment, which is described in Standard I.3.

STANDARD I.3

I.3 Within the context of these Standards, each program is judged on the degree to which it attains its objectives. In accord with the mission of the school, clearly defined, publicly stated, and regularly reviewed program goals and objectives form the essential frame of reference for meaningful external and internal evaluation. The evaluation of program goals and objectives involves those served: students, faculty, employers, alumni, and other constituents.

The MLIS program operates in the context of an assessment and planning framework that enables its success. This framework is described in full in two documents, included as appendices: The SLAIS Learning Outcomes Assessment Program (SLOAP) (Appendix 10); and iSchool Guidelines for Planning and Assessment (Appendix 6). More detailed guidelines on data collection for purposes of assessment are contained in the Data Collection Handbook (Appendix 11), used by the iSchool Assessment Committee to conduct the assessment program. To demonstrate compliance with Standard I.3, we present a general description of the assessment and planning processes, drawn from these three sources.

LEARNING OUTCOMES ASSESSMENT

The learning outcomes assessment program exists to ensure that the MLIS program satisfies its objectives. Figure I-8 presents a schematic of the assessment program. It illustrates the central role of the Graduate Competencies (iSchool-GC) as learning outcomes, and the ongoing, iterative nature of the assessment process.

The iSchool graduate competencies, in the centre of the diagram, serve as program level objectives and are stated in the form of specific, concrete and measurable student learning outcomes. Moving to the right of the diagram, the graduate competencies are reflected in the curricular and extra-curricular components of the MLIS program, through course-level objectives, for example. They are also embedded in assessment instruments and practices, such as specific assignments and rubrics used to assess competencies and the feedback forms used by field placement supervisors. Ongoing assessment of program offerings and activities results in data that is collected, analyzed and interpreted to provide evidence of the extent to which students are able to achieve the graduate competencies. This is accomplished by using established measures for each of the competencies and employing authentic assessment practices to collect the data. The iSchool Assessment Committee is primarily responsible for carrying out these activities, although many internal and external constituents are involved. Feedback on the results of assessment are reported to iSchool faculty and staff these results are used to inform decisions and motivate efforts to improve the program offerings. This is normally accomplished through
the iSchool Annual Assessment Report,\textsuperscript{17} which is circulated and discussed at the iSchool Retreat at the end of each summer, where it informs planning exercises for the academic year to follow. Less formally, assessment results are gathered and discussed throughout the year, for example, within the curriculum committee and in other meetings with faculty, staff, students and other stakeholders, such as planning meetings between the Director and the Dean. Results are also reported publicly, for example through summary reports and data posted on the iSchool website and via the newsletter. Publication of the data enables iSchool Constituents: students, potential students, professionals in the community and employers, to assess the iSchool’s goals and performance and to provide feedback on both. Assessment of the MLIS program is carried out as a transparent, public, and consultative process with detailed reports and assessment results available and regularly updated on the iSchool Website on the program assessment page.\textsuperscript{19}

\textbf{Figure I-B: Schematic of iSchool Learning Outcomes Assessment Program}\textsuperscript{18}

\begin{figure}[h]
\centering
\includegraphics[width=\textwidth]{schematic.png}
\caption{Schematic of iSchool Learning Outcomes Assessment Program}
\end{figure}

\textbf{ASSESSMENT METHODS AND MEASURES}

The iSchool learning outcomes assessment program uses direct and indirect measures of student achievement\textsuperscript{20} to assess outcomes for each of the graduate competencies. Measures are drawn from a

\begin{itemize}
\item \textsuperscript{17} Assessment reports for 2015 and 2016 are available from the iSchool Program Assessment webpage: \url{http://slais.ubc.ca/programs/about-department/program-assessment/} .
\item \textsuperscript{18} Figure adapted from Gloria Rogers, ABET, Inc. Assessment for Quality Assurance, \url{http://www.utexas.edu/provost/sacs/images/assessquality_big.gif}
\item \textsuperscript{19} Program Assessment page: \url{http://slais.ubc.ca/programs/about-department/program-assessment/}
\item \textsuperscript{20} Middle States Commission on Higher Education (2007). Student Learning Assessment: Option and Resources. 2\textsuperscript{nd} ed.
\end{itemize}
range of data sources, both internal and external to the school, including specific course assignments and rubrics, surveys of students and alumni, and reports from employers and supervisors of experiential learning placements.

- **Direct Measures** provide evidence in the form of student accomplishments to show that learning has occurred. Only measures that clearly show how the assessment is connected with the learning outcome, for example, through the use of a rubric, are used.

- **Indirect Measures** do not strictly reflect student achievements or reflect achievements not directly associated with the stated learning objectives. These measures contextualize and clarify direct measures and assess other aspects of program quality, such as student satisfaction.

Table I-F lists the measures with a description of the data sources ranging from course assignment rubrics, feedback from supervisors on field placements, and various types of surveys. In most cases, these data collection instruments have been specially designed to provide data that aligns with the graduate competencies. A collection of course syllabi, assignments and rubrics will be available for on-site review. Appendices 46 to 49 provide examples of some of the other assessment instruments used. The scripts used to conduct focus groups with employers in 2015 and 2016 are provided in Appendix 46. In 2015 we used the focus groups to gather employer perceptions of the graduate competencies as learning outcomes and of the level of achievement of iSchool students and graduates. In 2016, the focus group collected employer perceptions of several curricular innovations in the MLIS program. Supervisor feedback forms for experiential learning placements are provided in Appendix 47. These forms ask supervisors to rate student achievement on four competency areas relevant to such placements. The alumni survey, conducted every year (Appendix 48), and the student survey, conducted every two years (Appendix 49), are both lengthy surveys that gather a wide range of data. However, in both cases we ask respondents to assess their own abilities using the graduate competencies as a framework.

**Table I-C: Direct and Indirect Measures of Student Learning**

<table>
<thead>
<tr>
<th>Direct Measures of Student Learning</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rubric scores on assignments tied to program goals</td>
<td>Certain core and large elective course assignments have been designated as direct measures of the graduate competencies. Assignments are graded by course instructors.</td>
</tr>
<tr>
<td>Capstone projects</td>
<td>Projects are carried out in the Graduating Project course in collaboration with community groups who participate in the assessment.</td>
</tr>
<tr>
<td>Employer and experiential learning supervisor ratings of students’ performance</td>
<td>Employers and supervisors assess the extent to which students demonstrate the graduate competencies during their placements. A standardized feedback form is used for all placements.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Indirect Measures of Student Learning</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus group interviews with alumni and employers</td>
<td>Interviews are carried out every year with invited groups of employers and information professionals to obtain input on various aspects of the MLIS program.</td>
</tr>
<tr>
<td>Job placements</td>
<td>Data on the rates of employment and types of positions obtained by our graduates is collected in the annual alumni survey.</td>
</tr>
</tbody>
</table>
### Table 1.1

<table>
<thead>
<tr>
<th>Student perception survey</th>
<th>The Learning from Our Students survey is conducted every two years within the school. It collects data on student engagement, self-perceived learning, and perceptions of the program facilities, curriculum and teaching.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum mapping</td>
<td>Mapping is carried out periodically to identify the extent to which the curriculum supports the graduate competencies.</td>
</tr>
<tr>
<td>Alumni perception survey</td>
<td>The alumni survey collects data on graduates’ perceptions of their learning and preparedness for the workplace.</td>
</tr>
</tbody>
</table>

Table 1.D to follow, shows the 13 competencies of the iSchool-GC and the specific measures used to assess each. It presents the results for the past two years, replicating a table presented on the iSchool website. Some measures apply to all students, notably those sourced from the core courses taken by all students, while others apply to a portion of the student body. In the latter case, an array of measures is gathered to enable assessment of all students. Results show that students perform well on most measures, which reach or exceed our targets. Areas where targets are not met, such as certain management and research competencies, are identified as areas for improvement in the curriculum, and more information is provided in Standard II on actions taken in response.

In addition to these measures, we collect other program assessment data that is used to identify program strengths and areas for improvement. This data is summarized in the Annual Assessment Report. Copies of the 2015 and 2016 reports are available on the iSchool website, and in Appendix 51. For example, the 2016 Assessment Report includes summary data from our annual alumni survey, a survey of our adjunct instructors, responses to a British Columbia Library Association Conference session in which we presented a series of curricular innovations, and curriculum mapping charts prepared for the school by the Centre for Teaching, Learning and Technology.

### Table I-D: Assessment Results for iSchool Graduate Competencies, 2014-15 and 2015-16

<table>
<thead>
<tr>
<th>Foundational Professional Competencies</th>
<th>Measure</th>
<th>Total N</th>
<th>2015/16 Measure</th>
<th>Target</th>
<th>2014/15 Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>LIBR 506 Assignment 1</td>
<td># and % of students that meet or exceed expectations in all component of rubric</td>
<td>73</td>
<td>96%</td>
<td>80%</td>
</tr>
<tr>
<td>1.1</td>
<td>LIBR 506 Assignment 2</td>
<td># and % of students that meet or exceed expectations in all component of rubric</td>
<td>73</td>
<td>84%</td>
<td>80%</td>
</tr>
<tr>
<td>1.1</td>
<td>LIBR 569R (Capstone) Final Project</td>
<td># and % of students graded as Average or Very Effective on this competency by Community Partners</td>
<td>16</td>
<td>100%</td>
<td>80%</td>
</tr>
<tr>
<td>1.1</td>
<td>Alumni Survey</td>
<td>% of self-assessment ratings on this competency of at least 3/5</td>
<td>97</td>
<td>87%</td>
<td>80%</td>
</tr>
</tbody>
</table>

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| 1.2 | LIBR 509 Assignment 2 | # and % of students that meet or exceed expectations in all component of rubric | 76 | 97% | 80% | 97% |
| 1.2 | LIBR 580 Project 2 | # and % of students that meet or exceed expectations in all component of rubric | 53 | 98% | 80% | 100% |
| 1.2 | Alumni Survey | % of self-assessment ratings on this competency of at least 3/5 | 97 | 84% | 80% | 89% |
| 1.2 | LIBR 569R Final Project | # and % of students graded as Average or Very Effective on this competency by Community Partners | 16 | 100% | 80% | 100% |
| 1.3 | LIBR 554 Assignment 3 | # and % of students that meet or exceed expectations in all component of rubric | 19 | 100% | 80% | 100% |
| 1.3 | LIBR 581 Assignment 5 | # and % of students that meet or exceed expectations in all component of rubric | 48 | 92% | 80% | 83% |
| 1.3 | LIBR 569R Final Project | # and % of students graded as Average or Very Effective on this competency by Community Partners | 16 | 100% | 80% | 100% |
| 1.3 | Alumni Survey | % of self-assessment ratings on this competency of at least 3/5 | 97 | 90% | 80% | 92% |
| 1.3 | Practicum and Prof. Exp. Supervisor Reports | # and % of students who receive exceptional or very good on this competency | 46 | 87% | 80% | 94% |
| 1.3 | LIBR 506 Assignment 1 | # and % of students who receive exceptional or very good on this competency | 73 | 96% | 80% | n/a |
| 1.4 | LIBR 508 Assignment I1c | # and % of students that meet or exceed expectations in all component of rubric | 75 | 99% | 80% | 100% |
| 1.4 | LIBR 569R Final Project | # and % of students graded as Average or Very Effective on this competency by Community Partners | 16 | 100% | 80% | 100% |
| 1.4 | Alumni Survey | % of self-assessment ratings on this competency of at least 3/5 | 97 | 93% | 80% | 94% |
### Communication Competencies

<table>
<thead>
<tr>
<th>Source</th>
<th>Measure</th>
<th>Total N</th>
<th>2015/16 Measure</th>
<th>Target</th>
<th>2014/15 Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 Practicum and Prof. Exp. Supervisor Reports</td>
<td># and % of students who receive exceptional or very good on this competency</td>
<td>45</td>
<td>84%</td>
<td>80%</td>
<td>88%</td>
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<td>% of self-assessment ratings on this competency of at least 3/5</td>
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<td># and % of students that meet or exceed expectations in all component of rubric</td>
<td>73</td>
<td>96%</td>
<td>80%</td>
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<tr>
<td>2.1 LIBR 506 Assignment 2</td>
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<td>84%</td>
<td>80%</td>
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<td>2.2 LIBR 508 Assignment IIIc</td>
<td># and % of students that meet or exceed expectations in all component of rubric</td>
<td>75</td>
<td>99%</td>
<td>80%</td>
<td>100%</td>
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<td>2.2 LIBR 535 Assignment 4</td>
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<td>80%</td>
<td>91%</td>
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### Management Competencies

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<thead>
<tr>
<th>Source</th>
<th>Measure</th>
<th>Total N</th>
<th>2015/16 Measure</th>
<th>Target</th>
<th>2014/15 Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 Practicum and Prof Exp. Supervisor Reports</td>
<td># and % of students who receive exceptional or very good on this competency</td>
<td>45</td>
<td>91%</td>
<td>80%</td>
<td>94%</td>
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<tr>
<td>3 Alumni Survey</td>
<td>% self-assessment rating on this competency of at least 3/5</td>
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<td>3.1</td>
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<td>80%</td>
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<tr>
<td>3.1</td>
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<td># and % of students that meet or exceed expectations in all component of rubric</td>
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<td>96%</td>
<td>80%</td>
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<tr>
<td>3.1</td>
<td>LIBR 569R Final Project</td>
<td># and % of students graded as Average or Very Effective on this competency by Community Partners</td>
<td>16</td>
<td>100%</td>
<td>80%</td>
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<tr>
<td>3.2</td>
<td>LIBR 504 Assignment 3</td>
<td># and % of students that meet or exceed expectations in all component of rubric</td>
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<td>86%</td>
<td>80%</td>
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<tr>
<td>3.2</td>
<td>LIBR 569R Final Project</td>
<td># and % of students graded as Average or Very Effective on this competency by Community Partners</td>
<td>16</td>
<td>100%</td>
<td>80%</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th><strong>Research Competencies</strong></th>
</tr>
</thead>
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<tr>
<td><strong>Source</strong></td>
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</tr>
<tr>
<td>4.1</td>
</tr>
<tr>
<td>4.2</td>
</tr>
</tbody>
</table>
PLANNING

The iSchool operates on a five-year planning cycle with a planning focus established for each year. This ensures a balanced and thorough approach to meeting all goals and strengthening all aspects of the iSchool’s programs. The cycle provides guidance for the attention of each year’s planning activities, but is flexible. The iSchool’s educational commitments (Goal 2) are central to the planning process, with different aspects of this goal covered over the five years of the cycle (See Table I.B).

The design of the planning framework is informed by the definition of “systematic planning” as outlined in the ALA Standards for Accreditation:

An ongoing, active, broad-based approach to

a) continuous review and revision of a program’s vision, mission, goals, objectives and learning outcomes;

b) assessment of attainment of goals, objectives, and learning outcomes;

c) realignment and redesign of core activities in response to the results of assessment, and;

 d) communication of planning policies, programs, and processes, assessment activities, and results of assessment to program constituents.22

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### Table I-E: Annual Planning Foci for the Five-Year Period 2014-2019

<table>
<thead>
<tr>
<th>Year</th>
<th>Planning Focus</th>
<th>iSchool Goals and Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014–2015</td>
<td>Mission, goals and objectives at school and program level</td>
<td>Goal 1: iSchool community</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Goal 2: Foster educational experiences</td>
</tr>
<tr>
<td>2015–2016</td>
<td>Program structure and development</td>
<td>Goal 2: Foster educational experiences</td>
</tr>
<tr>
<td>2016–2017</td>
<td>The student experience: motivation, quality and diversity</td>
<td>Goal 1: Diverse iSchool community</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Goal 2: Foster educational experiences</td>
</tr>
<tr>
<td>2017–2018</td>
<td>Quality of teaching and research</td>
<td>Goal 2: Foster educational experiences</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Goal 3: Innovative and meaningful research</td>
</tr>
<tr>
<td>2018–2019</td>
<td>Building relationships</td>
<td>Goal 4: Build and sustain relationships</td>
</tr>
</tbody>
</table>

Within the five-year period, planning takes place continuously, according to an annual cycle, mapped out in Figure I.C. The inner cycle indicates the primary activities carried out within the iSchool through the activities of its Director, Administration Manager, and standing committees; around the outside are the inputs and outputs to be gathered from program constituents and stakeholders (employers, alumni, students, accrediting bodies, and university oversight units). Formal means of gathering input from constituents are summarized in Table I.F presented earlier in Standard I.3. The primary means of synthesizing and reporting on the input is through the iSchool Annual Assessment Report. Faculty meetings and retreats attended by all faculty, the Administration Manager, and the Student Services Coordinator are the primary means for discussion and decision making at the level of the whole iSchool. Standing committees and program level advisory groups normally meet monthly as well, and bring proposals forward to the faculty meeting for decisions.

The annual cycle proceeds as follows:

- **August/September (iSchool annual retreat):** Establish and communicate annual goals and objectives. A primary input for this meeting is the annual assessment report prepared by the Assessment Committee each summer, which conveys clearly articulated direct and indirect measures of student learning outcomes and provides additional contextual information on the performance of the iSchool as a whole. Also during this period, the iSchool Director meets with the Dean for an annual planning meeting to discuss the goals and resource needs for the coming one to two years. Draft planning briefs are prepared and discussed (Appendix C-2).

- **September/October:** Set priorities and develop action plans; establish timelines and responsibilities. The strategic plan, the planning meeting with the Dean, the annual planning focus, and faculty, student, and community responses to the assessment report provide input to decisions as to the objectives and priorities for a given year. Objectives include implementing improvements to programs based on assessment results. The Director communicates these to the committee chairs, program oversight groups, and administrative staff, who establish action plans.
May/June (annual assessment report): Compile results of ongoing evaluation, including input from constituents; assess progress in achieving goals; communicate results. Monthly faculty meetings throughout the year provide the basis for updates, discussion, and decision making with respect to the action plans. These activities and the results of assessment are synthesized and presented in the annual assessment report, which is published and circulated for community input.

CONTINUOUS REVIEW AND REVISION OF MISSION AND GOALS

In the context of this planning process, the mission, goals, and objectives are living documents that are reviewed and will be revised on a regular basis. There are several procedures and timelines in place to ensure that this occurs:

- The terms of reference for the Assessment Committee (Appendix 7) include responsibility to regularly review the procedures and instruments of the SLAIS Learning Outcomes Assessment Program (SLOAP) (Appendix 10), which includes the iSchool-GC. As a case in point, the Assessment Committee has already identified a number of necessary revisions to the graduate competencies based on the SLOAP results, focus groups, and a course mapping...
exercise conducted in 2016 (see Assessment Committee Reports in Appendix 9). Revisions are planned for 2016-2017.

- The assessment and planning cycle described in the SLOAP Guidelines results in an annual assessment report each summer (Appendix 51), which is published on the website and reviewed by faculty and staff at the iSchool annual retreat. The outcome of the retreat is an updated set of goals and objectives.
- As noted above, we have a five-year general planning cycle in which a different planning focus takes precedence each year. Mission and goals were the focus in 2014, and a number of targeted assessment activities were carried out that year, including a survey and focus groups with community constituents that collected input on the iSchool-GC. In 2019, the planning focus will return again to mission and goals, so while revisions may be made at any time, a major review is scheduled every five years.

**ASSESSMENT OF ATTAINMENT OF GOALS**

Attainment of iSchool goals is assessed through the collection and analysis of data on learning outcomes, performance and institutional effectiveness in comparison with targets or benchmarks. Such data is collected by the school through its program assessment activities, as described above, and by the Dean’s Office and by Graduate and Postdoctoral Studies and is used to prepare the annual planning briefs that are shared and discussed with the Dean (Appendix C-2). This includes a wide range of data on application numbers, types of applicants, registrations, faculty productivity, research funding, job placements, etc.

In addition to internal assessment processes, the operation of the MLIS program is monitored through oversight from the Faculty of Arts and the Faculty of Graduate and Postdoctoral Studies. It is formally evaluated every five to six years through an external review of the whole school conducted by the Faculty of Arts. The most recent review was in December 2014, led by two external reviewers, Professors Brian Butler of the University of Maryland and Seamus Ross of the University of Toronto, and an internal reviewer, Dr. Joanna McGrenere from UBC Computer Science. The report was positive, concluding that it found the school to be “supporting the development of high-quality research, providing high-impact educational experience for professionals, and contributing in significant ways to the success of the Faculty of Arts and UBC”. It was also full of valuable recommendations to further strengthen the school and its programs. The full report of the review panel is provided in Appendix 5 and the iSchool’s response is provided in Appendix C-3. A summary report is available on the iSchool’s website.

Our constituents—students, employers, alumni, information professionals, professional associations—are actively involved in the ongoing planning and assessment activities in the iSchool, and provide input into the review and updating of our mission, goals, and objectives through formal and informal channels. Many are involved directly in the MLIS program through representation on committees, such as the Assessment Committee, through teaching roles in the iSchool, by serving as adjunct faculty, and as supervisors of students in experiential learning placements. Many others engage with our calls for

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23 Trend data on applications, admissions, time to completion, etc. is available for all graduate programs: www.grad.ubc.ca/prospective-students/graduate-degree-programs/master-of-library-information-studies

24 http://slais.ubc.ca/programs/about-department/initiatives-and-reports/
participation when asked: we have excellent response rates on our surveys of alumni, students, and the wider community of information professionals.

SUMMARY

The MLIS program is guided by a clearly articulated mission and program goals, stated in the form of student learning outcomes. The MLIS program functions within the iSchool, which also has a clearly stated mission and goals that emphasize the value and importance of quality educational outcomes and a positive impact on society, in keeping with the broader goals of UBC and the faculties that provide oversight for the iSchool. During the brief review period (2013–2016), all of these missions, goals, and objectives have been renewed, brought into alignment, and integrated with processes of planning and assessment. This chapter has provided a description of the program of planning and assessment in place within the school, including the overall model and the mechanisms and instrument by which it is implemented. The results of program level assessment demonstrate that the MLIS program is generally very successful in meeting its objectives, with some areas for improvement identified. We are proud of the work, engagement, and critical self-reflection on the part of faculty, staff, students, and our community that have gone into establishing these essential guiding components of the iSchool: clearly defined program objectives, a system for assessment based on those objectives, and a planning framework. We are committed to developing and strengthening these further over time.
INTRODUCTION

The Master of Library and Information Studies (MLIS) program is a 48-credit program that prepares graduates to work in a variety of information settings and to contribute to the library and information professions, as well as the larger communities in which they live and work. With two intakes per year (September and January), students spend two years (and no more than five years) completing the program. During their time at the iSchool, students take advantage of numerous academic specializations, course pathways, and experiential learning and other enriching activities on offer. These opportunities combine to create a program that is structured yet flexible, ensuring that students graduate with the core competencies required of today’s information professionals, as well as unique experiences and insights to bring to the workplace.

This chapter focuses on the processes of developing, delivering, and assessing the MLIS curriculum. Specifically, it complements Standard I in reporting on the results of program assessment and demonstrating how these results drive changes in curriculum. Course descriptions for core and elective courses (including special topics courses) are available on the website and in Appendix 15, and full syllabi for courses offered during the review period will be available for review on site. To provide context for the standards, we first outline the MLIS program structure and complementary iSchool programs. Further details on the courses, specializations, pathways, experiential learning opportunities, and other components of the curriculum will be provided as appropriate within specific standards.

MLIS PROGRAM STRUCTURE

The MLIS academic program consists of 48 credits, including 12 credits of core courses and a three-credit required course; the remaining 33 credits come from elective courses. The DUAL program consists of 81 credits; at least 36 credits must be MAS courses, and 36 must be LIBR courses. In addition to taking the MLIS core and required classes, DUAL students must take 12 credits of MAS core courses.

The MLIS core courses are taken in students’ first term of study:

- LIBR 506: Human Information Interaction (3 credits)
- LIBR 507: Methods of Research and Evaluation in Information Organizations (3 credits)
- LIBR 508: Information Practices in Contemporary Society (3 credits)
- LIBR 509: Foundations of Resource Description and Knowledge Organization (3 credits)

The required course can be taken at any time:

- LIBR 504: Management of Information Organizations (3 credits)

Following completion of the core, students enroll in elective courses based on their needs and interests. There are more than 60 MLIS courses available. Some of these courses support specific specializations, pathways, and options. MLIS students may take 12 credits of external (non-MLIS) UBC courses, and DUAL students may take nine credits of such courses. The iSchool is also part of the Web-based
Information Science Education (WISE)\textsuperscript{25} consortium, and its students may therefore participate in approved online courses offered by other information schools (up to six credits). In addition to many options for elective courses, students may tailor their program of study by undertaking individual studies. These include\textsuperscript{25}:

- Directed Research (LIBR 592, 3 credits)
- Directed Study (LIBR 594, 3 credits),
- Research Collaboration (LIBR 597, 3 credits)
- Thesis (LIBR 599, 12 credits)

These courses allow students to pursue an individual project in consultation with or under the supervision of a faculty member. Students pursue a directed research project or directed study when a topic of interest is not covered in an existing iSchool course, or the student wants to pursue in greater depth a subject begun in another class. Research Collaboration, as the title suggests, involves collaboration between a student and faculty member where the focus is on the faculty member’s research. A thesis is a larger undertaking, representing the equivalent of four full courses. Students who wish to undertake a thesis must confirm their intention to do so with their faculty advisor before the end of the term in which the student completes 24 credits of coursework. At this point, a thesis advisory committee will be established and a supervisor assigned. The thesis will be prepared and examined according to the regulations of G+PS.

In summary, all of these courses are intended to provide students with the ability to tailor the program to their needs while also gaining skills in advanced research, critical thinking, and synthesis skills, and, potentially, the opportunity to disseminate original research.

**CURRICULUM SPECIALIZATIONS**

- **The First Nations Curriculum Concentration (FNCC)** is designed to prepare information professionals to work effectively with Indigenous communities in support of ongoing developments in Indigenous culture and languages, self-government, treaty negotiation, and litigation. As an integral part of the concentration, students gain experience working with Indigenous-oriented information organizations.

- **The Human-Computer Interaction Sub-Specialization (HCI-SS)** (not currently accepting applications) was available to students during the review period, but as of summer 2016, new applications have been suspended. This is the result of the closure of the Media and Graphics Interdisciplinary Centre at UBC, which coordinated requirements and applications for the specialization across faculties and units at UBC, including the iSchool. We continue to support students who are currently enrolled in the sub-specialization.

**MLIS PROGRAM PATHWAYS**

Students pursuing the MLIS may opt to customize their programs by selecting courses in areas such as children’s librarianship, academic librarianship, or digital collections. MLIS students may also focus their studies in accordance with one of three program pathways (established in 2016)\textsuperscript{27}. These pathways

\begin{itemize}
\item [\textsuperscript{25}] WISE: \url{http://slais.ubc.ca/programs/courses/wise/}
\item [\textsuperscript{26}] MLIS Individual Studies Courses: \url{http://slais.ubc.ca/programs/courses/course-list/}
\item [\textsuperscript{27}] Degree Specializations and Pathways: \url{http://slais.ubc.ca/programs/degree-specializations/}
\end{itemize}
(Data Services, Information Interaction and Design, and Community and Culture) are not formally identified on students’ transcripts, but provide guidance for course selection and career planning. Each pathway lists a series of courses offered within the school that focus on particular areas of interest and career directions. More information on the MLIS pathways is provided in Standard II.4.

### ACADEMIC AND EXPERIENTIAL LEARNING OPPORTUNITIES

In addition to coursework, MLIS students may choose to take one or more of the following experiential learning opportunities.28

#### LIBR 595: PRACTICUM (NON-CREDIT)

The practicum involves placement in a library or information organization of the student’s choice for a two-week period. The purpose of the practicum is to give the student an overview of the organization, and to appreciate its mandate, structure, and challenges. The student has an opportunity to apply and observe theory and practice learned in the classroom, participate in the day-to-day activities of professional librarians, and learn by being embedded in the organization.

We have recently changed the practicum from a required to an optional experiential learning opportunity. This change was made in response to the availability of multiple other options for experiential learning, some students’ dissatisfaction with the short two-week placement time, and the recognition that many students come to the program with considerable previous experience. Experiential learning is highly recommended for all students, and the practicum is now only one option among many.

Organizations that recently hosted students for practicums include: Salt Spring Public Library; Vancouver Sun; University of Texas Music Library; One Archives Foundation, Los Angeles; UBC Museum of Anthropology; Simon Fraser University; and the London Art Gallery.

According to the iSchool 2015 alumni survey29 sent out to graduates one year removed from their time at the school, 49% of respondents stated that the practicum and/or internship courses contributed to their career success.

#### LIBR 596: PROFESSIONAL EXPERIENCE (3 CREDITS)

Professional experience is a project-oriented work-study course (unpaid) in which the student focuses in depth on an area of professional work, while also gaining project management skills. The student is supervised by a professional who monitors and evaluates the work in conjunction with the Student Services Coordinator. The Student Services Coordinator vets potential Professional experience projects from external professionals and organizations, and posts these opportunities on the UBC iSchool Job

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Blog\textsuperscript{30}. Students may also approach organizations to establish projects of mutual benefit and interest to be approved by the Student Services Coordinator.

Recently, Professional Experience projects have been carried out at St. John’s College at UBC (The Living Memory Project, a digital archive and website); Pima County Public Library in Tucson, Arizona (library programming and outreach); the Centre for Scholarly Communication at the University of Calgary (survey development and analysis to measure Open Access awareness among faculty; assistance writing a Social Sciences and Humanities Council of Canada Connection Grant); Emily Carr University of Art and Design Library (online tutorial development); and Pacific Newspaper Group in Vancouver, B.C. (digital image preservation).

According to the 2015 iSchool employment survey, 50% of respondents indicated that the professional experience course contributed to their career success.

\textbf{ISCHOOL AT UBC CO-OPEATIVE EDUCATION PROGRAM}

The iSchool at UBC Co-op Program is an educational work program consisting of a 4 or 8 month paid work term. Salaries range according to the type of organization: $2,558 (non-profit), $3,245 (public), and $3,402 (private) per month. The iSchool is the largest graduate partner with the Arts Co-op program. The iSchool students who wish to apply to the co-op program must complete a one-day pre-employment workshop facilitated by school, and involves co-op employers, alumni, and current students which involves career coaching.

Students are not guaranteed acceptance into the co-op program (see Table IV.G) or a co-op placement, though the iSchool students have enjoyed huge success in accessing this program. The positions are competitive, and students must go through the process of applying for jobs they are interested in. The co-op coordinator assesses the “fit” of students based on their academic achievements, previous work and volunteer experiences, interpersonal skills, writing abilities, and career motivation. Potential employers interview short-listed applicants and job offers are made through the Faculty of Arts Co-op Office. Approximately half of the co-op placements are outside metro Vancouver and citizenship/permanent resident restrictions may apply to some positions (e.g., those in the federal government). Although students do not receive course credit for the co-op, it is noted on their transcript.

The kinds of jobs that students have held include: archival work and records management; instruction, programming, and reference services; collection evaluation and needs assessment; metadata creation and resource descriptions; database design and search functionality; research and analysis; indexing and classification; and, web design and content development. Organizations that have hired co-op students include Simon Fraser University Library, Calgary Public Library, Environment Canada, Library and Archives Canada, and the Royal Canadian Mounted Police. More information is available on the co-op website.\textsuperscript{31}

\textbf{LIBR 569R: GRADUATING PROJECT}

\textsuperscript{30} iSchool Job Blog: \url{http://blogs.ubc.ca/ischoolnews/category/professional-experience/}
\textsuperscript{31} \url{http://artscoop.ubc.ca/students/how-co-op-works/slais/types-of-work/}
This optional experiential learning course, taken by students in the final or penultimate term at the school, provides students the opportunity to collaborate with peers, professors, and industry or community partners on a real-life issue or challenge. Students use this placement as to synthesize and reflect upon the competencies they have gained during their degree programs and produce a meaningful, tangible product that represents a culmination of students’ skills and knowledge.

Over the last two years student teams have engaged in projects with community partners including: the Positive Living Society of B.C.; Association of Neighbourhood Houses B.C.; BC 211; the Vancouver Aquarium; DiverseCity; Be the Change Earth Alliance; and the Ending Violence Association of B.C.

Within the review period, we introduced significant changes to the MLIS program, including revisions to the core courses, the introduction of informal curriculum pathways, and a number of new courses, all of which are integrated in the broader assessment and strategic planning activities within the iSchool.

**COMPLEMENTARY ISCHOOL PROGRAMS**

The iSchool offers several graduate programs in addition to the MLIS: the Master of Archival Studies (MAS), Master of Arts in Children’s Literature (MACL), PhD, and Dual MAS/MLIS (DUAL) degree. These additional programs are described briefly here as they contribute to the life of the iSchool and the learning experiences of MLIS students.

The MAS is a 48-credit course-based master’s program, similar in structure to the MLIS. It supports its own curriculum of core and elective courses complemented by a substantial number of cross-listed MLIS/MAS courses. These include large foundational courses, such as Database Design and Management of Information Organization, and a number of courses in the area of records and information management. The MAS is a source of elective courses for MLIS students who wish to explore archival studies and constitutes half of the 81-credit DUAL degree, which is in high demand and attracts particularly strong students with interests in rare books and special collections, academic archival work, and positions in the information management field.

The MACL is a small, multidisciplinary academic master’s program administered within the iSchool and supported by four units: Language and Literacy Education, English, Creative Writing, and the iSchool. The MACL complements and builds upon the MLIS curriculum, which has a long-standing reputation in children’s and young adult literature and services, and sustains a lively research community within the school focused on children’s literature. Many MLIS students benefit from working with MACL students in shared courses and on research projects, and participating in research events led by MACL students, such as the outstanding Biennial Children’s Literature Graduate Research Conference.32

The PhD is an advanced research degree with a typical total enrolment of 12 to 15 students. Doctoral students make substantial contributions to the MLIS program by serving as teaching assistants in the core courses, giving guest lectures, and contributing to the general research environment of the iSchool through participation in colloquia and events such as the annual iSchool Research Day. In recent years, we have succeeded in our efforts to attract outstanding MLIS graduates to the PhD program: three such students will enter the PhD program in the fall of 2016.

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II.1 The curriculum is based on goals and objectives, and evolves in response to an ongoing systematic planning process. Within this general framework, the curriculum provides, through a variety of educational experiences, for the study of theory, principles, practice, and values necessary for the provision of service in libraries and information agencies and in other contexts.

### BASED ON GOALS AND OBJECTIVES

As outlined in response to Standard I, the MLIS program serves the mission, goals, and objectives of the iSchool and is guided by its own mission and goals. As the iSchool’s largest program, the MLIS is the central means by which the school accomplishes its goal “To foster educational experiences that enable our graduates to advance their fields of knowledge and practice.”33 This goal represents a commitment to meaningful educational experiences that enable students to take on leadership roles and advance their professional fields. That commitment is reflected in the current objectives associated with this goal, which stress the need for curricula that are aligned with program objectives and the needs of the professions, clearly articulated, flexible to enable specialization, infused with professional values, evidence-based, and enabled through innovative technology-enhanced teaching and learning practices.

Table II.A illustrates relationships between the iSchool’s educational objectives (column one), the evidence from our constituents that led to the establishment of the objectives (column two), and corresponding features of the MLIS program (column three).

One initiative that demonstrates how our curriculum has evolved to reflect the current objectives (identified in the second row of the table) is the introduction of MLIS Pathways, which are described in more detail in Standard II.4. The pathways were created in response to the school-wide objective of establishing more clearly defined curricular paths associated with various career paths. The objective was identified and approved by faculty based on input from the community (e.g., alumni survey responses to questions on new trends in the field) and student input from a number of sources, including the student survey conducted in 2015, a summary of which is available in the annual assessment report, and the Faculty of Arts’ external review of the school (2014), which drew upon student input in making its recommendations.

**Table II-A: MLIS Program Features as a Function of Needs and iSchool Objectives**

<table>
<thead>
<tr>
<th>iSchool Educational Objectives, 2015–2016 (Selected)</th>
<th>Evidence of Need/Importance</th>
<th>MLIS Program Features</th>
</tr>
</thead>
<tbody>
<tr>
<td>Offer complementary curricula that are aligned with the iSchool graduate competencies and responsive to the needs of the associated professional communities (MLIS/MAS)</td>
<td>Input from Co-op advisors on increase in placement opportunities in information management; notes from Co-op advisory board meeting</td>
<td>Increased number of MAS/MLIS cross-listed courses, primarily in the area of records management (4 courses)</td>
</tr>
<tr>
<td>Implement well-articulated and supported pathways and</td>
<td>Input from students through the student survey;</td>
<td>Development of the MLIS program pathways (2015–2016)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Concentrations that enable students to specialize in areas of interest and prepare for a broad range of careers</th>
<th>Recommendations of the Arts external review; alumni survey responses</th>
<th>Foster an intellectual milieu that stimulates a positive commitment to the professions, scholarship, and ongoing professional development (MLIS/MAS)</th>
<th>Input from employers and information professionals through focus groups (2015), the alumni survey, and the course mapping exercise</th>
<th>annual iSchool Research Day; iTechFlex initiative to encourage creativity and self-directed learning (Appendix 16 and Standard VI); Graduating Project course and community-based learning approach (Appendix 17)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase the level and quality of technology-enhanced learning and innovative pedagogies across the programs</td>
<td>Input from employer focus groups and the community input survey on graduate competencies; student survey responses</td>
<td>iTechFlex initiative</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Increase the quality of teaching across the programs through provision of support and professional development opportunities for instructors</td>
<td>Student course evaluations; input from the student survey; Arts external review recommendations</td>
<td>Adjunct teaching initiative (2015): established a listserv on pedagogy, conducted a survey of adjunct instructors (Appendix 18) to identify areas of support needed, offered fall teaching orientation workshop and summer teaching development workshop</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**MLIS Program Goals:** The goals of the MLIS program are articulated further as learning outcomes in the *iSchool Statement on Graduate Competencies (iSchool-GC)*, which outlines the skills and knowledge that we expect all our graduates to have. These are presented in full in Standard I.1. Since the current version of the *iSchool-GC* was introduced in August 2014, a number of steps have been taken to strengthen the alignment between courses and competencies.

- We carried out a review and revision of the MLIS core courses in 2014–2015, using the newly established *iSchool-GC* as the frame of reference. The result demonstrates a very close alignment between the objectives of the core courses and the graduate competencies, as indicated in Table I.D, presented in Standard I.2.
- Since 2015, all LIBR course syllabi display mappings between course objectives and graduate competencies as identified by the course instructors.
- In 2015–2016, the curriculum committee led a review of the course objectives for electives taught by full-time faculty. The committee provided instruction and guidance on formulating course objectives as student learning outcomes, and, through two rounds of review and revision, course objectives were updated and brought into closer alignment with the

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34 [http://slais.ubc.ca/programs/about-department/graduate-competencies/](http://slais.ubc.ca/programs/about-department/graduate-competencies/)
graduate competencies. An example of objectives for one course before and after this process (LIBR 530) is shown in Table II.B. The revised objectives articulate higher-order learning objectives and are more specific and concrete; the mappings provide a clear indication of how the course supports the goals of the program.

• Several rounds of curriculum mapping (courses to competencies) have been conducted since 2013, with the latest completed in 2016 (Appendix 19), following the revision of course objectives. The UBC Centre for Teaching, Learning and Technology conducted the mapping, producing several types of outputs, including one that distinguishes between levels of learning objectives using Bloom’s Taxonomy.

### Table II-B: Example of Course Objectives Pre- and Post- Review and Alignment for LIBR 530: Subject-Based Information Services

<table>
<thead>
<tr>
<th>Course Objectives Prior to Review and Alignment with Graduate Competencies</th>
<th>Revised Course Objectives Showing Mapping to Graduate Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>At the completion of this course, students will be able to:</td>
<td>Upon completion of this course students will be able to:</td>
</tr>
<tr>
<td>• Identify the information needs and information-seeking behaviour within broad academic subject disciplines</td>
<td>• Critically understand the current trends and issues pertaining to subject-based reference and information services in academic information settings [1.1, 1.4]</td>
</tr>
<tr>
<td>• Understand the structure of a variety of academic subject literatures</td>
<td>• Characterize the information needs and information-seeking behaviour within broad academic subject disciplines [1.1, 4.1]</td>
</tr>
<tr>
<td>• Develop a familiarity with the major print and electronic information sources for subject fields in the humanities, the social sciences, and the natural sciences</td>
<td>• Critically reflect on the structure of a variety of academic subject literatures [1.4]</td>
</tr>
<tr>
<td>• Appreciate current trends and issues pertaining to subject-based reference and information services in academic information settings</td>
<td>• Identify and make use of the major print and electronic information sources for subject fields in the humanities, the social sciences, and the natural sciences [1.3]</td>
</tr>
<tr>
<td></td>
<td>• Apply user-centred design principles in the creation of a multimedia information service [1.1, 1.3, 2.2, 4.1, 4.2]</td>
</tr>
<tr>
<td></td>
<td>• Research and write a persuasive information service proposal [2.1, 5.2]</td>
</tr>
<tr>
<td></td>
<td>• Perform a distinct role in a collaborative team-based project [1.3, 3.1]</td>
</tr>
</tbody>
</table>

To demonstrate how the MLIS curriculum corresponds to the iSchool-GC, Table II.C presents a summary drawn from the 2016 curriculum mapping, showing the number of courses associated with each competency overall and at three levels, collapsed from the six levels in Bloom’s Taxonomy. Select
examples of courses that are strongly aligned with each competency are included as well (full mappings are included in Appendix 19). Please note that Table II.C complements Table I.E presented in the Standard I, which shows the alignment between Standards I.2.1–I.2.10 and the iSchool graduate competencies, including courses that demonstrate a commitment to those standards. Table II.C demonstrates that most of the graduate competencies are supported extensively throughout the curriculum, with 50% or more of courses having one or objectives aligned. It also identified areas where the coverage is not as broad (less than 50%), notably the professional competencies, 5.1 to 5.3, and the management competencies (3.1) and the research competencies (4.2). This has been noted in the course of our ongoing assessment and we are working to increase coverage for these areas.

Table II-C: Summary of Mappings of MLIS Courses to the iSchool Graduate Competencies Based on Course Objectives and Grouped by Bloom's Taxonomy (Revised)

<table>
<thead>
<tr>
<th>1. able to apply the foundational knowledge and skills of the profession. Specifically, graduates have the ability to:</th>
<th>1: Remember, Understand</th>
<th>2: Apply, Analyze</th>
<th>3: Evaluate, Create</th>
<th>Total: % out of 66 Courses</th>
<th>Exemplars</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 identify, analyze and assess the information needs of diverse individuals, communities and organizations, and respond to those needs through the design, provision and assessment of information resources, services and systems</td>
<td>12</td>
<td>22</td>
<td>22</td>
<td>85%</td>
<td>Core</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- LIBR 506: Human Information Interaction</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- LIBR 507: Methods of Research and Evaluation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Elective</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- LIBR 530: Subject-Based Information Services</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- LIBR 535: Instructional Role of the Librarian</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- LIBR 579J: Community-Led Libraries</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- LIBR 581: Collections Management</td>
</tr>
<tr>
<td>1.2 appraise, organize and manage information for effective preservation, discovery, access and use</td>
<td>11</td>
<td>17</td>
<td>16</td>
<td>67%</td>
<td>Core</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- LIBR 509: Foundations of Bibliographic Control</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Elective</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- LIRB 511: Cataloguing and Classification</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- LIBR 512: Indexing</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- LIBR 514H: Records and Information Governance</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- LIBR 516: Information Asset Management</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- LIBR 587: Preservation</td>
</tr>
</tbody>
</table>
### 1.3 apply knowledge of information technologies and resources to real world situations, taking into account the perspectives of institutional and community stakeholders

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIBR 506</td>
<td>Human Information Interaction</td>
</tr>
<tr>
<td>LIBR 508</td>
<td>Information Practices in Contemporary Society</td>
</tr>
</tbody>
</table>

#### Elective
- LIBR 551: Library Automation and Systems
- LIBR 554: Database Design
- LIBR 555: Information Design I (Web Design)
- LIBR 569R: Graduating Project
- LIBR 582: Digital Images and Text Collections

### 1.4 reflect in a critical and informed manner on individual and institutional practices and on the role of the information professions in society

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIBR 507</td>
<td>Methods of Research and Evaluation</td>
</tr>
<tr>
<td>LIBR 508</td>
<td>Contemporary Information Practices</td>
</tr>
</tbody>
</table>

#### Elective
- LIBR 561: Information Policy
- LIBR 569A: Practice and Protocols in Support of Indigenous Initiatives
- LIBR 529: Services for Families and Early Literacy
- LIBR 571: Human Resource Management

### 2. able to communicate effectively. Specifically, graduates have the ability to:

#### 2.1 articulate ideas and concepts fluently and thoughtfully in a variety of communication modes

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIBR 507</td>
<td>Methods of Research and Evaluation</td>
</tr>
</tbody>
</table>

#### Elective
- LIBR 521: Contemporary Literature and other Materials for Children
- LIBR 541: New Media for Children and Young Adults
- LIBR 570: Marketing in Information Organizations

#### 2.2 assess, select and employ communication and instructional tools based on an understanding of diverse

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIBR 506</td>
<td>Human Information Interaction</td>
</tr>
</tbody>
</table>
### Communicative Goals and Audiences

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIBR 514E</td>
<td>Taxonomies: Research and Evaluations</td>
</tr>
<tr>
<td>LIBR 528</td>
<td>Services for Young Adults</td>
</tr>
<tr>
<td>LIBR 539B</td>
<td>Theory and Practice of Oral History</td>
</tr>
<tr>
<td>LIBR 535</td>
<td>Instructional Role of the Librarian</td>
</tr>
</tbody>
</table>

### 3. Able to Work Effectively in Team and Institutional Settings. Specifically, graduates have the ability to:

#### 3.1 Demonstrate Leadership, Initiative and Effective Collaboration within Team and Small Group Settings

<table>
<thead>
<tr>
<th>Core/Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIBR 504: Management of Information Organizations</td>
</tr>
<tr>
<td>LIBR 508: Information Practices in Contemporary Society</td>
</tr>
</tbody>
</table>

#### Elective

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIBR 514H</td>
<td>Records and Information Governance</td>
</tr>
<tr>
<td>LIBR 530</td>
<td>Subject-Based Information Services</td>
</tr>
<tr>
<td>LIBR 561</td>
<td>Information Policy</td>
</tr>
<tr>
<td>LIBR 569A</td>
<td>Information Practice and Protocol in Support of Indigenous Initiatives</td>
</tr>
<tr>
<td>LIBR 570</td>
<td>Marketing in Information Organizations</td>
</tr>
</tbody>
</table>

### 3.2 Apply Principles of Effective Management and Decision-Making to Organizational Issues and Challenges

<table>
<thead>
<tr>
<th>Core/Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIBR 504: Management of Information Organizations</td>
</tr>
</tbody>
</table>

#### Elective

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIBR 514K</td>
<td>IT Security, Information Assurance and Risk Management</td>
</tr>
<tr>
<td>LIBR 571</td>
<td>Human Resource Management</td>
</tr>
<tr>
<td>LIBR 574</td>
<td>Project Management</td>
</tr>
<tr>
<td>LIBR 580</td>
<td>Collections Management</td>
</tr>
</tbody>
</table>

### 4. Able to Conduct Original Research and Assessment. Specifically, graduates have the ability to:

#### 4.1 Synthesize and Apply Existing Scholarship from Their Field of Knowledge and from Related Fields to Identify and Analyze Significant Theoretical and Practical Questions

<table>
<thead>
<tr>
<th>Core</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIBR 507: Methods of Research and Evaluation</td>
</tr>
</tbody>
</table>

#### Elective

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIBR 514E</td>
<td>Taxonomies: Research and Evaluation</td>
</tr>
<tr>
<td>LIBR 529</td>
<td>Services for Families and Early Literacy</td>
</tr>
<tr>
<td>LIBR 553</td>
<td>Understanding Information Users in Diverse Environment</td>
</tr>
</tbody>
</table>
4.2 design and execute programs of inquiry and assessment informed by relevant theory and method

<table>
<thead>
<tr>
<th>Credit</th>
<th>Elective</th>
<th>Core</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>LIBR 594: Directed Study</td>
<td>LIBR 559M: Social Media for Information Professionals</td>
</tr>
</tbody>
</table>

5. able to represent their chosen profession. Specifically, graduates have the ability to:

5.1 conduct themselves in a manner consistent with the philosophy, principles and ethics of the profession, while maintaining a critical perspective on the role of the professional in society

<table>
<thead>
<tr>
<th>Credit</th>
<th>Elective</th>
<th>Core</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>LIBR 535: Instructional Role of the Librarian</td>
<td>LIBR 507: Methods of Research and Evaluation</td>
</tr>
</tbody>
</table>

5.2 advocate on behalf of the profession and the diverse constituencies that the profession serves

<table>
<thead>
<tr>
<th>Credit</th>
<th>Elective</th>
<th>Core</th>
</tr>
</thead>
</table>

5.3 contribute to the advancement of the field through participation in professional development, teaching, research or community service

<table>
<thead>
<tr>
<th>Credit</th>
<th>Elective</th>
<th>Core</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>LIBR 589R Graduating Project</td>
<td>LIBR 507: Methods of Research and Evaluation</td>
</tr>
</tbody>
</table>
Supplementary to the course offerings, the MLIS curriculum gives students the opportunity to develop competencies through participation in events and groups sponsored and supported by the iSchool. A summary table showing these additional curricular opportunities mapped to the competencies, together with the evidence of participation and learning, is provided here for reference (Table II.D).

Table II-D: Additional Curricular Opportunities That Support Graduate Competencies

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Curricular Opportunities</th>
<th>Evidence of Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundational (1.1–1.4)</td>
<td>iSchool Colloquia Series Co-op and practicum placements iSchool Technology Portal and Workshop Series</td>
<td>Student survey (Levels of student attendance at colloquia and conferences) Co-op placement data and supervisor assessment reports Student survey (Perceptions of Co-op) Technology Portal and workshops (student evaluation and feedback forms)</td>
</tr>
<tr>
<td>Communication (2.1–2.2)</td>
<td>Co-op and practicum placements Student conferences held at UBC Student conference travel support See Also: The UBC iSchool Student Journal</td>
<td>Co-op placement data and supervisor assessment reports Student survey (Perceptions of Co-op) Student survey (Levels of student attendance at colloquia and conferences)</td>
</tr>
<tr>
<td>Management (3.1–3.2)</td>
<td>Co-op and practicum placements Participation in student groups and chapters of professional associations</td>
<td>Co-op placement data and supervisor assessment reports Student survey (Level of participation and Perceptions of student groups)</td>
</tr>
<tr>
<td>Research (4.1–4.2)</td>
<td>iSchool Colloquia Series HCI@UBC lunches iSchool Research Day Student conference travel support</td>
<td>Student survey (Levels of student attendance at colloquia and conferences and Level of publication) Research Day program—student participation</td>
</tr>
<tr>
<td>Professional (5.1–5.3)</td>
<td>iSchool Colloquia Series Co-op and practicum placements</td>
<td>Student survey (Levels of student attendance at colloquia and conferences)</td>
</tr>
</tbody>
</table>
Changes in the curriculum occur from term to term, as instructors revise their courses in response to informal and formal teaching evaluations. Changes also occur as a result of learning outcomes assessment, when data collected on student achievements indicates weaknesses in certain competency areas. Annual assessment reports for 2015 and 2016 summarize such data and allow for the tracking of trends over time. For example, concerns were raised by relatively low indicators of technology competencies in the 2015 assessment report, which prompted the development of the iTechFlex initiative to strengthen students’ confidence and experience with technology and the introduction of the Technology Portal learning environment for incoming students. It also influenced the faculty hiring process, leading us to hire Dr. Abdul-Mageed, a new faculty member with outstanding skills in teaching technology, who will enable us to increase the range of courses involving advanced technology skills. In the coming years, we will be able to track the impact of these changes on technology competencies through the annual assessment reports. The discussion of Standard II.7 provides more detail on the impact of learning outcomes assessment on the curriculum.

In addition to the ongoing incremental assessment and improvement of curriculum, periodic curriculum reviews are conducted. Although a full curriculum review has not taken place in the review period, the MLIS core underwent a review and revision in 2014, which serves as an illustration of the processes by which the curriculum evolves.

### MLIS CORE RENEWAL

Prior to the review, the MLIS program structure had, for many years, included four core courses taken in students’ first term, and two additional required courses taken prior to graduation. These courses play an important role in the program by providing students with a common set of foundational skills and a shared knowledge base. Elective courses and experiential learning opportunities build upon the competencies acquired in the core.

In 2014, input and evaluation of information from a number of sources of data contributed to the faculty decision to revise the core and required course components of the MLIS program. These include:

- Feedback from employers and faculty indicating that students should acquire research skills early in their programs to carry out course projects, research assistant duties, and work placements
- Enrolment data showing that most students were taking the required Research Methods course in their final term
- Course evaluations and student survey responses indicating student dissatisfaction with two of the core courses due to the increasingly diverse skills and goals of students entering the program
At a planning session involving all MLIS faculty, we discussed these issues, reconsidered the role of the core, and agreed upon the competencies that should be covered in a revised core. Based on the decisions from this meeting, a working group met throughout the summer of 2014 to redesign the core courses. The redesign was further informed by the results of the course mapping exercise conducted by the Working Group on Accreditation and carried out in alignment with the recently approved iSchool - GC. The goals for the revised MLIS Core were:

- To offer a broad perspective of knowledge and method applicable to a variety of kinds of information work
- To retain the goal of using Core to build community and ‘acculturate’ students
- To have a stronger focus on ‘method’ - ways of doing things rather than factual knowledge
- To reflect the newly developed Graduate Competencies

The result, illustrated in Figure II-A, is a set of core and required courses that are better aligned with the needs of the students and with the MLIS learning outcomes. One of the main differences is the inclusion of LIBR 507 Methods of Research and Evaluation, formerly a required course that students tended to leave until the very end of their program. Student evaluations perennially pointed to the lack of perceived relevance of the course content to their professional careers, while faculty and employers were aware of the value of these skills both for coursework and work placements, which often include an evaluation component. This course was moved to the core and student evaluations were taken into consideration in reframing the course in terms of program and project evaluation and evidence-based practice. In the new version of the course, students learn many of the same things, but with a clearer connection to practice, and with a clearer alignment to both the research and the professional competencies.

**Figure II-A: Overview of the Redesign of the Four MLIS Core Courses**

The new courses were introduced for the first time in September 2015 and serve as a keystone component of the SLAIS Learning Outcomes Assessment Program, both as a source of direct measures...
and as an aspect of the program that will be strengthened and regularly updated as a result of ongoing assessment.

**PROVIDES FOR THE STUDY OF THEORY, PRINCIPLES, PRACTICE, AND VALUES**

The iSchool graduate competencies were carefully formulated to serve our graduates in professional work, and they reflect the importance of theory, principles, practice, and values as follows:

- **Theory** is emphasized in competencies 4.1: “analyze significant theoretical ... questions” and 4.2: “informed by relevant theory and method.”
- **Principles** are emphasized in competencies 3.2: “apply principles of effective management” and 5.1: “conduct themselves in accordance with the philosophy, principles and ethics of the profession.”
- **Practice** is emphasized in competencies 1.4: “reflect in a critical and informed manner on the individual and institutional practices” and 1.3: “apply knowledge of information technologies and resources to real world situations.”
- **Values** are emphasized in competencies 2.2: “taking into account the perspectives of institutional and community stakeholders” and 5.1: “conduct themselves in accordance with the philosophy, principles and ethics of the profession.”

The curriculum provides opportunities to gain different kinds of knowledge and skills through different types of learning experiences and engagement with a diverse group of instructors. Most MLIS courses offer a balance of theoretical and applied components, with required readings, lectures, and discussions serving as the basis for theoretical knowledge and understanding of basic principles, and in-class exercises and assignments providing opportunities for practical skills development. Some courses are inherently more focused on theories and principles due to the nature of the material covered, such as:

- LIBR 553 Information Users in Diverse Environments, which examines theories of information interaction
- LIBR 514E Taxonomies: Research and Evaluation, which draws upon theories of cognition and classification

Such courses are usually offered in a graduate seminar format, centred on readings and discussions. Students wishing to delve more deeply into theory may choose to carry out an independent study in an area of particular interest or undertake a thesis. Other research-oriented aspects of the curriculum support the focus on theory and principles:

- The annual iSchool Research Day, in which students and faculty present research and class projects
- The Colloquia Series, which brings in both researchers and practitioners
- Other conferences and research events, such as the HCI@UBC lunch and speaker series

Many of our students work as research assistants for faculty research projects, and co-author publications with faculty members. One excellent example of this is a book jointly researched and written by Professor Judith Saltman and five students (Dan Gillean, Jamie McCarthy, Myron Groover, Justin Unrau, and Rachel Balko): *The Canada IFLA Adventure: 85 Years of Canadian Participation in the*
Data from the 2015 student survey (MLIS and DUAL students) indicates that:

- 19% of MLIS and 42% of students of DUAL serve as research assistants
- 21% of MLIS and 58% of DUAL students attend conferences
- 14% of MLIS and 21% of DUAL students present at conferences
- 4% of MLIS and 8% of DUAL students author publications
- 47% of MLIS and 54% of DUAL students attend research events within the iSchool

The focus on practice is also spread through the curriculum, with opportunities for students to study and critique practices in the field and to engage in practice-based learning. For example:

- Courses such as LIBR 504: Management and LIBR 561: Information Ethics make use of scenarios and cases as a way to explore real-world situations and decision making.
- Courses such as LIBR 555: Information Design I have students critically examine real-world systems or services.

Students learn about practice through readings and through direct exposure to established information professionals in the form of adjunct instructors and guest lecturers. On average during the review period, 35% of courses were taught by adjunct instructors, including some outstanding information professionals from within the UBC library system and from the regional public library systems, such as the Vancouver Public Library. Courses taught by adjunct instructors tend to have a stronger focus on practice, although theoretical grounding is a requirement of all courses.

Many courses require students to put theory into practice through one or more hands-on assignments, such as:

- Building a database (LIBR 554: Database Design)
- Creating a book trailer (LIBR 527: Library Services for Children)
- Creating a digital collection (LIBR 582: Digital Images and Text Collections)

A number of courses combine these assignments with community-based projects, so students gain direct experience working through a small-scale project in the framework of the course. Such courses include:

- LIBR 538B: Theory and Practice of Oral History, in which students create actual oral histories for a community partner
- LIBR 596R: Graduating Project, in which the entire course is devoted to carrying out a group project with a community-based organization

Through such courses, since 2013, more than 100 database projects and 30 digital collections have been built by iSchool students working with community-based partners, such as the Vancouver Indigenous Women’s Organization Resource Centre, Bamfield Marine Sciences Centre Devonian Library, and the British Columbia Aboriginal Child Care Society.

The professional values associated with librarianship and the provision of information services are embedded in the curriculum, first in the core courses, which serve as a critical socialization experience for students entering the program, and throughout the electives. The more than 25 courses focused on information service provision for children and adults emphasize service-oriented values. Our courses
also raise questions and invite critical reflection on the role of values in the professions, notably in the courses devoted to policy and ethics (LIBR 508, LIBR 561, and LIBR 569A). Courses taught by adjunct professors, in which real-world experiences and cases are regularly discussed with students, are important sources of learning about professional values. In a recent survey of iSchool adjunct faculty conducted in 2015, responses highlighted the importance of professional competencies for students, including leadership, advocacy, and continuous learning (Appendix 18). Students’ direct experiences of the workplace through Co-op and other placements, along with their experiences participating in student groups and chapters of professional associations, also strengthen their knowledge and understanding of professional values.

**STANDARD II.2**

**II.2 The curriculum is concerned with recordable information and knowledge, and the services and technologies to facilitate their management and use. The curriculum of library and information studies encompasses information and knowledge creation, communication, identification, selection, acquisition, organization and description, storage and retrieval, preservation, analysis, interpretation, evaluation, synthesis, dissemination, and management.**

The MLIS curriculum, through its core and elective courses, is concerned with the areas of knowledge identified in the discussion of Standard II.2, which are expressed in the foundational competencies of the *iSchool*-GC (1.1-1.4). The core-plus-elective structure of the curriculum ensures that students are introduced to the broad scope of foundational knowledge in their first term, and are able to build upon it by selecting elective courses and other learning opportunities. MLIS course offerings are organized in a decile classification structure to identify broad groupings. Table II.E shows the 10 course categories, the number of courses offered in each category, and the relevant curricular areas identified in the discussion of Standard II.2.

**Table II- E: MLIS Course Groups Mapped to Standard II.2 Curricular Areas**

<table>
<thead>
<tr>
<th>Decade</th>
<th>Category</th>
<th>Number of Courses</th>
<th>Coverage of II.2 Curricular Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>500-509</td>
<td>Foundations of Library and Information Studies (core and required courses)</td>
<td>5</td>
<td><em>All areas</em> identified in the standard, at an introductory level</td>
</tr>
<tr>
<td>510-519</td>
<td>Information Organization and Resources Description (e.g., Cataloguing, Indexing, Records Management)</td>
<td>9</td>
<td><em>Organization and description, management</em>, and to a lesser extent <em>identification, selection, and analysis</em></td>
</tr>
<tr>
<td>520-529</td>
<td>Information Behaviour, Materials, and Services for Children and Youth (e.g., Illustrated Literature and Other Materials for Children, Services for Young Adults)</td>
<td>11</td>
<td><em>Services: information and knowledge creation, communication, identification, selection, acquisition, evaluation, synthesis, and dissemination</em></td>
</tr>
<tr>
<td>530-539</td>
<td>Information Behaviour, Materials, and Services for</td>
<td>11</td>
<td>*Services: information and knowledge creation, communication, identification, selection,</td>
</tr>
</tbody>
</table>
STANDARD II.3

SUB-STANDARD II.3.1

II.3.1 Fosters development of library and information professionals who will assume an assertive role in providing services

This standard is expressed in the foundational competencies, specifically 1.1, and the professional competencies (5.1 and 5.2) in the iSchool-GC. It is also expressed in the iSchool objective “Foster an intellectual milieu that stimulates a positive commitment to the professions, scholarship, and ongoing professional development.” The MLIS curriculum is designed to ensure that all students gain the competencies, values, and perspectives of information professionals and are able and assertive in providing information services.

The structure of the MLIS curriculum, with four core courses taken in the first term, serves as an effective bridge for students coming from a wide range of academic backgrounds to enter the LIS field and begins the learning and socialization process for future information professionals. The newly redesigned MLIS core engages students with the foundational knowledge of the field, gives them an
understanding of the role of information professionals in designing, delivering, and evaluating information services for various groups, and enables them to develop a professional and ethical perspective on their roles as information professionals. The cohort model, in which each entering group of approximately 45 students (in September and January) takes the core courses together, enhances the core experience by providing a supportive and collegial environment for student debate, shared experiences, and the exploration of professional issues. The cohort model often continues to play a role after graduation, forming and broadening students’ professional networks as alumni.

The importance of leadership and advocacy in information services provision is expressed in several core courses. For example, in Human Information Interaction (506), students work in groups to design an information resource, system, or service for a specific user community, and in Information Practices in Contemporary Society (508), students develop their advocacy skills by preparing a topic briefing and “pitching” it to the class.

As Table II.E shows, the number of electives focused on information services (520s, 530s, 540s) is greater than in any other category. Many service courses focus on particular populations (children or youth), and others focus on particular subject domains, such as legal and health information services. The iSchool has a long tradition of excellence in the area of children’s services, strengthened by the MACL program. Not only does the school offer many courses in this area, but many of our graduates have gone on to leadership roles in children’s services in public libraries throughout the region, as passionate advocates for reading and early literacy programs. Equally significant are the courses that incorporate a community-based learning component, such as the new Graduating Project course (LIBR 569R), which emphasizes collaboration and reciprocal learning between iSchool students and not-for-profit community organizations. In projects over the past two years, students close to graduation have demonstrated their capability to design and deliver information services. These include projects with:

- Positive Living B.C. to organize photographic collections and ephemera
- The Check Your Head Youth Global Education Network to construct an evaluation and assessment framework for their education workshops
- The Pacific Community Resource Centre to facilitate policy and expertise sharing and awareness among staff through a new information management system
- BC211 to facilitate information access and streamline reporting procedures

**SUB-STANDARD II.3.2**

*II.3.2 Emphasizes an evolving body of knowledge that reflects the findings of basic and applied research from relevant fields*

This standard is expressed in the foundational competencies, specifically 1.4, and the Research competencies (4.1 and 4.2). As a graduate program in a major research university, all MLIS courses are held to high standards with respect to the depth and breadth of readings and coverage of current research. All courses have required readings that draw upon basic and applied research in the field, and the majority have at least one assignment that requires students to locate, read, synthesize and reflect critically on published research.

The importance of understanding and conducting original research is recognized in the core course LIBR 507: Methods of Research and Evaluation in Information Organizations, which gives students an informed and analytical appreciation for research in the library and information fields, as well as an introduction to research methods and design. In this course, one of the major assignments is to conduct
bibliographic research and prepare a literature review in support of a proposed research or evaluation project. Students learn about different types of literature reviews, including evidence-based approaches for evaluating published research. In the core course LIBR 508: Information Practices in Contemporary Society, students are given the opportunity to “critically engage with the scholarship from information studies and related fields, along with media accounts, to identify and analyze questions facing information professionals in contemporary societies.”

These courses prepare students for further research-related courses in the curriculum, such as LIBR 553, Understanding Users in Diverse Environments, in which students identify an area of interest and conduct a small empirical study, such as investigating the online information worlds of older adults or analyzing interactions with classification systems as products of colonization. Independent research options are also popular with students, including LIBR 592: Directed Research Project and LIBR 597: Research Collaboration. Students with a particular research focus may choose to do a 12 credit thesis (LIBR 599: Thesis). While the number of theses is small, it is an option that students who wish to continue in academic studies are likely to choose. Two students completed theses in 2016, one focused on electronic records management and the other on online reading. As noted above, students also engage in research as graduate research assistants, working with faculty on funded research projects.

In addition to research-oriented courses and employment, an emphasis on the role and importance of research within and outside of LIS, can be found throughout the curriculum. Faculty are active researchers and their teaching responsibilities are well-aligned with their research interests (see Table in discussion of Standard III: Areas of Full-Time MLIS Faculty Specialization Related to Courses Taught). They are committed to the integration of theory, research, and practice in their courses, as evidenced by course syllabi with extensive reading lists and assignment that employ authentic assessment (Appendix 15). iSchool students are encouraged and financially supported to attend conferences where their research is presented. iSchool faculty draw on their research expertise in engaging students in the classroom, and through other means, such as colloquium presentations, research workshops, and talks and posters at the iSchool Research Day.  

**SUB-STANDARD II.3.3**

*II.3.3 Integrates the theory, application, and use of technology*

This standard is expressed in the foundational competencies, specifically 1.3, and in the iSchool objective “Increase the level and quality of technology-enhanced learning and innovative pedagogies across the programs.” This is an area of the curriculum that has changed substantially during the review period due to evidence that we needed a new and improved approach to technology instruction. Our current iTechFlex initiative addresses this standard directly.

Students enter MLIS programs with varying levels of technological competency and perceptions of self-efficacy. During the review period, we moved away from offering the core course LIBR 500: Foundations of Information Technology, a web-delivered course intended “to provide students with an understanding of the foundations of information technologies and their use in knowledge-based organizations.” Though it was a highly rated course, the variation in levels of students’ skills and comfort with technology, from novice to near expert, posed a challenge, and some of the learning

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35 The program and student posters for the 2016 Research Day: [http://slais.ubc.ca/research/research-day](http://slais.ubc.ca/research/research-day)

36 [http://slais.ubc.ca/libr500](http://slais.ubc.ca/libr500)
objectives were dated (e.g., PowerPoint). Considering input from professionals, current trends in technology literacy, and a review of other library and information studies programs, a working group on technology in the core developed the Technology Portal, a series of self-paced modules delivered through the edX platform that allow students to assess and develop their competencies on basic technology skills (e.g., spreadsheets, databases, FTP services, HTML, and CSS). The portal is complemented by a series of face-to-face workshops offered regularly throughout the term. Students who have a high level of technology proficiency can run through the self-test quickly and are prepared for electives, and other students gain important skills in self-instruction and lifelong learning as they work through the modules with support. When we presented the Technology Portal at a British Columbia Library Association Conference this past year, it was very well received as an effective and innovative approach to acquiring technology skills. After we conduct an assessment of the portal this year, we intend to open it up to the information community as an opportunity to gain or refresh basic technology skills. Other components of the iTechFlex initiative are the Virtual Lab, which supports increased use of real-world information systems (e.g., Archivematica) in courses and assignments, and the Technology Sandbox, which makes innovative software and systems available to students for special projects and creative use. More information on the iTechFlex initiative is provided in Standard VI.2 and in Appendix 16.

Beyond these initiatives, many courses in the curriculum focus on applications of technology; in particular, courses in the LIBR 550–559 range cover the general area of Information Retrieval and Systems, and the new Information Interaction and Design pathway guides students to information technology offerings. This is a rich area of the curriculum with 15 electives; a few examples of the courses in this area are LIBR 551: Library Automation and Systems; LIBR 554: Database Design; LIBR 558: Information Retrieval Systems: Structures and Algorithms; and LIBR 559M: Social Media for Information Professionals. Dr. Abdul-Mageed, who joined the school in July 2016, will introduce a new course in Python programming in winter term II 2017.

**SUB-STANDARD II.3.4**

### II.3.4 Responds to the needs of a diverse society including the needs of underserved groups

This standard is reflected to some extent in the foundational competencies, specifically 1.1, and in professional competency 5.2, which addresses the need for advocacy on behalf of the constituencies we serve. It is expressed in the curriculum through the core course LIBR 508: Information Practices in Contemporary Society, which raises awareness of critical issues in relation to underserved groups, such as ethics, equitable access, and the right to privacy, and in electives such as:

- LIBR 579J: Community-Led Libraries
- LIBR 531: Client-Centred Services for Adults
- LIBR 548: Community Informatics
- LIBR 542E: Services to At-Risk and Special Needs Young Adults (1 credit)

The new Community and Culture pathway will assist students in focusing their studies in this area.

**FIRST NATIONS CURRICULUM CONCENTRATION**

This curriculum standard is most strongly expressed through the First Nations Curriculum Concentration (FNCC), which responds to the local historical context of UBC and British Columbia, in which the First Nations and Indigenous peoples have been dispossessed of their land and marginalized. The FNCC aims
to educate information professionals to assist with the information needs of these communities, in accordance with the mission and goals of the university, the Faculty of Arts, and the iSchool, all of which have established Aboriginal engagement and intercultural understanding as priorities (see discussion of Standard I.1).

Since 1998, the iSchool has offered the FNCC, which allows students to develop an understanding of Indigenous cultures and ongoing Indigenous initiatives, and to focus on information needs and services related to Indigenous peoples. The FNCC is unique in Canada and is one of the few such specializations in North America. It is available to students in the MLIS, MAS (Master of Archival Studies), and DUAL programs. The concentration was developed in collaboration with Indigenous information professionals including iSchool graduates in prestigious positions at Indigenous law firms and resource centres, faculty at UBC’s First Nations House of Learning,37 faculty in the First Nations and Indigenous Studies Program,38 and the UBC’s Indigenous library, Xwi7xwa Library (pronounced whi-teh-wa).39 A comprehensive review and consultation process for the FNCC was initiated in the 2010-2011 academic year. Based on the outcomes of that process, the concentration was redesigned under the guidance of an advisory board comprised of internationally and locally recognized Indigenous scholars and practitioners. The concentration continues to be guided by the advisory board. The Five Year Plan of the FNCC is provided in Appendix 22.

Figure II- B: FNCC Students, Faculty, and Information Professionals in Bella Bella, BC, summer 2016

FNCC students have the same MLIS credit requirements as other MLIS students and all MLIS students have the same courses available to them as students participating in the FNCC. The difference is that FNCC students devote more of their studies (12-15 credits) to Indigenous-related information issues. Students in the concentration can take Indigenous-oriented courses in the MLIS program such as LIBR 569A: Information Practice and Protocol in Support of Indigenous Initiatives for FNCC credit. For MLIS courses that do not have an explicit focus on Indigenous issues, students (with support of the course instructor) concentrate their assignments on Indigenous-oriented issues and initiatives within a course and apply the course to the FNCC specialization. This results in a concentration that is integrated with and complements existing curricula rather than functioning in isolation. In addition, students can take Indigenous-oriented courses outside of the MLIS program (e.g., First Nations and Indigenous Studies program or First Nations and Endangered Languages program) that support their career goals. They must receive approval for these courses through the iSchool’s Graduate Advisor, as is the case for

37 http://aboriginal.ubc.ca/longhouse
38 http://fnis.arts.ubc.ca
39 http://xwi7xwa.library.ubc.ca/
all courses taken outside the school that students wish to apply to their degree requirements. Although some courses outside the MLIS program are offered at the undergraduate level, they typically have graduate course numbers that students can use with instructor permission because demand for these courses by graduate students across the university is very high. Examples of course assignments that students have used to meet the requirements of the FNCC include:

- LIBR 538B: Theory and Practice of Oral History - a student planned and implemented an oral history interview project with an Indigenous Elder according to local protocol and ethical best practices.
- LIBR 505: Research Methods - two students planned a research project on the information needs of Indigenous community users of Xwi7xwa Library and produced a literature review and prepared a research proposal.
- LIBRS28: Young Adult Services - a student focused on contemporary Indigenous Young Adult literature and produced a briefing arguing for the creation of a special Aboriginal resource collection within the young adult collection at a branch of the Vancouver Public Library.
- LIBR 531: Client-Centered Services for Adults – a student developed a nuanced final project presentation on comprehensive process and program recommendations for public libraries working with Indigenous peoples to better meet their information needs.
- LIBR 594 - Directed Study – a student developed a 100 page toolkit on Digital Storytelling with a specific focus on working with Indigenous communities. The resource is now being used and further developed by UBC’s Indigitization Project and led directly to the student being hired by Edmonton Public Library as their Digital Public Spaces Librarian.

During the review period, the FNCC has grown dramatically, from only five graduates in 2012–2013 to over 25 students currently enrolled. In 2015, the iSchool hosted Dr. Spencer Lilley, a Maori scholar and information professional from New Zealand, as our Dodson Visiting Scholar. Dr. Lilley gave several talks and taught the FNCC course, LIBR 569A. This year, FNCC students and FNCC coordinator Dr. Lisa Nathan participated in a week-long experiential learning project in collaboration with the Heiltsuk Nation in Bella Bella, funded by a Remote Community Based Learning grant. The FNCC is a unique and important component of the MLIS program, recognized within UBC and commended in the recent Arts external review of the school. The specialization is in strong alignment with initiatives within the Faculty of Arts and the university as a whole, both of which have identified Aboriginal Engagement as a strategic commitment.

**SUB-STANDARDS II.3.5 AND II.3.6**

**II.3.5 Responds to the needs of a rapidly changing technological and global society**

**II.3.6 Provides direction for future development of the field**

These standards are expressed in the iSchool goal “To conduct innovative and meaningful research that informs practice, extends theory and addresses challenges of societal importance” and in professional competency 5.3, which states that graduates must be able to “contribute to the advancement of the field.” Social issues and human needs in the midst of technological change are a theme that runs throughout the curriculum, including the core course LIBR 508, which introduces students to the complexities of the information society, including issues of information ethics, intellectual property, privacy, and surveillance. Students are actively encouraged to step out of their comfort zones and to engage with changes in institutions, technologies, and delivery models. The iTechFlex initiative, which
emphasizes innovation, creativity, and self-learning, is one example of how the curriculum encourages students to develop a positive, change-embracing orientation. This spirit is also reflected in the new MLIS pathways that respond to current challenges to the information professions (e.g., Data Services).

Incorporating current and future issues into the curriculum requires that most course syllabi, topics, and reading lists be updated each time the course is presented. Since faculty are, for the most part, teaching in their area of research interest, they are motivated to ensure that their courses keep pace with changes in technology and society. New courses to cover emerging topics are created quickly as “topics courses” under a generic “Issues in...” number, and then added to the curriculum as part of a university-level review process when they have been successfully offered several times. (See the discussion on Standard II.7 for more details of the review process.) Instructors employ innovative technology-enhanced teaching methods as well, such as:

- A Critical Making workshop in LIBR 508 in which students work with Raspberry Pi Microcomputers
- The use of a shared video annotation system to do peer review in LIBR 535: Instructional Role of the Librarian
- Hands-on training in the use of eye-tracking and transaction-logging software to conduct usability studies in LIBR 555: Information Design I

The importance of technology in education for the information professions is recognized by UBC and the iSchool in the provision of computing and other technological resources for student use. These include two computing labs in the iSchool for student use, general-purpose and specialized software, wireless access, and a new, state-of-the-art multimedia collaboration pod for work on group projects. A full description of available resources is provided in the discussion on Standard VI.3.

The iSchool’s faculty provide leadership in keeping the MLIS curriculum current and forward-looking by developing new courses that engage with new developments, such as:

- LIBR 539J: Data Sources in the Public Domain, developed in response to the growth of open data and open government and the need to be able to find and preserve these new sources
- LIBR 514F: Information Visualization and Visual Analytics, developed in response to the big-data trend and the increasing use of visual tools to analyze and communicate data
- LIBR 559D: Social Media Intelligence, developed in recognition of the value of social media as a source of information and evidence, and the need for professionals who can manage and interpret it
- LIBR 559S: Research Data Management for Information Professionals, taught by adjunct instructor Eugene Barsky, an iSchool alumnus, a UBC librarian, and one of the leaders in Canadian research data management initiatives

**SUB-STANDARD II.3.7**

**II.3.7 Promotes commitment to continuous professional growth**

This standard is reflected in professional competency 5.3, which states that graduates must be able to “contribute to the advancement of the field through participation in professional development, teaching, research or community service.”

Throughout the curriculum, students are made aware of the rapidly changing nature of the field and the need to take advantage of opportunities for professional development and growth within the
profession. The curriculum offers many opportunities for students to acquire a range of experiences to expand on their courses and foster independent and lifelong learning skills. The Technology Portal and non-credit workshop series introduces students to the need to take responsibility for their own learning. Many courses offer opportunities to customize course assignments to follow personal interests, and students may choose to take LIBR 594: Directed Study to devote an entire course to such interests. A range of volunteer opportunities are advertised on the iSchool Portal and the UBC iSchool Job Blog,\textsuperscript{40} as well as paid positions available to iSchool students. Many students take advantage of the graduate academic assistant positions offered at the UBC Library and benefit from the many ways that continuous professional development is modelled by librarian faculty within the UBC Library system. These include the B.C. Research Libraries Group Lecture Series\textsuperscript{41} and numerous professional conferences that take place at UBC and involve students and recent graduates as volunteers and participants (e.g., the 2016 Workshop for Instruction in Library Use [WILU] conference).\textsuperscript{42} Through these experiential learning opportunities, students begin to build professional networks to aid them in their careers.

Professional growth is also supported through teaching of basic analytic and research skills, which support lifelong learning skills; engagement with LIS communities; opportunities to exercise skills for professional growth, such as reflective practice, goal setting, and self-assessment; reading original materials (rather than textbooks); and public presentations such as those associated with the Colloquia Series.

\begin{figure}[h]
\centering
\includegraphics[width=0.5\textwidth]{image}
\caption{Members of the iSchool Association of Information Science and Technology (ASIS&T) Student Chapter Participating in Local Maker Faire}
\end{figure}

\textsuperscript{40} http://blogs.ubc.ca/ischoolnews/
\textsuperscript{41} https://blogs.ubc.ca/bcrlglctionseries/
\textsuperscript{42} http://blogs.ubc.ca/wilu2016/about-wilu/
Students find further opportunities for professional growth within the many student organizations available to them. These include student chapters of the American Library Association, Association for Information Science and Technology, British Columbia Library Association, and Special Library Association. These student chapters offer programs on subjects of interest to their members and engage them in events such as Maker Faires, unconferences, panels, and tours. Most of these associations offer the opportunity to collaborate with or receive support from the parent organization, and some offer mentoring opportunities.

**STANDARD II.4**

II.4 The curriculum provides the opportunity for students to construct coherent programs of study that allow individual needs, goals, and aspirations to be met within the context of program requirements established by the school and that will foster development of the competencies necessary for productive careers. The curriculum includes as appropriate cooperative degree programs, interdisciplinary coursework and research, experiential opportunities, and other similar activities. Course content and sequence relationships within the curriculum are evident.

**OPPORTUNITIES TO CONSTRUCT COHERENT PROGRAMS OF STUDY**

The curriculum offers students the opportunity to design coherent programs of study based on personal interests, constraints, and career goals. This is possible due to the number and range of electives, the availability of relevant courses outside the program in other iSchool programs (e.g., MAS) or cognate fields, and the availability of diverse types of courses and learning opportunities, including experiential learning and independent studies. The MLIS program pathways were introduced in 2016 to offer additional guidance to students as they customize their programs.

The MLIS program is designed with a flat structure: once students complete the core, they can take almost any other course in the program. Core courses are offered in each of winter term I and II, and the required course (Management) is offered at least twice a year. The number of elective courses offered each term (approximately 18) is adequate to allow the students a variety of choices, and to ensure that course sizes for electives are (typically) in the range of 10 to 30 students. A balance of courses offered during the day and in the evening accommodates both students and adjunct faculty. A small number of electives are offered in each of the two condensed (six-week) summer terms as well. This year, in response to student input from the student survey and the directors’ forum, we included a distance education course in the summer offerings to provide more flexibility for students who return home or work full time for the summer.

To assist in program design, courses in the MLIS curriculum are grouped by general areas as shown in Table II.E. Course descriptions are available on the iSchool website for all courses, including information on prerequisites, course goals, and objectives. Full syllabi are publicly available for all courses that are offered in a given term, and historical course offerings are retained on the website with links to syllabi.

Three-credit courses fall into one of three categories and are scheduled accordingly (Appendix 20 shows the actual course offerings for the review period):

- Core and required courses and primary electives are offered twice per year (10 courses). Most are taught by full-time faculty.
• Secondary electives are offered once a year (approximately 24 courses). Most are taught by full-time faculty.
  o LIBR 512, 514F, 516, 520, 521, 523, 524, 525, 528, 529, 541, 551, 553, 555, 556, 557, 561, 559A, 569R, 580, 582
• Tertiary electives are offered once every two years. Most are taught by adjunct faculty.
  o Remaining electives

A small number of courses are offered opportunistically—for example, when a visiting scholar or adjunct or regular faculty member is interested in developing a “topics” course, or when a potentially valuable course is made available to iSchool students through our membership in the Web-based Information Science Education (WISE) consortium.43 (WISE courses are not technically part of the iSchool curriculum; students in the MLIS program register for WISE courses under LIBR 593: Seminar.) For example, in fall 2016, Julie Flett will join the school as TD Visiting Scholar in Children’s Literature and offer a one-time course, LIBR 522P: First Nations Literature and Other Materials for Children and Young Adults.

In addition to courses in the MLIS program, students are able to take courses in the MAS program if they have completed the necessary prerequisites and have received approval from the iSchool Graduate Advisor. Students in the DUAL program take both the MLIS and MAS core courses, and choose their electives from MLIS and MAS courses. Students are also able to take courses in units outside the iSchool, up to a maximum of 12 credits for MLIS students and 9 credits for DUAL students, with the permission of their advisor and the Graduate Advisor. To be approved, students must provide a rationale for the relevance of external courses to their program of study.

MLIS PATHWAYS

The MLIS program pathways were developed during the review period and introduced in 2016 to provide additional guidance and structure to students wishing to pursue more specialized areas within the MLIS curriculum.44 The rationale for introducing these informal pathways and an overview of the planning process is presented in the initial proposal (Appendix 21). Three pathways with associated career directions are outlined:

• Data Services develops students’ competencies in the provision of data services, including data stewardship and analysis, for the purposes of using data for decision making and communicating, and ensuring data integrity and quality. Possible career paths: data scientist, data analyst, data librarian, social media manager, research data manager.
• Information Interaction and Design focuses on the development of knowledge and skills related to the ways in which people search for and interact with information and media, and the design of social and technological systems to support those interactions. Possible career paths: interaction designer, systems librarian, technology trainer, usability specialist, web designer, information architect, corporate communications specialist.
• Community and Culture focuses on the development of knowledge and skills related to the collection and stewardship of cultural materials and the provision of information and

43 http://slais.ubc.ca/programs/courses/wise
44 MLIS program pathways are presented here: http://slais.ubc.ca/programs/degrees/mlis
cultural services to communities that support and are respectful of their needs, traditions, and ways of knowing. This pathway is complementary to the First Nations Curriculum Concentration. Possible career paths: digitization specialist, museum professional, community-based librarian, community-based researcher, information manager, project manager, non-profit sector professional.

In the near future, we anticipate offering an additional crossover pathway (MLIS/MAS) in Information and Records Management.

EXPERIENTIAL OPPORTUNITIES

As noted in the introduction to this standard, the iSchool offers a variety of opportunities for experiential learning, which give students another way to customize their programs. In order to enhance the learning opportunities afforded by these placements, we have developed the iSchool Experiential Learning Toolkit (Appendix 37) for implementation in the 2016–2017 year, which will provide guidance to supervisors and students on expectations and evaluation.

Our experiential learning options, described in the introduction to Standard II, include the following:

**LIBR 595: Practicum** (non-credit) is a student-requested placement within an information organization for a two-week period. Practicums are arranged and managed by the iSchool Student Services Coordinator. The majority of MLIS students participate in a practicum as part of their program. Examples of unique placements during the review period include:

- Salt Spring Public Library
- Vancouver Sun
- University of Texas Music Library
- One Archives Foundation, Los Angeles
- Museum of Anthropology
- Simon Fraser University
- London Art Gallery

**LIBR 596: Professional Experience** involves work on a specific project within an organization with a professional supervisor. Projects may be suggested by the student or by the organization, and require 120 hours of work, usually over the course of a 12- to 13-week term. They are arranged and managed by the Student Services Coordinator. Criteria for acceptable projects are clearly laid out; they must be intellectually challenging projects involving independent work. Expected outcomes for the projects range across all the graduate competencies, and supervisors provide assessments of students’ work. On average, 50 MLIS students per year complete LIBR 596. Examples of unique projects include:

- Vancouver Legal Firm – Design Implement New Sharepoint site
- Burnaby Public Library – Researching Info seeking behaviours
- BC Aboriginal Child Care Society – Planning and Implementation of indigenous appropriateness.

45 [http://slais.ubc.ca/libr596](http://slais.ubc.ca/libr596)
Table II- F: Employer Feedback on Students in Experiential Learning Activities, 2015-2016

<table>
<thead>
<tr>
<th>Question</th>
<th>Unsatisfactory</th>
<th>Satisfactory</th>
<th>Good</th>
<th>Very Good</th>
<th>Exceptional</th>
<th>NR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apply knowledge of Information Technology</td>
<td>0 (0%)</td>
<td>1 (1.9%)</td>
<td>3 (5.5%)</td>
<td>18 (33.3%)</td>
<td>31 (57.4%)</td>
<td>1 (1.9%)</td>
</tr>
<tr>
<td>Communicate Effectively</td>
<td>0 (0%)</td>
<td>2 (3.7%)</td>
<td>6 (11.1%)</td>
<td>20 (37.0%)</td>
<td>26 (48.1%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>Demonstrate Leadership and Initiative</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>2 (3.7%)</td>
<td>19 (35.2%)</td>
<td>28 (51.9%)</td>
<td>2 (3.7%)</td>
</tr>
<tr>
<td>Effective Manager/Decision Maker</td>
<td>0 (0%)</td>
<td>4 (7.4%)</td>
<td>3 (5.5%)</td>
<td>23 (42.6%)</td>
<td>14 (25.9%)</td>
<td>10 (18.5%)</td>
</tr>
<tr>
<td>Conduct Research and Assessment</td>
<td>0 (0%)</td>
<td>3 (5.5%)</td>
<td>1 (1.9%)</td>
<td>13 (24.0%)</td>
<td>34 (63%)</td>
<td>3 (5.5%)</td>
</tr>
<tr>
<td>Conduct aligns with philosophy, principles, and ethics of profession</td>
<td>0 (0%)</td>
<td>1 (1.9%)</td>
<td>2 (3.7%)</td>
<td>10 (18.5%)</td>
<td>39 (72.2%)</td>
<td>2 (3.7%)</td>
</tr>
</tbody>
</table>

N=54

**LIBR 569R: Graduating Project** takes a community-engaged learning approach that connects students with non-profit organizations throughout the Vancouver area. This is a new course introduced in 2014 that requires students to assess the information and technology needs and practices of an organization, propose a project of appropriate scope and duration to address the organization’s needs, and produce an appropriate, useful deliverable for the organization. Students must work within the constraints of the organization to effectively manage the project, including planning and implementing milestones, and communicate and collaborate with the organization and as a team. The course also includes reflective assignments to allow students to think critically about the projects and their competencies as information professions, identifying areas of strength and for improvement. The community-based project, reflection assignments, and assigned class readings stimulate debate about the ways in which information professionals interact with communities and facilitate socialization into the professions.

Overall, the iSchool continues to have great success with its experiential learning placements. Hosts also appreciate the value brought by the students to their organizations. Table IV.H shows the results from assessment activities focused on experiential learning.

**THE CO-OP PROGRAM**

The iSchool has been a participant in the Faculty of Arts Co-op program since 2002. This highly successful program is operated and funded by the Faculty of Arts. A staff member, the iSchool Co-op

46 [http://artscoop.ubc.ca/students/how-co-op-works/sla](http://artscoop.ubc.ca/students/how-co-op-works/sla)
coordinator (the current incumbent is an iSchool MLIS graduate) is responsible for student recruitment and training, and management of placements. Faculty and students of the iSchool serve on the Co-op Advisory Committee together with employers. Students who register for the Co-op program receive job-search skills training (for example, workshops on résumé writing and interview skills) to prepare them to apply for available placements. Each year, one MLIS and one MAS Co-op student are chosen as a Co-op Student of the Year, and each receives an award of $1,000. For example:

- The 2015 MLIS award went to Cecilia Rose, who was honoured for her work term with the UBC Student Academic System Initiative as the information system project librarian.  
- The 2014 MLIS award went to Krystyna Nowak, who was tasked with the redesign and development of an engineering firm’s library intranet site using SharePoint.  

Participation of iSchool students in the Arts Co-op program is shown in Table II.F, including the number of new students who joined each year and the total number of placements.

Table II- G: iSchool Students in the Co-op Program

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of New Students Accepted to Co-op</th>
<th>Number of Co-op Work Placements</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012–2013</td>
<td>48 (5 DUAL; 4 MAS, 39 MLIS)</td>
<td>71</td>
</tr>
<tr>
<td>2013–2014</td>
<td>56 (5 DUAL, 6 MAS, 45 MLIS)</td>
<td>69</td>
</tr>
<tr>
<td>2014–2015</td>
<td>61 (6 DUAL, 8 MAS, 47 MLIS)</td>
<td>77</td>
</tr>
<tr>
<td>2015–2016</td>
<td>58 (13 DUAL, 6 MAS, 39 MLIS)</td>
<td>75</td>
</tr>
</tbody>
</table>

According to the 2015 iSchool employment survey, 45% of respondents indicated that a co-op placement contributed to their career success.

Table II- H: Application and Acceptance Rates of Students to Co-op Program

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Applicants</th>
<th>Number Accepted</th>
<th>% Accepted</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-14</td>
<td>60</td>
<td>56 (5 DUAL, 6 MAS, 45 MLIS)</td>
<td>93%</td>
</tr>
<tr>
<td>2014-15</td>
<td>62</td>
<td>61 (6 DUAL, 8 MAS, 47 MLIS)</td>
<td>98%</td>
</tr>
<tr>
<td>2015-16</td>
<td>59</td>
<td>58 (13 DUAL, 6 MAS, 39 MLIS)</td>
<td>98%</td>
</tr>
</tbody>
</table>

**EXAMPLES OF STUDENT PROGRAMS FOR DIVERSE CAREER PATHS**

Appendix 50 contains ten examples of how actual students customized their studies in ways that supported very different career outcomes. All are students who graduated during the review period and who were employed immediately or very shortly after their graduation. Programs are designed through selection of elective courses, including courses outside the iSchool from Education, Computer Science, Psychology, etc., participation in Co-op or other types of experiential learning, and work placements as

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47 [http://artscoop.ubc.ca/2016/03/14/cecilia-rose](http://artscoop.ubc.ca/2016/03/14/cecilia-rose)

48 [http://artscoop.ubc.ca/2015/03/16/kryystyna-nowak](http://artscoop.ubc.ca/2015/03/16/kryystyna-nowak)
research assistants or student librarians within the university. Examples include students with the following diverse career outcomes:

- Public librarian
- Public library manager
- Children’s librarian
- Academic librarian
- Academic librarian (digital repositories)
- Rare books and special collections librarian
- Information architect / content strategist
- Indigenous information librarian
- Law librarian
- Special librarian, health domain

OTHER CURRICULAR ACTIVITIES

Other features of the curriculum provide inspiration, increase breadth, and facilitate fruitful connections between students, faculty, and information professionals.

The iSchool Colloquia Series offers talks from visiting speakers both local and international on a wide range of topics spanning research and professional work. Over 20 talks were offered in the review period: these are well attended by faculty, students, and information professionals. The series runs in collaboration with the UBC Library’s Irving K. Barber Learning Centre (IKBLC), which video-records them and makes them available as webcasts to extend the access to students and the broader community. Select examples include:

- Dr. Barbara Kwasnik from Syracuse University speaking on classification systems
- Librarian Betsy Diamant-Cohen on early childhood literacy
- Dr. Barbara Wildemuth from the University of North Carolina speaking on research methods

The HCI@UBC group, a multidisciplinary group of researchers across UBC who work in the area of human-computer interaction, has met monthly for lunch and research talks since 2014. Many of our MLIS students and faculty attend these events, which provides a forum for MLIS students to meet with graduate students from across the campus.

iSchool Research Day, which has been mentioned a number of times throughout this chapter, is an annual mini-conference in which faculty and students present talks and posters on their research. Over the years it has evolved into a popular opportunity for students to disseminate the results of their independent studies, Professional Experience projects, theses, and research assistant work with faculty. It brings together students from all of the iSchool programs, and other members of the iSchool community participate as well: alumni, UBC librarians, adjunct instructors, and professors emeriti. The

49 The full list of talks is available from the website: http://slais.ubc.ca/community/colloquia
50 The Library and Information Science Series in the Irving K. Barber Learning Centre webcasts: www.ikebarberlearningcentre.ubc.ca/category/webcasts/library-and-information-science
51 A full list of talks is available here http://hci.ubc.ca
program and examples of student posters are available on the website; the following examples illustrate the diversity of interests supported by the MLIS curriculum:

- “Effects of Field Dependence-Independence and Pre-existing Highlighting on Text Comprehension,” Samuel Dodson
- “Reflections on Participatory Mapping of Health Information Seeking,” Blake Hawkins
- “Privacy & Threat Modeling Online: App Design for Youth Information Management,” Taylor Kenkel, and Krista Parham
- “Open System Information Sources in Religious Sermons,” Caroline Tippets
- “Questioning Library Neutrality,” Jacob Vangeest

**STANDARD II.5**

II.5 When a program includes study of services and activities in specialized fields, these specialized learning experiences are built upon a general foundation of library and information studies. The design of specialized learning experiences takes into account the statements of knowledge and competencies developed by relevant professional organizations.

While students may take many paths through the curriculum, they begin with a common core that lays a foundation for the specialized studies that follow. As previously described, all students, regardless of their special interests or career aspirations, take four core courses (LIBR 506, 507, 508, and 509) and one required course (LIBR 504). There are two formal specializations available to MLIS students: the First Nations Curriculum Concentration and the Human-Computer Interaction Sub-Specialization. In both cases, these specializations represent 12 credits out of the 48-credit MLIS program.

The First Nations Curriculum Concentration (FNCC) is described in discussion of Standard II.3.4, above. It does not set out distinct learning outcomes, but the design of the curricular components reflects the needs and concerns of the First Nations and Indigenous communities it serves. The coordinator, assistant professor Lisa Nathan, works closely with the Aboriginal community to tailor the program, supported by an advisory board, a broad group of consultants, and close association with the UBC First Nations House of Learning and the Xwi7xwa Library. Students in the FNCC are strongly encouraged to participate in professional associations, and in particular the First Nations Interest Group of the British Columbia Library Association. See Appendix 22 for FNCC 5 year plan.

The Human-Computer Interaction (HCI) sub-specialization is offered across multiple units at UBC and was, until recently, administered by the Media and Graphics Interdisciplinary Centre. This sub-specialization is designed as an academic specialization and emphasizes research over practice. As a result, professional competencies are not identified, nor is the sub-specialization aligned with any professional associations. Students in this sub-specialization take three required courses (a foundations Human-Computer Interaction (HCI) course, a design and evaluation course, and an empirical methods and analysis course), and complete a major research project.

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52 [http://slais.ubc.ca/research/research-day/](http://slais.ubc.ca/research/research-day/)

53 The First Nations Curriculum Concentration blog encourages all students to be involved in the First Nations Interest Group of the BCLA: [https://fnccubc.wordpress.com/resources/fnig](https://fnccubc.wordpress.com/resources/fnig)
This sub-specialization has been completed successfully by only one iSchool student in the review period due to constraints of scheduling and course requirements. Despite attempts over several years to revise the requirements and make it more suitable for iSchool students, the consistently low completion rates and the dissolution of the Media and Graphics interdisciplinary Centre in 2016 have led to the school’s decision to cease accepting applications for this specialization as of winter term I 2016. With the introduction of the Information Interaction and Design MLIS school program pathway, and with five iSchool faculty members with research interests in HCI, we create in-house options to serve the needs of students with an interest in HCI.

II.6 The curriculum, regardless of forms or locations of delivery selected by the school, conforms to the requirements of these Standards.

The MLIS is primarily a full-time residential program, with most courses offered face-to-face on the UBC campus. Most MLIS courses are offered in classrooms in IKBLC, where the iSchool is located, with some classrooms booked in other locations on campus. Details of these facilities are given in the discussion on Standard VI. A small number (two to three) online courses are offered every year, and the iSchool participates in the WISE consortium. No short-term increase in distance education options is planned, in large part because we learned in 2014 that students with U.S. government loans studying in Canada are restricted from taking online courses. As approximately 25% of our MLIS students are U.S. citizens and many of those do rely upon U.S. Direct Loan funding, we do not wish to create courses in which they are unable to participate.

Of the small number of distance courses offered, most have been created under the direction of UBC’s Centre for Teaching, Learning and Technology (CTL T), and instructors are provided with technological and pedagogical support for designing their online courses. Regardless of the mode of delivery, all courses are supported by UBC’s learning management system, UBC Connect (on the Blackboard Learn 9 Platform). UBC Connect provides faculty and students with access to all their courses, and includes facilities for managing course content, integrating reading lists with UBC Library collections, and submitting and grading assignments, as well as mechanisms for communication such as announcements, messaging, wikis, and blogs. All faculty post their syllabi and assignment descriptions online via Connect. Increased use of blended approaches to course presentation has led to greater use of Connect. This also aligns with UBC initiatives in flexible learning.

Students of the iSchool also have access to online courses through the Web-based Information Science Education (WISE) consortia, of which the school is a member.

Selections are

54 See the notice at http://students.ubc.ca/enrolment/finances/loans/us stating that “if you take any Distance Education and/or an online course as a part of a credential, you will be ineligible for US Direct Loan funding for the duration of your program.”

55 http://elearning.ubc.ca/connect

56 http://flexible.learning.ubc.ca

57 http://slais.ubc.ca/programs/courses/wise
based on their potential to provide students with electives that supplement the existing curriculum. We also recognize in WISE the opportunity for students to receive instruction from exceptional instructors at other institutions, and to benefit from interaction with students in other programs. WISE courses have been popular with iSchool students, and though numbers are limited by competition for available places, there are typically 15 to 25 iSchool students in WISE courses every year. Places in iSchool online courses are also made available to WISE students from other institutions, although we currently offer very few for the reasons noted above. Details of WISE courses and iSchool enrolments are shown in Appendix 33.

**STANDARD II.7**

II.7 The curriculum is continually reviewed and receptive to innovation; its evaluation is used for ongoing appraisal, to make improvements, and to plan for the future. Evaluation of the curriculum includes assessment of students’ achievements and their subsequent accomplishments. Evaluation involves those served by the program: students, faculty, employers, alumni, and other constituents.

This standard was flagged in the Conditional Accreditation decision, noting a “the absence of concrete evidence of student learning outcomes assessment with both indirect and direct measures”. During the review period, a great deal of work has been done to address these concerns, including:

- The establishment of the *iSchool-GC* to serve as the student learning outcomes against which the program is assessed
- The identification of a set of direct and indirect measures of program level student learning outcomes that are applicable to all students
- The systematization of assessment processes and data collection instruments to align with and focus on student learning outcomes
- The creation of an Assessment Committee and an annual cycle of input, assessment and communication through an annual Assessment Report

These steps are documented in the following reports:

- October 1, 2014: Plan for Removal of Conditional Accreditation Status (Appendix 1)
- March 1, 2015: Conditional Status Progress Report (Appendix 2)
- December 1, 2015: Conditional Status Progress Report (Appendix 3)

In the sections below we provide information on the structures now in place to ensure that the MLIS program is continuously evaluated in terms of student outcomes and provide evidence that evaluation is used to strengthen the MLIS program and serve its goals. The MLIS curriculum is reviewed and assessed in various ways, including assessment at the course level through informal and formal student course evaluations and peer reviews of teaching; and program level assessment through the ALA Accreditation process, periodic Faculty of Arts External reviews, and the iSchool’s own learning outcomes assessment program – SLOAP.

**COURSE LEVEL ASSESSMENT**
Informally, courses are assessed on an ongoing basis by instructors through self-reflection and review of assignments, and from student feedback submitted during or outside class, such as at the Director’s forums, or in meetings with their faculty advisors. Particularly when teaching a course for the first time, faculty members often engage students in a mid-term exercise intended to provide formative feedback on the course; this practice was encouraged in the September 2015 Instructor Orientation session to encourage more wide-spread adoption of this approach to gathering and acting upon mid-term feedback. Many faculty members take time in the final class session for a general discussion about the topics covered, instructional methods used, and evaluation techniques.

All iSchool courses are evaluated as mandated by the 2007 Senate Policy on Student Evaluation of Teaching. The CTLT operates an online course evaluation system, CoursEval® for this purpose; at the end of each academic term, students are notified that the system is open and can be accessed using their Campus Wide Login (CWL). Faculty and adjunct faculty are also notified of the evaluation period and asked to encourage student participation. The majority of faculty members set aside class time for students to complete the course evaluations and discuss with students the value of their feedback to them as teachers wanting to improve the course and in guiding iSchool curriculum. When the evaluation period is over, each faculty member receives a link to access their password-protected course evaluations. Faculty review the evaluations and use them to guide ongoing development of their courses; open-ended student comments are often particularly helpful in suggesting specific areas of the course, such as topics and assignments, for attention. Faculty members can opt to make a sub-set of the quantitative responses open to the public.

Appendix 45 contains a summary report on student course evaluation data for the MLIS program, covering the period 2011 to 2015 prepared by the Evaluation and Learning Analytics unit within the Faculty of Arts. The report indicates that mean scores across the questions are quite high and consistently above 4 out of 5. Some lower means are shown in Table 1 in the summary report for distance (DE) courses, however, these reflect scores on a very small number of courses. Table 5 in the summary report shows that the iSchool mean scores are quite consistent with those reported in two similar UBC departments, Social Work and Journalism.

To provide a metric that is meaningful for our own assessment purposes, we calculate the percentage of courses offered in a given year for which the overall average is less than 4 out of 5, and this is reported in the Annual Assessment Report. In 2014-2015 and 2015-2016, across all programs, 76% and 75% of courses had a mean score of 4/5 on the question “Considering everything how would you rate this course”. This measure allows us to track changes in the overall, student perceived quality of courses and instruction over time. Drilling down further in this data, we were able to identify areas of teaching that had the lowest means (communication and clarity of learning objectives) and to target these skills in a workshop for faculty and adjunct instructors held in August 2016.

Student course evaluations are available to the Director who reviews them when they become available each term and identifies areas of concern, either due to low scores in one or more areas, or comments deserving of attention. The iSchool average on the question, “Overall, the instructor was an effective teacher” is approximately 4.1 out of 5. Courses receiving an average of under 3.5 on this question, or on the question “Considering everything, how would you rate this course?” are flagged for follow-up. Concerns with courses taught by full-time faculty members are addressed during the Director’s annual review with faculty: concerns with courses taught by adjunct faculty give cause to a meeting, either with

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58 http://senate.ubc.ca/vancouver/policies/student-evaluation-teaching
the Director or with a faculty member designated to serve as a teaching mentor and help to identify ways to improve the course. Adjunct instructors are generally given at least two opportunities to teach a course and improve their course evaluation scores if low.

Faculty introduce improvements to courses on a regular basis across the curriculum, whether prompted by student feedback or as a result of their own reflective practices. Here we provide one illustrative example.

**LIBR 506 – Human Information Interaction** was updated between the 2015-16 winter terms I and II based on the instructor’s, Dr. Heather O’Brien, reflections on how the new core course fared in its first offering; mid-term feedback was collected from students both terms. In winter term I term, students were required to conduct a literature review on a particular topic or population of interest, and to interview an information client about particular information needs. The interviews and resulting searches conducted on behalf of the clients allowed students to practice communication and search skills, but some students lacked the ability to write sophisticated literature reviews, something they were learning concurrently in another core course (LIBR 507 – Methods of Research and Evaluation). The term project was modified in the winter term: students used an evidence-based approach to design a service, program or application. This required them to consider information needs and practices and engage with the literature, but to communicate the results in a form better suited to their skill level. Assignments included instructional guides on the use of archives, a colouring book of illuminated manuscripts, as well as websites, apps, and instructional workshops, illustrating the value of the assignment to graduate competency 2.2: “assess, select and employ communication and instructional tools based on an understanding of diverse communicative goals and audiences.”

**PROGRAM LEVEL ASSESSMENT**

The school has responded to the need for ongoing, broad-based assessment of the MLIS curriculum by establishing the iSchool Learning Outcomes Assessment Program (SLOAP), which is based on the iSchool-GC. This is described in detail in Standard I.3. The primary mechanism for reporting the results of SLOAP is the Annual Assessment Report.

The 2015 Assessment Report contains a table of measures of learning outcomes for the MLIS program as well as summaries of other quantitative and qualitative data collected from these activities that provide context and detail. This information is available from the iSchool website and a notice of this was disseminated in our fall 2015 Newsletter that is sent out to our constituents. The Table of Direct Measures shows high levels of achievement among MLIS students on many of the measures across the iSchool Competencies. There is also clear evidence of the quality of our graduates in the high post-graduate employment levels reported in the Annual Alumni Surveys of above 80% (see Table IV- G in Standard IV) and the positive reports from employers and supervisors of experiential learning (see Table II-F).

The 2016 Assessment Report was posted on the iSchool website early in September of this year, and results were equally strong. However, the review of both reports by faculty and staff resulted in some

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59 http://slais.ubc.ca/programs/about-department/program-assessment/
60 http://slais.ubc.ca/community/newsletter/
61 http://slais.ubc.ca/programs/about-department/graduate-competencies/
identifiable areas for improvement in the MLIS program. The following competency areas and related aspects of the program were flagged for further attention and noted in the report.

- Foundational Competencies: Student survey data show low self-assessments for 1.3.
- Management Competencies: measures suggest some areas of concern here, both from course-based measures and Alumni Survey for 3 and 3.1
- Research Competencies: course-based measures raise some concerns, as do the low numbers of students attending iSchool colloquia. Students also rate their own competency on 4.2 fairly low
- Professional Competencies: low rates of student participation in professional organizations
- Student input points to the need to introduce more clarity and challenge into course offerings; update the content and provide more focus on technology
- Community input points to the need to develop professionalism and career-oriented skills, an understanding of organizational issues, and a critical, big picture perspective. Understanding technology and its role in organizations and society is important; also community outreach and information policy.

Table II-I. summarizes the issues presented in the Annual Assessment and External Review Reports, along with sources of evidence, and in progress or planned actions to address them. It is important to note that the actions taken in response to areas for improvement identified in the assessment processes are not ad hoc, but are components within a broader framework of planning, articulated through the iSchool’s Mission, Goals and Objectives.

**Table II-I: Examples of Issues Identified through Assessment and the iSchool’s Response**

<table>
<thead>
<tr>
<th>Areas of Focus</th>
<th>Sources of Evidence</th>
<th>Actions underway or planned</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Technology</strong></td>
<td>Assessment Report: (student self-perceptions and employer focus groups); External Review (student input)</td>
<td>iTechFlex initiative funded and underway in 2015, including a technology learning portal, face-to-face workshops, enhanced tech infrastructure and “technology across the curriculum” approach; plans to recruit faculty in this areas</td>
</tr>
<tr>
<td><strong>Competencies (1.3)</strong></td>
<td>Assessment Report (course-based measures and alumni survey); External Review (input from students and employers)</td>
<td>Curriculum Committee mandated to investigate management components of curriculum; inform redesign of required management course</td>
</tr>
<tr>
<td><strong>Management</strong></td>
<td>Assessment Report (course-based measures, student self-perceptions, colloquia attendance)</td>
<td>Research Methods moved to the MLIS core as of winter term I 2015 and electives will now build on common competency base</td>
</tr>
<tr>
<td><strong>Competencies (3, 3.1)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Research</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Competencies (4.2)</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Factors contributing to Learning Outcomes*
Teaching: Promote consistency of high quality teaching

<table>
<thead>
<tr>
<th>Recommendations</th>
<th>External Review (multiple sources); Assessment Report (Student Teaching Evaluations)</th>
<th>New teaching listserv and orientation for adjunct faculty; instructor workshop on soft skills in June 2016; continue systematic review of student teaching evaluations and feedback sessions with instructors</th>
</tr>
</thead>
</table>

Program Structure: Clarify and add structure to MLIS Curriculum

<table>
<thead>
<tr>
<th>Recommendations</th>
<th>Assessment Report (student input); External Review (student input)</th>
<th>Curriculum Committee mandated to finalize and implement MLIS Curricular pathways in 2016</th>
</tr>
</thead>
</table>

FACULTY OF ARTS EXTERNAL REVIEW OF THE iSCHOOL

External reviews are carried out for academic units with the Faculty of Arts approximately every 5 years. Our most recent review was conducted in the December 2014 and the report was issued to us in mid-March 2015. The review panel included two senior academics from peer institutions, Dr. Brian Butler, now Interim Dean at the University of Maryland’s iSchool and Dr. Seamus Ross, outgoing Dean at the University of Toronto iSchool, and one UBC reviewer from the department of Computer Science, Dr. Joanna McGrenere. In advance of the review, we prepared a detailed self-study document and reviewers met during the site visit with individuals and groups representing many of our stakeholders: the Dean of the Faculty of Arts, the Associate Dean for Graduate Policy & Program Review from the Faculty of Graduate Studies, the associate university librarian, iSchool faculty and lecturers, adjunct (sessional) professors (most of whom are working information professionals), SLAIS staff, and students from all programs.

While the External Review is not focused on student learning outcomes per se, it addresses many issues that influence learning outcomes, and in this way, it complements the School’s internal LOA program. The External Review (Appendix 5) report concluded that the School provides “high-impact educational experience for professionals,” and notes that, “unlike many other iSchools, SLAIS has managed to begin developing a broader approach to the study of information while maintaining its strengths in the traditional domains of libraries and archives”. The External Review process was extremely valuable for the school, as the review panel affirmed the value of the School and its programs, noting particularly the excellent quality and engagement of our students, while also providing an extensive set of recommendations designed to strengthen the iSchool. Here, we will highlight a number of the recommendations that are most relevant to the MLIS program and student learning outcomes.

RESULTS AND RECOMMENDATIONS – MLIS PROGRAM

- Students reported difficulties in understanding how to leverage the richness of course offerings and the flexibility of program structures in planning their own path through the programs. The Review recommended that guides, pathways, program profiles, etc. be put in place to improve clarity and help students to tailor their learning experiences to prepare for careers in different areas.

- They reported that input from students, community representatives and alumni indicate that MLIS graduates increasingly will be expected to have strong technology and management competencies. They suggested that we build up our offerings and recruit faculty who can develop and provide curricula in these areas.
The review panel found evidence from multiple sources that the quality of teaching across iSchool programs varied significantly among sessional instructors and that this variation had a noticeable impact on students’ perceptions and SLAIS’s reputation with employers. They suggested that we incorporate more ongoing review and evaluations of part time instructors, offer more support and resources for instructors, and include them in the life of the School to a greater extent.

THE ROLE OF ASSESSMENT IN PLANNING AND DECISION-MAKING

Outcomes from the LOA program and the External Review summarized in the previous two sections provide valuable input to the School’s planning process and help to establish priorities for the current year and future years.

As laid out in the iSchool Guidelines for Planning and Assessment (Appendix 6), we set annual planning and assessment foci for the period 2014-2019. In 2014-2015, the focus was on Mission, Goals and Objectives, and during that period we were able to develop and articulate a renewed vision, mission, goals and objectives, and to install the iSchool Graduate Competencies as the central driver for the direction, evaluation and articulation of the MLIS program. While the major work in this area has been done, we continue in our efforts to integrate, communicate and gather input on these new frameworks. The focus for the current year is Program Structure and Development, which enables us to target much of our energy towards strengthening the MLIS (and MAS) curricula in response to data gathered through program assessment.

SUMMARY

The MLIS curriculum, which comprises courses, independent and experiential learning opportunities, and a wide range of non-course based learning experiences, is aligned with and serves the goals of the program. It is varied, flexible and current, and supports the individual needs of students, allowing them to specialize and prepare for diverse careers. The newly redesigned MLIS core provides a strong foundation for the program, anchoring it in the graduate competencies and providing students with a valuable learning and cohort-building experience that helps them establish a professional identity and values. Two features of the program set it apart from other MLIS programs: the rich suite of experiential learning opportunities, which enable most students to transition smoothly into careers upon graduation, and the FNCC, which connects the MLIS program with the core mission of the university and moves the school forward in its own mission. The school has taken great strides forward in implementing learning outcomes assessment and applying the results of that assessment to the ongoing improvement of the MLIS curriculum, both in the short term and in planning for the future. It is clear to all faculty and staff that this is a long term commitment and that the system now in place for assessment and planning must evolve along with the program.
STANDARD III: FACULTY

INTRODUCTION

Faculty at the iSchool are outstanding researchers who are deeply committed to the success of their students and the achievement of the mission and goals of the school and the MLIS program. The depth and diversity of faculty interests and expertise enable the school to offer a broad and relevant curriculum and to engage with students through range of academic experiences. The school has 13 faculty lines, of which 10 positions have primary responsibilities in the MLIS program.

Figure III- A: Faculty, Staff, Students, and Alumni Celebrating the Careers of Professor Saltman and Dr. Stephenson upon their Retirement in June 2016

Changes in the faculty and roles since the last review are considerable, given the short time frame:

- Four faculty members received tenure and were promoted to associate professor: Luanne Freund (2014), Victoria Lemieux (2014), Heather O’Brien (2016), and Eric Meyers (2016).
- Two assistant professors were hired: Jennifer Douglas (2016) and Muhammad Abdul-Mageed (2016).
- Three faculty members retired: Edie Rasmussen (2014), Judith Saltman (2016), and Susie Stephenson (2016).
- The Director, Caroline Haythornthwaite, stepped down and went on administrative leave (2015–2016); faculty member Luanne Freund took on the Acting Director role pending the search for a new director.
- Two faculty members resigned: Giovanni Michetti (2014) and Caroline Haythornthwaite (2016).
Despite the number and pace of these changes, we continued to offer a robust MLIS curriculum throughout this period, with all core courses taught by full-time faculty, high overall scores in course evaluations, and the introduction of a number of new courses. In addition, the faculty undertook other innovative and exciting initiatives, including the iTechFlex initiative, renewal of the school’s Alumni Association, and the implementation of a systematic learning outcomes assessment program in response to conditional accreditation status. Adjunct faculty and visiting scholars made essential contributions to this work as well, engaging with full-time faculty and with students to enable the school to progress toward its goals with respect to educational excellence, meaningful research, and a thriving, diverse, and connected community.

The school is on an exciting trajectory given the recent successful promotions and the outstanding new faculty members hired in 2016. As it moves toward a potential merger with another professional school (Journalism), the faculty will be tasked with new leadership roles and the responsibility for stewarding the MLIS program through this transition and ensuring that our program goals continue to be central.

### STANDARD III.1

III.1 The school has a faculty capable of accomplishing program objectives. Full-time faculty members are qualified for appointment to the graduate faculty within the parent institution and are sufficient in number and in diversity of specialties to carry out the major share of the teaching, research, and service activities required for a program, wherever and however delivered. Part-time faculty, when appointed, balance and complement the teaching competencies of the full-time faculty. Particularly in the teaching of specialties that are not represented in the expertise of the full-time faculty, part-time faculty enrich the quality and diversity of a program.

### FULL-TIME FACULTY

The iSchool’s full-time faculty members draw upon a diverse range of professional expertise and academic backgrounds to provide excellent instruction and achieve program objectives. Of the present 12 faculty members, six are tenured: the Acting Director and five others hold positions in the professorial ranks, the criterion for which in Canadian universities is demonstration of scholarly research productivity, as well as excellence in teaching and commitment to service. Current faculty are listed below in alphabetical order by last name, together with a brief profile.

#### Table III- A: Current Full-Time Faculty at the UBC iSchool, Research and MLIS Teaching Areas

<table>
<thead>
<tr>
<th>Muhammad Abdul-Mageed</th>
</tr>
</thead>
<tbody>
<tr>
<td>M.A. (Indiana University Bloomington), Double Ph.D. (Indiana University Bloomington)</td>
</tr>
<tr>
<td>Assistant Professor</td>
</tr>
<tr>
<td>494 IBLC</td>
</tr>
<tr>
<td><a href="mailto:muhammad.mageed@ubc.ca">muhammad.mageed@ubc.ca</a></td>
</tr>
<tr>
<td><strong>Research Interests:</strong> Learning from people and data, and creating more ‘social’ machines: Natural Language Processing; Deep Learning; Social Media Mining; Affect &amp; Psychological Computing; Arabic; Computer-Mediated Communication.</td>
</tr>
<tr>
<td><strong>Teaching</strong></td>
</tr>
<tr>
<td>- LIBR 559N: Text Analytics</td>
</tr>
<tr>
<td>- LIBR 559C: Python Programming</td>
</tr>
<tr>
<td>- LIBR 559D: Social Media Intelligence</td>
</tr>
</tbody>
</table>
Richard Arias-Hernandez  
B.Sc., M.Sc. (Universidad de Los Andes), Ph.D. (Rensselaer Polytechnic Institute)  
Lecturer (term position)  
484 IBLC  
| richard.arias@ubc.ca  
**Research Interests:** Social studies of information technology; Information technology design and social justice; Digital libraries, digital archives, visual analytics  
**Teaching**  
- LIBR 582: Digital Images and Collections  
- LIBR 581: Digital Libraries  
- LIBR 505: Research Methods in Information Organizations  
- LIBR 554: Database Design  
- LIBR 559A: Sociotechnical Perspectives of Information Systems

Jennifer Douglas  
B.A. (University of Victoria), M.A. (University of British Columbia), Ph.D. (University of Toronto)  
Assistant Professor  
487 IBLC  
| jldoug@mail.ubc.ca  
**Research Interests:** Personal archives; Writers’ archives; Archival arrangement and description; History and evolution of archival theory; Online communities and archives; Archival representation  
**Teaching**  
- LIBR 569R: Graduating Project  
- LIBR 539H: Personal Archives

Luciana Duranti  
Professor and Director, InterPARES  
478 IBLC  
| luciana.duranti@ubc.ca | Website  
**Research Interests:** Records and archives in the Cloud environment; Trustworthiness of digital material (accuracy, reliability and authenticity); Principles & methods for selecting, acquiring & preserving contemporary records; Theory versus practice: what works in real situations.  
**Teaching**  
No teaching duties in the MLIS program during the review period

Luanne Freund  
B.A. (Toronto), M.A. (Carleton), M.L.S. (Jerusalem), Ph.D. (Toronto)  
Associate Professor and Acting Director  
477 IBLC  
| luanne.freund@ubc.ca | Website  
**Research Interests:** Interactive information retrieval; Web-based information seeking; Organizational information behaviour; Contextual and task-based approaches to information access; Digital genres  
**Teaching**  
- LIBR 503: Foundations of Information Sources and Services  
- LIBR 539J: Data Sources in the Public Domain  
- LIBR 530: Subject-Based Information Services  
- LIBR 507: Methods of Research and Evaluation in Information Organizations
<table>
<thead>
<tr>
<th>Name</th>
<th>Qualification</th>
<th>Position</th>
<th>Contact Information</th>
<th>Research Interests</th>
<th>Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deborah Hicks</td>
<td>B.A Honours (University of King’s College), M.A. (York), M.L.I.S. (Dalhousie), Ph.D. (University of Alberta)</td>
<td>Lecturer (term position)</td>
<td>482 IBLC</td>
<td><a href="mailto:deborah.hicks@ubc.ca">deborah.hicks@ubc.ca</a></td>
<td>Professional Identity; Professional practices of librarians and information professionals; Management and leadership; Online identity</td>
</tr>
</tbody>
</table>
|                    |                                                                              |                                                                          |                                                                                     |                                                                                                                                 | LIBR 504: Management of Information Organization  
|                    |                                                                              |                                                                          |                                                                                     |                                                                                                                                  | LIBR 530 Subject Based Information Services  
|                    |                                                                              |                                                                          |                                                                                     |                                                                                                                                  | LIBR 562: Information Policy  
|                    |                                                                              |                                                                          |                                                                                     |                                                                                                                                  | LIBR 506: Human Information Interaction |
| Rick Kopak         | B.A. (Alberta), M.L.S., Ph.D. (Toronto)                                       | Senior Instructor and SLAIS Graduate Adviser                             | 495 IBLC | r.kopak@ubc.ca | Link typing; Hypertext; Digital libraries; Human-computer interaction; Information-seeking in distributed information environments; Information architecture; Information design |
|                    |                                                                              |                                                                          |                                                                                     |                                                                                                                                 | LIBR 505: Research Methods in Info Organizations  
|                    |                                                                              |                                                                          |                                                                                     |                                                                                                                                  | LIBR 507: Methods of Research and Evaluation in Information Organizations  
|                    |                                                                              |                                                                          |                                                                                     |                                                                                                                                  | LIBR 556: Information Design II  
|                    |                                                                              |                                                                          |                                                                                     |                                                                                                                                  | LIBR 555: Information Design I  
|                    |                                                                              |                                                                          |                                                                                     |                                                                                                                                  | LAIS 605: Advanced Seminar in Research Methods |
| Victoria L. Lemieux| B.A. (Toronto), M.A.S. (UBC), Ph.D. (UCL), CISSP                            | Associate Professor                                                     | 488 IBLC | v.lemieux@ubc.ca | Records and information management; Risk Management; Information visualization and visual analytics; Transparency and the public interest (in public sector and financial contexts; International development |
|                    |                                                                              |                                                                          |                                                                                     |                                                                                                                                 | LIBR 514F: Information Visualization and Visual Analytic  
|                    |                                                                              |                                                                          |                                                                                     |                                                                                                                                  | LIBR 514H: Records and Information Governance  
|                    |                                                                              |                                                                          |                                                                                     |                                                                                                                                  | LIBR 514K: IT Security, Information Assurance and Risk Management |
| Aaron Loehrlein    | B.A. (Iowa), MLS (Indiana), Ph.D. (Indiana)                                  | Assistant Professor                                                      | 480 IBLC | a.loe@ubc.ca | Knowledge organization, especially user’s interactions with knowledge organizing systems; Information architecture; Cognitive categorization; Information seeking behaviour and its effects on users’ mental models |
|                    |                                                                              |                                                                          |                                                                                     |                                                                                                                                 | LIBR 502 Foundations of Resource Description and Access  
|                    |                                                                              |                                                                          |                                                                                     |                                                                                                                                  | LIBR 511: Cataloguing and Classification  
|                    |                                                                              |                                                                          |                                                                                     |                                                                                                                                  | LIBR 514E: Taxonomies: Research and Evaluation  
|                    |                                                                              |                                                                          |                                                                                     |                                                                                                                                  | LIBR 509: Foundations of Resource Description and Knowledge |
Eric Meyers  
B.A., M.S.I., Grad.Cert. (Michigan), M.A. (Stanford), Ph.D. (University of Washington)  
Associate Professor and Chair, MACL Program  
485 IBLC  
| eric.meyers@ubc.ca | Website  
**Research Interests:** Youth Information Interaction; Collaborative Information Seeking and Retrieval; Theories of Learning and Cognition; Youth Services; School and Public Libraries; New Media; Virtual Worlds

Lisa Nathan  
B.A Honors (Eckerd), M.L.I.S. (Simmons), Ph.D. (University of Washington)  
Assistant Professor and Coordinator, First Nations Curriculum Concentration  
481 IBLC  
| lisa.nathan@ubc.ca | Website  
**Research Interests:** Sustaining Information Practices; Indigenous Information Initiatives; Information Ethics; Design; Information Policy; Human-Computer Interaction; Multi-lifespan Information Systems; Sustainability; Value Sensitive Design

Heather L. O’Brien  
B.A. Honours (Acadia), M.L.I.S., Ph.D. (Dalhousie)  
Associate Professor  
486 IBLC  
| h.obrien@ubc.ca | Website  
**Research Interests:** Theories of user experience; Methods for evaluating user experiences with technology; Scale development and evaluation; Human-computer interaction; affect, behaviour and cognition in users’ interactions with technology; Information seeking, retrieval and use

**Teaching**
- LIBR 528: Services for Young Adults  
- LIBR 535: Instructional Role of the Librarian  
- LIBR 559B: New Media for Children and Young Adults

**Teaching**
- LIBR 501: Foundations of Information Society and Information Organizations  
- LIBR 508: Information Practices in Contemporary Society  
- LIBR 561: Information Policy  

**Teaching**
- LIBR 553 Understanding Information Users in Diverse Environments  
- LIBR 580: Collection Management  
- LIBR 569R: Graduating Project  
- LIBR 578: Planning and Design of Libraries  
- LIBR 506: Human Information Interaction

All but one of the current faculty teach in the MLIS program. Three faculty teach primarily in the MAS program, but due to cross-listed courses, teaching is not restricted to a single program. Faculty expertise is diverse and ample to meet the iSchool’s program objectives in the classroom, as illustrated in Tables III.A and III.B. Faculty exhibit strengths in teaching; dedication to active, ongoing research programs; and commitment to service activities. All tenured faculty members have received tenure on the basis of education and scholarship, teaching record, achievement in their subject specialties, and service. For details, see Appendix 23: Curricula Vitae of MLIS Full-Time Faculty. A list of current faculty giving rank, hire date, and promotion timeline is provided in Appendix C-4.
In the 2013–2016 period, two faculty were hired in non-tenure-stream, 12-month term appointments as lecturers. One was reappointed annually throughout the period and is continuing in 2016–2017 (Arias-Hernandez), a second served for two years and was hired into a tenure-track position starting July 2016 (Douglas). We hired a new lecturer for the 2016–2017 academic year (Hicks). Lecturers bridge periods in which full-time faculty are not available due to leaves, resignations, or retirements. Given the number of faculty leaves, retirements, and resignations during the review period, the steady, multi-year presence of highly qualified lecturers during this time has been extremely valuable.

All full-time faculty engage in service activities and responsibilities that provide program support within the iSchool, the Faculty of Arts, and the university. From an administrative perspective, full-time faculty members are sufficient in number to administer the program through a committee structure that addresses the principal goals with respect to curriculum, admissions, faculty development and external relations, and physical resources. However, it should be acknowledged that the service duties expected of iSchool faculty are substantial due to the relatively small size of the iSchool and the responsibilities of running graduate professional programs, such as recruiting, admissions, accreditation, community outreach, and experiential learning components. Appendix 24: Committee Participation of Full-Time Faculty provides an overview of faculty members’ participation in departmental and university service from 2013 to 2016. Standard V: Administration and Financial Support further addresses these issues.

**FACULTY EXPERTISE**

The abilities of the full-time faculty to support the MLIS program goals are demonstrated in Table III.B, which presents a summary of key areas of faculty interest and expertise mapped to the foundational graduate competencies (1.1 to 1.4). Newly hired and recently retired faculty are included in order to provide a complete picture. While not exhaustive, the table is indicative of the coverage for each of the foundational areas.

The remaining competency areas (communication, management, research, and professional) are supported through the values, training, experiences, and pedagogical skills of faculty, rather than their subject expertise. In that respect, all but one full-time faculty member holds a professional degree in library, archival, or information studies in addition to higher academic degrees and the majority have worked as information professionals for at least some part of their careers.

**Table III- B: Areas of Faculty Expertise Mapped to Foundational Graduate Competencies (1.1-1.4)**

<table>
<thead>
<tr>
<th>iSchool Faculty</th>
<th>1.1 identify information needs and provide services</th>
<th>1.2 manage information for preservation and use</th>
<th>1.3 use information technology in real-world situations</th>
<th>1.4 reflect in a critical manner on information in society</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abdul-Mageed (N)</td>
<td>Social media use</td>
<td>Analytics, programming, machine learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arias-Hernandez</td>
<td>System design, digital libraries</td>
<td>Information visualization</td>
<td>Database design</td>
<td>Social/community informatics</td>
</tr>
<tr>
<td>Douglas (N)</td>
<td>Community archives</td>
<td>Archival arrangement and description</td>
<td>Digital finding aids</td>
<td>Critical approaches to archival theory</td>
</tr>
</tbody>
</table>

79
<table>
<thead>
<tr>
<th>iSchool Faculty</th>
<th>1.1 identify information needs and provide services</th>
<th>1.2 manage information for preservation and use</th>
<th>1.3 use information technology in real-world situations</th>
<th>1.4 reflect in a critical manner on information in society</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duranti</td>
<td>Diplomats, digital preservation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Freund</td>
<td>User needs, information services</td>
<td>Information retrieval</td>
<td></td>
<td>LIS as a profession, LIS education</td>
</tr>
<tr>
<td>Haythornthwaite (R)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kopak</td>
<td>Information system design</td>
<td>Information architecture</td>
<td>Electronic documents</td>
<td></td>
</tr>
<tr>
<td>Lemieux</td>
<td>Records management and security</td>
<td></td>
<td></td>
<td>Information policy</td>
</tr>
<tr>
<td>Loehrlein</td>
<td>Information organization and description</td>
<td>Taxonomies</td>
<td></td>
<td>Critical perspectives on classification</td>
</tr>
<tr>
<td>Meyers</td>
<td>Young adult services</td>
<td>Information literacy and instruction</td>
<td>New media</td>
<td>Critical perspectives on new media</td>
</tr>
<tr>
<td>Nathan</td>
<td>Human computer interaction, design</td>
<td>Sustainability</td>
<td>Collections of trauma</td>
<td>Information policy, information and society</td>
</tr>
<tr>
<td>O’Brien</td>
<td>Information behaviour, user experience</td>
<td>Information literacy</td>
<td>Engagement with technology</td>
<td></td>
</tr>
<tr>
<td>Saltman (R)</td>
<td>Children’s literature and services</td>
<td>Information literacy</td>
<td></td>
<td>Public library and society</td>
</tr>
<tr>
<td>Stephenson (R)</td>
<td>Indexing, information retrieval</td>
<td>Web technologies</td>
<td></td>
<td>Information technology and society</td>
</tr>
</tbody>
</table>

R – retired or resigned as of June 2016
N – newly hired to tenure-track position as of July 2016
MLIS ADJUNCT FACULTY

Sessional lecturers and adjunct professors (which term is used depends on the administrative nature of the appointment)\(^{62}\) are highly skilled professionals, appointed for their expertise and teaching abilities to teach one or more courses.

When hiring adjuncts, we first consider the course needs for the coming academic year as indicated in the course timetables and planning documents. We advertise on our website and on a number of professional email lists for adjunct instructors and also invite outstanding professionals with particular areas of expertise, as well as previously successful adjunct instructors, to apply. A list of adjunct faculty employed as instructors at the iSchool from 2013 to 2016, including examples of courses taught by individuals and their qualifications, can be found in Appendix 25: Curriculum Vitae for Adjunct Faculty, 2013-2016. In addition to adjunct faculty drawn from the ranks of working professionals, iSchool doctoral students who have reached candidacy serve as sessional instructors, although this is not a widespread practice in the school. Such appointments require approval from the G+PS. Curricula vitae for all adjunct and sessional faculty will be available for review on site.

Our goal, determined in consultation with the Dean of the Faculty of Arts, is to augment courses taught by full-time faculty with courses drawing on the special expertise of adjunct faculty as appropriate for a program with a professional orientation. In comparing the expertise of our full-time faculty with the LIS Research Areas Classification Scheme\(^{63}\), several gaps emerge, all of which deal with areas of practice:

- Collection development and specific types of materials
- Services to adults and special populations
- Types of libraries and information providers
- Management and administration, including personnel, funding, planning, and marketing

These are the primary areas in which adjunct faculty teach, with some exceptions. Generally, we have been successful in meeting our informal target of no more than 35% of courses taught by adjunct faculty, as shown in Table III.C. However, 2015-2016 was an unusual year in which we had two open faculty positions and three faculty on leave, and an unsuccessful search for a lecturer position in the summer of 2015 left us with a smaller full-time faculty complement than expected and a heavier reliance upon adjuncts. The situation has returned to normal in 2016–2017, with approximately 35% of courses scheduled to be taught by adjuncts.

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\(^{62}\) Sessional faculty members are defined by the university as a “Faculty Member appointed by the Board of Governors to teach credit course(s), Full-Time or Part-Time, or to perform related duties such as course coordination or laboratory supervision, for a period of less than twelve (12) months” (Agreement on Conditions of Appointment for Sessional Faculty Members, July 1, 2010 to June 30, 2012: www.hr.ubc.ca/faculty-relations/collective-agreements/appointment-sessionals/#2). Adjunct faculty appointments are defined as “part-time appointments granted to individuals who have some professional skill or learning of value to the University, but who are primarily engaged in the practice of their professions outside UBC or any other academic institution” (www.hr.ubc.ca/faculty-relations/recruitment/titles-ranks-descriptions/job-descriptions/#10).

\(^{63}\) www.alise.org/research_class_guide
Table III- C: Courses Offered at SLAIS by Adjunct Faculty, 2013-2016 (Winter Terms I and II)

<table>
<thead>
<tr>
<th>Year</th>
<th>Term</th>
<th>3Cr LIBR Courses Taught by All Faculty</th>
<th>3Cr LIBR Courses Taught by Adjuncts</th>
<th>% Taught by Adjuncts for Term</th>
<th>% Taught by Adjuncts for Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013–2014</td>
<td>Winter I</td>
<td>28</td>
<td>7</td>
<td>25%</td>
<td></td>
</tr>
<tr>
<td>2013–2014</td>
<td>Winter II</td>
<td>27</td>
<td>9</td>
<td>33%</td>
<td>29%</td>
</tr>
<tr>
<td>2014–2015</td>
<td>Winter I</td>
<td>24</td>
<td>7</td>
<td>29%</td>
<td></td>
</tr>
<tr>
<td>2014–2015</td>
<td>Winter II</td>
<td>26</td>
<td>9</td>
<td>36%</td>
<td>32%</td>
</tr>
<tr>
<td>2015–2016</td>
<td>Winter I</td>
<td>20</td>
<td>8</td>
<td>40%</td>
<td></td>
</tr>
<tr>
<td>2015–2016</td>
<td>Winter II</td>
<td>25</td>
<td>13</td>
<td>50%</td>
<td>47%</td>
</tr>
<tr>
<td>2013–2017</td>
<td>Overall</td>
<td>150</td>
<td>53</td>
<td>n/a</td>
<td>35%</td>
</tr>
</tbody>
</table>

**STANDARD III.2**

**III.2 The school demonstrates the high priority it attaches to teaching, research, and service by its appointments and promotions; by encouragement of innovation in teaching, research, and service; and through provision of a stimulating learning and research environment.**

**APPOINTMENTS AND PROMOTIONS**

University policies and guidelines clearly indicate the priority given to excellence and productivity as criteria for faculty appointment, tenure, and promotion in the areas of teaching, research, and service. This is documented in the *Collective Agreement between the University of British Columbia and the Faculty Association of the University of British Columbia* and in the regularly updated *Guide to Reappointment Promotion and Tenure Procedures at UBC*. These materials outline the importance of the three elements, teaching, research, and service, and provide clear approaches to their evaluation. Additional policies are outlined in the *Board of Governors Policies, Procedures & Guidelines*.

The iSchool’s policies and procedures adhere to those of the university regarding appointment, reappointment, promotion, and tenure, as well as merit increases and performance salary adjustments.

**APPOINTMENTS**

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64 The current Collective Agreement expired on June 30, 2014 ([http://www.hr.ubc.ca/faculty-relations/files/CA-2012-2014_Online_November-29-2013.pdf](http://www.hr.ubc.ca/faculty-relations/files/CA-2012-2014_Online_November-29-2013.pdf)), and a revised Collective Agreement has been negotiated but is not yet available.


66 [http://universitycounsel.ubc.ca/policies](http://universitycounsel.ubc.ca/policies)
Approval to hire term or tenure-track faculty positions in the Faculty of Arts are contingent on submission of hiring plans that describe the research and teaching areas of interest; provide a rationale in alignment with the goals of the unit, the faculty, and the university; and outline procedures that ensure equitable, diverse, and transparent hiring practices. These are outlined in the university’s Faculty Recruitment Guide. Examples of hiring plans submitted and approved by the school during this period are provided in Appendix 26. The majority of the members of hiring committees are required to attend training sessions on hiring procedures, and each hiring committee includes one representative from the Dean’s Office to ensure that policies and procedures are followed. Advertisements are vetted and approved by the Dean’s Office as well, and emphasis is placed on the inclusion of clear selection criteria, which form the basis for evaluation of candidates. Appendix 27 contains the advertisements for two tenure-track positions hired in 2016, which demonstrate the importance placed on excellence in teaching, research, and service in the selection criteria. As an illustration of this emphasis, teaching portfolios and clear evidence of teaching effectiveness were requirements for both these positions; we only considered applicants who met these criteria.

During the review period, the school has undertaken searches for three tenure-track positions: one in 2013–2014 and two in 2015–2016. We received a large number of strong applications for the 2014 position and made an offer to the first-ranked candidate, a mid-career researcher with a strong track record of publication and funding; however, the candidate had multiple offers and chose a different position. As a result, the search for that year was unsuccessful. We did not receive permission from the Dean to search in the following year, as it was the final year of the director’s term. In 2015–2016, we conducted two searches, one in the area of information and media studies and the other in archival science and cultural informatics. We were able to successfully hire our top-ranked candidates in each of these searches, both of whom are outstanding junior scholars in their fields and excellent teachers as well. The curricula vita of these new faculty members, Dr. Muhammad Abdul-Mageed and Dr. Jennifer Douglas, are included in Appendix 23 together with the curricula vita of all faculty members.

**REAPPOINTMENT, PROMOTION, AND TENURE**

Expectations, measures, and procedures for decisions and recommendations concerning faculty status are consistent with the university-wide policies and practice as noted above and as detailed in the Collective Agreement between the University of British Columbia and the Faculty Association of the University of British Columbia. These policies are regularly updated, and training opportunities are available. For example, in spring 2016, a faculty member going forward for tenure in fall 2016 attended a Faculty of Arts workshop on promotion and tenure for faculty, and the director and staff member attended a separate session to receive an update on administrative procedures. Typically, reappointment processes occur at year three and year six, and tenure and promotion at year seven for tenure-track faculty. All require clear evidence of research excellence in the form of a consistent publication record and evidence of impact and strong teaching in the form of student course evaluations and peer reviews conducted according to standard policies and procedures and including at least one reviewer external to the department. Peer review of teaching in the school follows Faculty of Arts procedures.

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67 [www.hr.ubc.ca/faculty-relations/recruitment/faculty-recruitment-guide](http://www.hr.ubc.ca/faculty-relations/recruitment/faculty-recruitment-guide)


69 Faculty of Arts, Peer Review of Teaching, [http://www.arts.ubc.ca/faculty-and-staff/peer-review-of-teaching/](http://www.arts.ubc.ca/faculty-and-staff/peer-review-of-teaching/)
The external review panel report for our previous accreditation process in 2013 recommended that care be taken to ensure that the large number of junior faculty at the time be supported through the process of promotion and tenure. We are happy to report that all four faculty members who went forward in the most recent review period (Drs. Freund, Lemieux, O’Brien, and Meyers) were promoted with tenure to associate professor. One additional faculty member will go forward in the fall of 2016. These positive developments are the result of a great deal of hard work on the part of these individuals, who have all carried out funded research, presented internationally, and published in top venues in their fields. The process was supported in the school through regular review meetings, funding support for travel, course releases in recognition of heavy service loads, and the culture of support for research and engaged scholarship that is pervasive in the school.

**MERIT AND PERFORMANCE SALARY ADJUSTMENTS**

A review of all faculty in the school is conducted annually. This review requires submission of a standard report, a full curriculum vitae, and written narratives on progress and accomplishments in teaching, research, and service, or only teaching and service for lecturer and instructor positions. Submission of these materials is followed by individual meetings between each faculty member and the Director to discuss the narratives, review performance, and establish goals and expectations for the coming year. (Appendix 28 contains the template for the annual review form.) Clear Faculty of Arts and iSchool procedures guide decisions on merit and performance adjustments. Appendix 29 is the iSchool Policy for Merit and PSA Awards approved in 2015, which identifies the criteria used for assessment in each of the three areas (teaching, research and service) how they will be weighted by the school committee charged with reviewing annual reports and curricula vita and making recommendations to the Director and the Dean.

**STIMULATING AND INNOVATIVE TEACHING AND LEARNING ENVIRONMENT**

**TEACHING ENVIRONMENT**

The iSchool mission and goals clearly emphasize the importance of teaching quality and of ensuring that a thriving community of teaching and learning exists. The following objectives serve the educational goals of the school:

- Foster an intellectual milieu that stimulates a positive commitment to the professions, scholarship, and ongoing professional development
- Increase the level and quality of technology-enhanced learning and innovative pedagogies across the programs
- Increase the quality of teaching across the programs through provision of support and professional development opportunities for instructors

The UBC document *Tenure, Promotion & Reappointment for Faculty Members,*\(^7\) which outlines policy in this area, offers clear guidelines for effective teaching, including command over subject matter, familiarity with recent developments, preparedness, presentation, accessibility to students, and influence on the development of students. These principles are implemented in the *Faculty of Arts Peer*

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\(^7\) [www.hr.ubc.ca/faculty-relations/tenure-promotion-reappointment-confirmation/tenure-promotion-reappointment-for-faculty-members](http://www.hr.ubc.ca/faculty-relations/tenure-promotion-reappointment-confirmation/tenure-promotion-reappointment-for-faculty-members)
Review of Teaching Guide. The university initiative on peer review of teaching is evidence of a commitment to high standards of teaching and the university’s effort to guide new faculty in this area. These policies and guidelines are incorporated into iSchool practice, resulting in the mentoring of new faculty and regular evaluation of all faculty members' teaching practice.

UBC faculty members may be appointed in a teaching stream, with rank of instructor, senior instructor, or professor of teaching. Two iSchool faculty members (one retired as of June 2016) hold the rank of senior instructor. The rank of professor of teaching was introduced at UBC in 2011, and guidelines for promotion to this rank were developed, which state that it “reflects the commitment of the University to provide educational leadership, outstanding teaching, and curriculum development, and to recognize and reward it when it happens.” This explicit recognition of the important contributions of faculty who excel at teaching and in the scholarship of teaching and learning is having a powerful positive impact on the university as a learning environment. Given this shift, and the retirement of one of our senior instructors (Dr. Stephenson) this year after 30 years of valuable contributions, including many years as MLIS program chair, we intend to fill this position at the rank of instructor. We will be seeking a dedicated teacher and library and information studies scholar to provide educational leadership in the school.

Dedication to a stimulating teaching environment extends to the adjunct and sessional faculty as well. The school supports part-time faculty through the provision and regular updating of the iSchool Faculty Handbook, which provides detail on policy and procedure as well as the logistics of teaching in the school, such as booking audio-visual equipment and submitting final grades. In addition, during the review period the school has taken steps to strengthen the teaching community and quality of teaching in the school by appointing two faculty members to serve as adjunct liaisons (Drs. Nathan and O’Brien, both outstanding teachers). These two liaisons put in place a number of supporting structures in 2015–2016:

- The first annual orientation session for new adjunct and sessional instructors, including an overview of standards, best practices, and learning outcomes assessment was held in August 2015. This session was professionally videotaped and made available online to increase access. A second session was held on August 30, 2016.
- An email discussion list devoted to discussions of pedagogical issues and questions for all iSchool instructors.
- A survey of adjuncts (22 responses) to identify teaching motivations, needs, and preferences for additional support and access to training (a summary of results is available in Appendix 18).

A free, full-day teaching workshop held in June 2016 and presented by staff of the CTLT to address the central issue raised in the survey: the teaching of “soft skills,” a topic that aligns well with the graduate competencies related to communication (2.1–2.2) and professionalism (5.1–5.3). In accordance with the goals of the school and university, the workshop framed exercises and discussion around the

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72 [www.hr.ubc.ca/faculty-relations/files/Guidelines-for-Promotion-to-Professor-of-Teaching.pdf](http://www.hr.ubc.ca/faculty-relations/files/Guidelines-for-Promotion-to-Professor-of-Teaching.pdf)
74 [http://ctlt.ubc.ca](http://ctlt.ubc.ca)
incorporation of Indigenous perspectives into coursework. The feedback from full- and part-time instructors on these initiatives has been extremely positive, and we will continue this program in the future, in keeping with the iSchool’s current objectives.

Faculty members benefit from university resources and services in support of teaching as well. These include CTLT and the Centre for Community Engaged Learning (CBEL).75

**The Centre for Teaching, Learning and Technology** is located in the same building as the iSchool and is a convenient and substantial source of support for faculty. The CTLT mission is to advance “scholarly and innovative approaches to teaching, learning, curriculum and educational technology practices within and across UBC’s diverse disciplinary and cultural contexts”. The unit offers programming for faculty at all stages of their careers, such as a three-day course-design workshop and communities of practice for different areas of teaching and learning, as well as support for the design of online courses. The CTLT Institute is hosted three times each year and features interactive workshops where participants can gain practical knowledge and contacts within the wider university community. The also provide project facilitation support for the development or renewal of courses, the development of new programs, and the implementation of technologies in research and teaching. It runs the Institute for the Scholarship of Teaching and Learning (ISoTL), which offers an annual eight-month program for faculty. Dr. Rick Kopak participated in ISoTL in 2014–2015, and many faculty members participate in CTLT workshops throughout the year. More information on CTLT teaching and technology services is available in Standard VI.3.

**The Centre for Community Engaged Learning** functions as a resource for stakeholders within and external to the university, providing support for faculty and staff seeking opportunities to engage students with the community through a thoughtful balance of theory and practice. CBEL supported Dr. Heather O’Brien in developing the MLIS Graduating Project course and worked closely with the iSchool Student Services Coordinator, Melissa Nightingale, on the development of the school’s Experiential Learning Toolkit (Appendix 37). CBEL, through its Remote Community Learning Fund, also provided funding (supplemented by the iSchool) that allowed Dr. Lisa Nathan and UBC reference librarian Kim Lawson to take a group of student to work on a course-based project with the Heiltsuk Cultural Education Centre in Bella Bella, B.C. in the summer of 2016 (see also Standard II.3.4).

Faculty members are highly engaged with the craft and practice of teaching, and lively discussions on pedagogy are a regular component of faculty meetings and social events. As a result, a great deal of innovation occurs in the iSchool teaching and learning environment. This is motivated by school and program goals, in that much of the innovation is focused on employing engaging and effective approaches to supporting competency development among students. Given that we expect our graduates to be capable of making innovative use of technology to provide services, it is essential that we model that as teachers, and there is ample evidence that we do so. A number of examples of teaching and curriculum innovation have been provided in the discussion of Standard II, so only a few highlights will be referenced here. Evidence is available in faculty curricula vita (Appendix 23) and in the examples of syllabi and course materials that will be available for on-site review.

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LEARNING ENVIRONMENT

COMMUNITY-BASED LEARNING

The new Graduating Project course is an example of how experiential and community-based learning is incorporated into courses. Numerous other courses also include community-based projects, and Dr. Richard Arias-Hernandez has introduced this approach to the Bachelor of Media Studies program, based on his experience at the iSchool.

LEARNING OUTCOMES ASSESSMENT

The work done in the school to develop and implement SLOAP is pioneering in the UBC context; at the undergraduate level, the Faculty of Arts is in the initial stages of encouraging units to develop competency statements. The iSchool has collaborated with CTLT on this program, and all faculty have been involved through curriculum mapping, review of course syllabi, and ongoing discussions of competencies and assessment.

ITECHFLEX

This initiative, described in more detail in Standard II.3.3 and in Appendix 16, has made the school an exemplar of flexible and collaborative learning within UBC in terms of providing collaborative technology-enhanced learning spaces for students and making use of massive open online course (MOOC) technologies to enable students to gain technology literacies through the Technology Portal.

LABS AND HANDS-ON INSTRUCTION

Many instructors incorporate lab components into their courses, even ones that are not focused on technology per se, such as the core course LIBR 509: Foundations of Bibliographic Control. The work of Professor Eric Meyers stands out in this area. Winner of the 2015 Pratt-Severn Faculty Innovation Prize from the Association for Library and Information Science Education, Dr. Meyers incorporates many educational innovations in his classes including the use of video annotation software and design studios. He and Dr. Lisa Nathan have developed a critical making activity for the second class in the MLIS core course LIBR 508: Information Practices in Contemporary Society. The sessions facilitates students in building connections between critical theories of socio-technical mediation with the hands-on practice of coding using Raspberry Pi’s.

STIMULATING AND INNOVATIVE RESEARCH ENVIRONMENT

RESEARCH SUPPORT AND ACTIVITIES FOR FACULTY AND STUDENTS

The importance of research in the iSchool is reflected in our mission and in the goal “To conduct innovative and meaningful research that informs practice, extends theory and addresses challenges of societal importance.” It further supports the MLIS program goals expressed in competencies 4.1 and 4.2, as students engage in and are inspired by research going on around them. The discussion of Standards II and IV speaks in more detail on the involvement of students in research. The school supports new and continuing faculty in their research in a number of ways:

- A new tenure-track faculty member receives start-up funds sufficient to equip his or her office with computing equipment, hire a student research assistant, and cover other expenses associated with initiating a research project.
• All faculty receive modest annual professional development funds\textsuperscript{76} to cover costs of memberships in scholarly or professional associations, purchase of books or subscriptions, etc.

• iSchool graduate students (master’s and PhD) are academic high performers and make excellent research assistants; many come in with prior graduate degrees and are able to support multidisciplinary research projects. As noted in the discussion of Standard II, many faculty members co-author papers and publications with their students and research assistants, and almost all faculty have engaged students in their research, either as paid assistants or through independent course options, such as LIBR 597: Collaborative Research or LIBR 599: Thesis.

• The iSchool makes some funding available in support of faculty travel to research conferences and workshops—for example, in the review period, conference travel to the annual conferences of the ASIS&T and the Association for Library and Information Science Education (ALISE), the iConference, and smaller events, such as the B.C. Libraries Association and the International Indigenous Librarians’ Forum.

• In 2012, the iSchool established a new research studio for student/faculty joint research, the Roberta F. Greig Research Laboratory (see also Standard VI.2). It is equipped with audiovisual and computer equipment, and facilitates a range of research activities that require more space and technology support than faculty members have in their regular office space.

• UBC Support Programs to Advance Research Capacity (SPARC)\textsuperscript{77} offers researchers a range of services, among them a valuable peer-review service for grant applications. In the review period, two assistant professors made use of this service to strengthen major national (Social Sciences and Humanities Research Council) grant proposals, which were subsequently funded.

• UBC runs new faculty orientation sessions to build community and awareness among faculty of all the support services available to them. The orientation includes a day-long research orientation session held every summer.\textsuperscript{78}

• All tenure-track faculty are eligible for study leaves/sabbatical after a minimum of four years of service. Study leaves provide the opportunity to carry out major research projects, initiate new research directions, or travel and develop international research collaborations.

Research culture at the school is strong, collegial, and supportive. Relevant activities include the following:

• **iSchool Research Day** spotlights the research endeavours of faculty and students, highlighting exemplary scholarship through a keynote address, peer-reviewed talks, poster presentations, and demonstrations of ongoing technical projects. The most recent event

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\textsuperscript{76} [www.hr.ubc.ca/faculty-relations/compensation/professional-development-reimbursement-fund](http://www.hr.ubc.ca/faculty-relations/compensation/professional-development-reimbursement-fund)

\textsuperscript{77} [https://sparc.ubc.ca](https://sparc.ubc.ca)

\textsuperscript{78} Research orientation day program: [https://research.ubc.ca/sites/research.ubc.ca/files/vpri/ROD%20Booklet%202015.pdf](https://research.ubc.ca/sites/research.ubc.ca/files/vpri/ROD%20Booklet%202015.pdf)
(March 2016) attracted participation from alumni, adjunct faculty, and emeriti in addition to faculty and students.

Throughout the summer months, full-day writing retreats for faculty, visiting scholars, and doctoral students take place. These gatherings support the sharing of ongoing research, providing space for discussing challenges, and getting feedback and guidance on ongoing work.

The ongoing Colloquia Series brings scholars from around the world whose work is of interest to faculty and students of all programs across the iSchool. Attendees also include students, faculty, and professionals, from across the university and the broader professional communities. A full listing of colloquia during the review period, including links to webcasts of many of them, is available from the iSchool website.79

VISITING SCHOLARS

The iSchool’s program of inviting visiting scholars adds to the stimulating learning and research environment at the school. Visiting scholars and other visiting professionals are involved in active scholarship and engage in collaborative research with faculty members, speak in classes and at colloquia, sometimes teach a course, and contribute to a diverse and intellectually stimulating school environment. During the review period, a generous donation to the iSchool was used to fund the Dodson Visiting Scholar, which has brought a number of outstanding and engaged academics into the school, including:

- Dr. Julie McLeod, an expert on records management from Northumbria University, who together with a fellow visiting scholar organized a workshop and discussion on research methods, in addition to teaching a course and giving a keynote talk at Research Day

79 http://slais.ubc.ca/community/colloquia
• Dr. Spencer Lilly, senior lecturer in Te Pūtahi a Toi, the School of Māori Art, Knowledge and Education at Massey University, New Zealand, who gave several talks, taught a course and built connections with Indigenous scholars and information professionals at UBC and the greater Vancouver area.

The terms of the visiting scholars typically range from one to two weeks to a full year. Table III.D lists the visiting scholars from 2013 to 2016.

### Table III-D: iSchool Visiting Scholars, 2013-2016

<table>
<thead>
<tr>
<th>Name</th>
<th>Term at iSchool</th>
<th>Institutional Affiliation</th>
<th>Country</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jenny Preece</td>
<td>Term 1 2016-17</td>
<td>University of Maryland</td>
<td>United States</td>
</tr>
<tr>
<td>Yunxia Nie</td>
<td>Terms 1-2 2016-17</td>
<td>Nanchang University</td>
<td>China</td>
</tr>
<tr>
<td>Anwarul Islam</td>
<td>Summer 2016</td>
<td>University of Dhaka</td>
<td>Bangladesh</td>
</tr>
<tr>
<td>Shanshan Li</td>
<td>Terms 1-2 2016-17</td>
<td>Northwest University</td>
<td>China</td>
</tr>
<tr>
<td>Spencer Lilley</td>
<td>Term 1 2015-16</td>
<td>Massey University</td>
<td>New Zealand</td>
</tr>
<tr>
<td>Christian Rapp</td>
<td>Term 2 2014-15</td>
<td>Zurich University of Applied Science</td>
<td>Switzerland</td>
</tr>
<tr>
<td>Julie McLeod</td>
<td>Term 2 2014-15</td>
<td>Northumbria University</td>
<td>England</td>
</tr>
<tr>
<td>Bruce Kingma</td>
<td>Term 1 2013-14</td>
<td>Syracuse</td>
<td>USA</td>
</tr>
</tbody>
</table>

### INNOVATION IN SERVICE

Professional involvement and service to the library, archival, and information science communities have long been recognized strengths of the iSchool’s faculty, as evidenced through membership, leadership, and awards from service and governance committees. The following are examples of faculty members’ professional service:

• **Heather O’Brien** serves as an elected member of the board of directors of the American Society for Information Science and Technology (2016–present).

• **Luciana Duranti** is a fellow of the Association of Canadian Archivists and has been elected next president of the association, starting in 2017.

• **Edie Rasmussen** (now retired) serves as a member of the steering committees for the ACM IEEE Joint Conference on Digital Libraries and the European Conference on Theory and Practice of Digital Libraries.

• **Caroline Haythornthwaite** was a founding member and executive committee member of the Society for Learning Analytics (2011–2012).

• **Lisa Nathan** was the elected chair of the ACM SIG CHI’s Sustainability Community (2013–2015) and appointed member of ACM SIG CHI’S US Public Policy Committee and International Public Policy Committee.

• **Luanne Freund** serves on the Association for Information Science and Technology Education Committee

Faculty are committed to leadership, committee participation, and membership in professional and scholarly organizations. They engage in organizing academic conferences, by chairing committees and serving as paper referees and panel moderators, among other responsibilities. Faculty also serve on grant committees and award juries, reviewing grant applications, best paper awards, and literature awards, from government grant and scholarly agencies as well as literature organizations. Several faculty members have received distinguished service awards during the review period:
• **Judith Saltman** received the 2014 Claude Aubry Award for distinguished service in the field of Canadian children’s literature in English, given biennially by the Canadian National Section of the International Board on Books for Young People (IBBY – Canada). This is a competitive award presented to an individual who has made a significant contribution to Canadian children’s literature.

• **Victoria Lemieux** received the 2015 Emmett Leahy Award for pioneering in the field of records and information management. The award recognizes an individual whose contributions and outstanding accomplishments have a major impact on the records and information management profession.

• **Luciana Duranti** was made a fellow of the Association of Canadian Archivists (2014), in recognition of long-standing service to the association and the Canadian archival community through research, publication, teaching, and advocacy.

#### STANDARD III.3

**III.3 The school has policies to recruit and retain faculty from diverse backgrounds. Explicit and equitable faculty personnel policies and procedures are published, accessible, and implemented.**

The iSchool upholds university-wide policies on equity and diversity, and follows readily available policies and procedures. The university strategic plan, *Place and Promise*, articulates nine commitments to the university’s vision with concomitant goals and actions. Diversity is an integral component of the vision: “[S]tudents, staff, faculty, and alumni are drawn from all over the globe. A diverse University community embraces the full spectrum of Canadian society, and Aboriginal perceptions and experiences are reflected in the curriculum and on campus” (p. 3). The commitment to intercultural understanding includes the goal “Remove barriers to greater diversity within the University, including those faced by historically disadvantaged groups” (p. 21), along with its accompanying action: “Improve processes and supports to achieve an excellent and diverse student, staff, and faculty body” (p. 21).

Explicit and equitable faculty personnel policies and procedures are published, accessible, and implemented. The Faculty Association represents the faculty in personnel issues and negotiations, and offers information and guidance to its members in personnel matters. Policies and procedures are documented in many locations (both in print and online). The website of the university’s Human Resources department provides complete details and explicitly outlines all contractual agreements, faculty personnel policies, and procedures, and itemizes benefits.

School and university policy, stated in the personnel documents cited above, as well as Canadian law, explicitly forbid discrimination. The university’s Equity Office website states that the office “envisions a community in which human rights are respected and equity is embedded in all areas of academic, work and campus life” and that its mission is to “advance equity and human rights at UBC by promoting diversity, eliminating discrimination and engaging the community in dialogue and action.”

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81 [www.hr.ubc.ca](http://www.hr.ubc.ca)

82 [http://equity.ubc.ca/vision-mission-statements](http://equity.ubc.ca/vision-mission-statements)
The university’s Employment Equity Plan 2010 in conjunction with its strategic plan for equity and diversity, Valuing Difference: A Strategy for Advancing Equity and Diversity at UBC, articulate the university’s vision of embedding diversity, respect, and equity in all aspects of university operations. To this end, “UBC is committed to fostering a living, learning, and working environment to which all can contribute and within which all can thrive. As part of the ‘Place and Promise’ project, these initiatives provide an opportunity to embed equity and diversity goals in all aspects of strategic planning. There is also a particularly close relationship with the Focus on People and Aboriginal Strategic Initiatives” (Employment Equity Plan, p. 1).

The UBC Office of Faculty Relations outlines advertising, recruitment, and interviewing guidelines that reduce bias. For all appointments, the advertisement must include the following equity statement, which is required by UBC’s Office of Faculty Relations Recruitment and Advertising Guidelines, and is in accordance with federal employment equity law:

“UBC hires on the basis of merit and is strongly committed to equity and diversity within its community. We especially welcome applications from visible minority group members, women, Aboriginal persons, persons with disabilities, persons of minority sexual orientations and gender identities, and others with the skills and knowledge to productively engage with diverse communities.” Although it is not required, the following may also be included: “Appointment may be considered at a higher rank for a member of a designated equity group with exceptional qualifications” or “Appointment may be considered at a higher rank for a woman of exceptional qualifications.”

Within the school, our commitment to diversity and equity are expressed in our goal “To promote a thriving, responsive and diverse iSchool community” and the related objectives:

- Develop and implement a comprehensive recruiting plan to encourage and support high-quality applicants from under-represented communities
- Build up a culture of openness, inclusiveness and respect within the iSchool
- Hire outstanding faculty members in areas that strengthen multiple programs

As noted in Standard III.2, approval to initiate a hiring process within the Faculty of Arts requires a hiring plan that describes the steps that will be taken to attract a large and diverse pool of applicants. Examples of the hiring plans for the two positions we filled in 2016 are available in Appendix 26, and the approved advertisements, addressing diversity, are available in Appendix 27. These, and the outcome of the hiring process, demonstrate that we are making an ongoing effort to diversify our current faculty complement.

While the current faculty is balanced in gender and our faculty members bring a diverse set of life experiences and national/cultural traditions to the school, we acknowledge that more needs to be done to increase diversity. This is especially true with respect to the lack of Indigenous faculty, in light of the school’s commitment to the FNCC, and the lack of faculty with Asian or Asian-Canadian roots, given the large Asian population in the Pacific Northwest and the close ties between UBC and the Pacific Rim countries. We will be hiring a substantial number of additional faculty in the coming years and will

85 www.hr.ubc.ca/faculty-relations/recruitment/advertising-guidelines
continue to work toward a faculty that is diverse and representative of the communities from which we recruit our students and whom our graduates serve. In the meantime, we will continue to encourage visitors, both scholars and students, from around the world, as the participation of these scholars adds greatly to the diversity of experience and perspective of faculty and students.

**PLEASE NOTE:** Canadian law on individual rights prevents the university from gathering and compiling information on race, religion, and ethnicity; statistics on these matters are therefore not available for the COA committee.

### STANDARD III.4

**III.4 The qualifications of each faculty member include competence in designated teaching areas, technological awareness, effectiveness in teaching, and active participation in appropriate organizations.**

The Director designs teaching appointments to correspond as closely as possible to individual research areas and professional specializations, as is demonstrated by Table III.B: Areas of Full-Time Faculty Specialization Related to Courses Taught presented in the discussion of Standard III.1. Full-time faculty teach in their research areas and in areas informed by previous work experience. For example:

- Eric Meyers was trained and worked as a public school teacher, and he teaches LIBR 535: Instructional Role of the Librarian; he also teaches in his research area of youth and new media.
- Heather O’Brien worked as an academic librarian and taught LIBR 580: Collections Management during the review period; she also teaches in her core research area of human information interaction.
- Judith Saltman worked as a public and children’s librarian before joining the school, and for the past 30 years before retiring this year, taught primarily in her research areas of children’s literature and services.
- Victoria Lemieux joined the school following a career as an archivist and records manager, and she teaches cross-listed courses (MLIS and MAS) in records management; she also teaches visual analytics, an area of active research.

The effectiveness of faculty teaching is measured through course evaluations, peer reviews of teaching, and surveys conducted of current students. Measures of teaching effectiveness are important indirect measures of student learning outcomes, as student competencies are unlikely to be achieved when instructors are lacking in subject knowledge, teaching skills, or technological competence. Student course evaluations are a widely used tool for assessment of teaching, both for formative purposes (i.e., to improve the course or the instruction) and for summative evaluation. We acknowledge the limitations of this form of evaluation, such as low response rates and poor reliability for small class sizes. However, we provide the data here as a general indicator of the students’ experience of their courses.

The UBC CoursEval system provides a secure online system for conducting course evaluations, and it has been in operation throughout the review period. Table III.E provides a summary of student course evaluation scores over the review period. Complete student course evaluation data will be available on site. Course evaluation data is not public; instructors can opt to share their results, and the Director has access to this information and regularly reviews it to identify any concerns. Average scores are high across all questions, and notably high for showing concern for learning, encouraging participation, being well-prepared, being available, and treating students with respect. These are indicative of the values and
culture of teaching at the school, which is student-centred and supportive, and mirrors the values of the information professions.

Table III- E: Student Course Evaluation Summaries, 2013-2016 (Scores Out of 5)

<table>
<thead>
<tr>
<th>Q#</th>
<th>Question</th>
<th>2013–14</th>
<th>2014–15</th>
<th>2015–16</th>
</tr>
</thead>
<tbody>
<tr>
<td>UMI1</td>
<td>The instructor made it clear what students were expected to learn.</td>
<td>4.27</td>
<td>4.19</td>
<td>4.24</td>
</tr>
<tr>
<td>UMI2</td>
<td>The instructor communicated the subject matter effectively.</td>
<td>4.20</td>
<td>4.17</td>
<td>4.19</td>
</tr>
<tr>
<td>UMI3</td>
<td>The instructor helped to inspire interest in learning the subject matter.</td>
<td>4.29</td>
<td>4.20</td>
<td>4.23</td>
</tr>
<tr>
<td>UMI4</td>
<td>Overall, evaluation of student learning (through exams, essays, presentations, etc.) was fair.</td>
<td>4.27</td>
<td>4.22</td>
<td>4.20</td>
</tr>
<tr>
<td>UMI5</td>
<td>The instructor showed concern for student learning.</td>
<td>4.49</td>
<td>4.40</td>
<td>4.44</td>
</tr>
<tr>
<td>UMI6</td>
<td>Overall the instructor was an effective teacher.</td>
<td>4.27</td>
<td>4.22</td>
<td>4.21</td>
</tr>
<tr>
<td>Arts1</td>
<td>In classes where the size of the class and content of the course were appropriate, student participation in class was encouraged by the instructor.</td>
<td>4.55</td>
<td>4.46</td>
<td>4.43</td>
</tr>
<tr>
<td>Arts2</td>
<td>High standards of achievement were set.</td>
<td>4.36</td>
<td>4.26</td>
<td>4.29</td>
</tr>
<tr>
<td>Arts3</td>
<td>The instructor was generally well prepared for class.</td>
<td>4.54</td>
<td>4.56</td>
<td>4.45</td>
</tr>
<tr>
<td>Arts4</td>
<td>The instructor was readily available to students outside of class (e.g., through email, office hours, or by appointment.)</td>
<td>4.52</td>
<td>4.48</td>
<td>4.42</td>
</tr>
<tr>
<td>Arts5</td>
<td>The instructor treated students with respect.</td>
<td>4.62</td>
<td>4.62</td>
<td>4.57</td>
</tr>
<tr>
<td>Arts6</td>
<td>Considering everything, how would you rate this course?</td>
<td>4.27</td>
<td>4.21</td>
<td>4.17</td>
</tr>
</tbody>
</table>

Some additional data is available from students in the Learning from Our Students survey that was conducted in the spring of 2015. This data represents responses from 72 MLIS and DUAL students. Rather than asking about specific courses as with the course evaluations, the survey collected students’ general perceptions about their program.

Table III- F: Learning From Our Students Survey, Spring 2015: Summary of MLIS and Dual Student Responses (N=72)

<table>
<thead>
<tr>
<th>Please Rate the Following</th>
<th>Mean Score (1 = Poor, 5 = Excellent)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of the teaching</td>
<td>3.7</td>
</tr>
<tr>
<td>Relationship between faculty members and students</td>
<td>3.6</td>
</tr>
<tr>
<td>Range and quality of course offerings</td>
<td>3.3</td>
</tr>
<tr>
<td>Overall program quality</td>
<td>3.6</td>
</tr>
</tbody>
</table>

The level of technological expertise in the school is high, given that most of the faculty are engaged in research on new media, digital technologies, online information, and similar topics. The iSchool faculty were early adopters of the UBC Connect learning management system, and all faculty post their course...
syllabi and assignments on the system. The iSchool also served as a beta tester of the Graduate Admissions Streamlining Project as part of the Student Academic Systems Initiative. As noted in the discussion of Standard III.2, many faculty members use technology in the classroom in innovative ways, such as video annotation, clickers (classroom response systems), Raspberry Pi workshops, use of blogs and videos for course assignments.

Nevertheless, one of our program goals is to further increase the level of technology competency among instructors and students, which we intend to accomplish through the Virtual Lab component of the iTechFlex initiative. This will support graduate competency 1.3, which relates to the effective use of technology to address real-world situation. The Virtual Lab will make a wider range of real-world systems available, together with training materials and sample assignments, for use in classroom teaching. For example, SharePoint, Islandora, and Archivematica are all systems used to manage digital information and content, which will be available through the Virtual Lab. Prototypes for the Virtual Lab project are already available, and negotiations are under way with the Arts Instructional Technology unit to implement the project (Appendix 30: Virtual Lab Project Report).

Faculty actively engage in appropriate professional and scholarly organizations as members and in executive and leadership positions. The following list reflects the wide spectrum of organizations and associations in which faculty are engaged; further details can be found in faculty curricula vita (Appendix 23):

- American Association of School Librarians
- American Educational Research Association
- American Library Association
- American Society for Indexing
- Association for Information Science and Technology
- Association for Computing Machinery Special Interest Groups
- Association for Library and Information Science Education
- Association for Library Services to Children
- Association for Research in Cultures of Young People
- Association of Internet Researchers
- Bibliographical Society of Canada
- British Columbia Library Association
- Canadian Association for Information Science
- Canadian Association for the Study of Book Culture
- Canadian Association of Information Processing
- Canadian Historical Association
- Canadian Library Association
- Children’s Literature Association
- Indexing Society of Canada
- International Association for School Librarianship
- International Board on Books for Young People – Canada
- International Federation of Information Processing
- International Federation of Library Associations and Institutions
- International Research Society for Children’s Literature
- International Society for Knowledge Organization
- International Society for Technology in Education
- Public Libraries Association
III.5 For each full-time faculty member, the qualifications include a sustained record of accomplishment in research or other appropriate scholarship.

The level of active research in the school is very high, and has been steadily increasing. In the period between 2006 and 2013, faculty were principal or co-investigators on over $10 million of funded research. In just three years, between 2013 and 2016, funding reached $5 million, awarded to 11 iSchool faculty for a total of 35 research projects. In addition to funding from national and international grant competitions, there are numerous awards from internal UBC funding sources, such as the Faculty of Arts Humanities and Social Sciences Research Grant, Hampton Fund, and Peter Wall Institute for Advanced Studies, the availability of which encourages researchers to develop their capacity for larger projects. The scope and details of faculty research grants are given in Appendix C-5.

Table III- G: Research Productivity 2013-2016, for Full-Time Faculty (faculty hired in 2016 are not included)

<table>
<thead>
<tr>
<th>Faculty member</th>
<th>Books and Monographs</th>
<th>Other Publications (i.e., Journal Articles, Book Chapters, Conference Proceedings, Edited Works)</th>
<th>Invited Presentations and Workshops</th>
<th>Conference Papers, Panels, and Posters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty member</td>
<td></td>
<td>6</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td>Faculty member</td>
<td></td>
<td>8</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>Faculty member</td>
<td>5 (edited)</td>
<td>30</td>
<td>29</td>
<td>36</td>
</tr>
<tr>
<td>Faculty member</td>
<td></td>
<td>19</td>
<td>9</td>
<td>11</td>
</tr>
<tr>
<td>Faculty member</td>
<td>2</td>
<td>18</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Faculty member</td>
<td></td>
<td>8</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Faculty member</td>
<td>1 (edited)</td>
<td>19</td>
<td>14</td>
<td>23</td>
</tr>
<tr>
<td>Faculty member</td>
<td></td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Faculty member</td>
<td>1 (edited)</td>
<td>39</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Faculty member</td>
<td></td>
<td>32</td>
<td>16</td>
<td>11</td>
</tr>
<tr>
<td>Faculty member</td>
<td>1 + 1 (edited)</td>
<td>20</td>
<td>8</td>
<td>16</td>
</tr>
<tr>
<td>Faculty member</td>
<td></td>
<td>2</td>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td>Totals</td>
<td>13</td>
<td>205</td>
<td>96</td>
<td>129</td>
</tr>
</tbody>
</table>
Faculty have been very productive during this period as well, publishing numerous edited books and monographs, and hundreds of journal articles, chapters, and conference papers. A quantitative summary of publication and presentations is provided in Table III.G, and full details of publications are included in faculty curricula vita (Appendix 23).

The journal-related activities of MLIS research-stream faculty in library and information studies journals, and those in allied disciplines, are listed in Table III.H. Faculty contribute through editorial activity as members of editorial boards, editing columns, writing articles, reviewing manuscripts, and writing reviews. They are also active in reviewing conference papers, promotion and tenure dossiers, research grants, and master’s and doctoral awards through the SSHRC and other agencies, as evidenced in faculty curricula vita.

### Table III- H: Journal Activities for Full-Time Faculty, 2013-2016 (faculty hired in 2016 are not included)

<table>
<thead>
<tr>
<th>Faculty Member</th>
<th>Journal Contributions</th>
</tr>
</thead>
</table>
                        • Guest editor, *Archivaria* 40th Anniversary Issue, Fall 2015  
                        • Senior associate editor, *Archivaria*, 2014–2015  
                        • Reviewer for:  
                        • *Archives and Manuscripts*  
                        • *Archivaria*  
                        • *Journal of Mediterranean Studies* |
| Duranti        | • International editorial board member, *Revista Archivelor (Archives Review)*, Romania archival journal since 1924, 2016–2019  
                        • Editorial board member, *ACM Journal of Computing and Cultural Heritage* (JOCCH), 2015–2018  
                        • Editorial board member *Revista Ciencias de la Documentación*, Chile international journal of archival science and library science, 2014–present  
                        • Editorial board member, *Brazilian Journal of Information Science* (BRAJIS), 2014–present  
                        • Editorial board member, *Acervo* (the Journal of the National Archives of Brazil), 2012–present  
                        • Editorial board member, *Infopreneurship Journal (IJ)*, 2012–present  
                        • Editorial board member, *Arquivo & Administração*, 40th anniversary issue on Nathalis de Wailly, 2012–2013  
                        • Associate editor, *Journal of Information Technology and Multimedia*, 2012–present  
                        • Editorial board member, *Mousaion* (South Africa Journal of Information Science), 2012–present  
                        • Scientific editorial committee member, *JLIS.it. Italian Journal of Library, Archives and Information Studies/Rivista italiana di biblioteconomia, archivistica e scienza dell’informazione*, 2010–present |
<table>
<thead>
<tr>
<th>Faculty Member</th>
<th>Journal Contributions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freund</td>
<td>Scientific editorial committee member, <em>Nuovi Annali della Scuola Speciale per Archivisti e Bibliotecari</em> (Olschki: Firenze), 2010–present</td>
</tr>
<tr>
<td></td>
<td>Editorial board member, <em>Library and Information Science Research</em> (2015–present)</td>
</tr>
<tr>
<td></td>
<td>Reviewer for:</td>
</tr>
<tr>
<td></td>
<td>- <em>Information Processing and Management</em></td>
</tr>
<tr>
<td></td>
<td>- <em>Canadian Journal of Information and Library Science</em></td>
</tr>
<tr>
<td></td>
<td>- <em>Journal of the American Society for Information Science and Technology</em></td>
</tr>
<tr>
<td></td>
<td>- <em>Transactions on Information Systems</em></td>
</tr>
<tr>
<td></td>
<td>- <em>Education for Information</em></td>
</tr>
<tr>
<td>Haythornthwaite</td>
<td>International advisory board, <em>New Media and Society</em>, 1997–present</td>
</tr>
<tr>
<td></td>
<td>Editorial board member, <em>Journal of Community Informatics</em>, 2004–present</td>
</tr>
<tr>
<td></td>
<td>Editorial board member, <em>Library and Information Science Research</em>, 2011–present</td>
</tr>
<tr>
<td></td>
<td>Reviewer for:</td>
</tr>
<tr>
<td></td>
<td>- <em>Journal of Communication</em></td>
</tr>
<tr>
<td></td>
<td>- <em>Social Media and Society</em></td>
</tr>
<tr>
<td></td>
<td>- <em>Journal of Computer-Mediated Communication</em></td>
</tr>
<tr>
<td></td>
<td>- <em>Library and Information Research</em></td>
</tr>
<tr>
<td></td>
<td>- <em>New Media and Society</em></td>
</tr>
<tr>
<td>Kopak</td>
<td>Reviewer for:</td>
</tr>
<tr>
<td></td>
<td>- <em>Journal of the Association of Information Science and Technology</em></td>
</tr>
<tr>
<td></td>
<td>- <em>Information Research</em></td>
</tr>
<tr>
<td></td>
<td>- <em>SAGE Open</em></td>
</tr>
<tr>
<td></td>
<td>- <em>Canadian Journal of Information and Library Science</em></td>
</tr>
<tr>
<td></td>
<td>- <em>AsLib Journal of Information Management</em></td>
</tr>
<tr>
<td></td>
<td>- <em>Scientometrics</em></td>
</tr>
<tr>
<td></td>
<td>- <em>AsLib Proceedings</em></td>
</tr>
<tr>
<td>Faculty Member</td>
<td>Journal Contributions</td>
</tr>
<tr>
<td>----------------</td>
<td>-----------------------</td>
</tr>
</tbody>
</table>
| **Lemieux**    | • General editor, World Bank Right to Information Publication Series, July 2014–present  
|                | • Reviewer for:  
|                | o Journal of Science and Technology Management  
|                | o Records Management Journal  
|                | o Archives and Manuscripts  
|                | o Information Retrieval  
|                | o Archival Science  
|                | o Records Management  
|                | o Journal of Data Quality  
| **Loehrlein**  | • Reviewer for:  
|                | o Knowledge Organization  
|                | o Journal of the American Society for Information Science and Technology  
|                | • Editorial board member, *Canadian Journal of Information and Library Science*, 2013–present  
|                | • Reviewer for:  
|                | o Canadian Journal of Information and Library Science  
|                | o Canadian Journal of Education  
|                | o Learning, Media and Technology  
|                | o The Library Quarterly  
|                | o Journal of Education for Library and Information Science  
|                | o Journal of the Association for Information Science and Technology  
| **Nathan**     | • Special issue editor, *Ethics Matter(s)*  
|                | • Sustainability forum editor, *ACM Interactions*, 2014–present  
|                | • Reviewer for:  
|                | o Journal of Education for Library and Information Science Educators  
|                | o ACM Transactions of Human-Computer Interaction (TOCHI special issue on sustainability)  
|                | o Interacting with Computers Journal  
|                | o Canadian Journal of Information and Library Science  
| **O’Brien**    | • Editorial Board Member, *Journal of Education for Library and Information Science*, the Association for Library and Information Science and Education, 2013–present  
|                | • Reviewer for:  
|                | o Communication Research  
|                | o Information Research  
|                | o Journal of Information Science  

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Faculty regularly receive awards for distinguished research in monographs, papers, posters, dissertations, and lifetime contributions. To follow is a selection of these honours from the review period, many of which were written together with iSchool students:

- **Jennifer Douglas**, iSchools Dissertation Award, the iSchools Organization, 2014
- **Jennifer Douglas**, W. Kaye Lamb Prize, for article that most advances archival thinking in Canada, *Archivaria*, June 2014
- **Luciana Duranti**, Best Paper Award for the Preservation Track—Digital Heritage 2013 for “Records in the cloud: Authenticity and jurisdiction” [with doctoral student Adam Jansen]
- **Luciana Duranti**, Member of the Accademia Galileiana di Scienze, Lettere ed Arti, for research merit, Padua, 13 March 2014
- **Caroline Haythornthwaite**, Best Social Informatics Paper of 2013, ASIS&T SIG-SI, for Budhathoki & Haythornthwaite “Motivation for open collaboration: Crowd and community models and the case of OpenStreetMap,” *American Behavioral Scientist*
- **Victoria Lemieux**, Emerald Highly Commended Paper Award for “Meeting big data challenges with visual analytics: The role of records management,” *Records Management Journal* 24(2), 2014 [with students Brianna Gormly, and Lyse Rowledge]
- **Eric Meyers**, Best Conference Poster, 2013 iConference, Awarded by Conference Committee (February 2013) for “Remediating Tinker Bell: Childhood commodification and the transmedia narrative” [with students Julia McKnight and Lindsay Krabbenhoft]

**STANDARD III.6**

*III.6 The faculty hold advanced degrees from a variety of academic institutions. The faculty evidence diversity of backgrounds, ability to conduct research in the field, and specialized knowledge covering program content. In addition, they demonstrate skill in academic planning and assessment, have a substantial and pertinent body of relevant experience, interact with faculty of other disciplines, and maintain close and continuing liaison with the field. The faculty nurture an intellectual environment that enhances the accomplishment of program objectives. These characteristics apply to faculty regardless of forms or locations of delivery of programs.*

Faculty hold advanced degrees in a range of disciplines, from a range of academic institutions. Table III.1 shows the institutional and geographic diversity of faculty education.

All tenured and tenure-track faculty hold doctorates, except for one Library and Information (LIS) faculty member who retired in 2016. As discussed in III.3, our faculty have diverse interests and backgrounds that come together around interests in information, technology, and society. This diversity is accentuated by the presence of multiple programs within the school and the involvement of faculty.
teaching in the MLIS in these other programs, the Master of Archival Studies and the MA in Children’s Literature. We recognize this diversity as a goal and a strength, articulated in our vision statement as the desire to be “recognized within UBC as an essential hub for vibrant, multidisciplinary, cross-campus collaboration in the areas of archives, records and information management, human-computer interaction and design, Indigenous information initiatives, cultural informatics, digital media and media studies.” This vision is not far from reality, as during the review period the iSchool has been consulted

**Table III- I: Education of Full-Time Faculty**

<table>
<thead>
<tr>
<th>Faculty Member</th>
<th>Highest Degree</th>
<th>Year Awarded</th>
<th>Institution</th>
<th>Field</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abdul-Mageed</td>
<td>PhD</td>
<td>2015</td>
<td>Indiana University</td>
<td>Computational linguistics and information science</td>
</tr>
<tr>
<td>Arias-Hernandez</td>
<td>PhD</td>
<td>2008</td>
<td>Rensselaer Polytechnic Institute</td>
<td>Science and technology studies</td>
</tr>
<tr>
<td>Douglas</td>
<td>PhD</td>
<td>2013</td>
<td>University of Toronto</td>
<td>Archival science</td>
</tr>
<tr>
<td>Duranti</td>
<td>PhD equivalent</td>
<td>1975</td>
<td>University of Rome</td>
<td>Archival science</td>
</tr>
<tr>
<td>Freund</td>
<td>PhD</td>
<td>2008</td>
<td>University of Toronto</td>
<td>Information studies</td>
</tr>
<tr>
<td>Haythornthwaite (R)</td>
<td>PhD</td>
<td>1996</td>
<td>University of Toronto</td>
<td>Information science</td>
</tr>
<tr>
<td>Hicks</td>
<td>PhD</td>
<td>2016</td>
<td>University of Alberta</td>
<td>Educational policy studies</td>
</tr>
<tr>
<td>Kopak</td>
<td>PhD</td>
<td>2000</td>
<td>University of Toronto</td>
<td>Information studies</td>
</tr>
<tr>
<td>Loehrlein</td>
<td>PhD</td>
<td>2012</td>
<td>Indiana University</td>
<td>Information science / cognitive science</td>
</tr>
<tr>
<td>Meyers</td>
<td>PhD</td>
<td>2011</td>
<td>University of Washington</td>
<td>Information science</td>
</tr>
<tr>
<td>Michetti (R)</td>
<td>PhD equivalent</td>
<td>1999</td>
<td>University of Rome</td>
<td>Archival science</td>
</tr>
<tr>
<td>Nathan</td>
<td>PhD</td>
<td>2009</td>
<td>University of Washington</td>
<td>Information science</td>
</tr>
<tr>
<td>O’Brien</td>
<td>PhD</td>
<td>2008</td>
<td>Dalhousie University</td>
<td>Interdisciplinary studies</td>
</tr>
<tr>
<td>Rasmussen (R)</td>
<td>PhD</td>
<td>1988</td>
<td>University of Sheffield</td>
<td>Information studies</td>
</tr>
<tr>
<td>Saltman (R)</td>
<td>MA</td>
<td>1982</td>
<td>Simmons College</td>
<td>Children’s literature</td>
</tr>
<tr>
<td>Stephenson (R)</td>
<td>PhD</td>
<td>1982</td>
<td>University of North Texas</td>
<td>Library and information science</td>
</tr>
</tbody>
</table>

*R = Retired or resigned*
and or directly engaged in curricular initiatives relating to human-computer interaction, health informatics, computational linguistics, cultural informatics, and critical indigenous studies, to name a few. We go further in acknowledging the disciplinary differences that exist in the field of information in the elaboration of our mission statement:86 “We acknowledge that no single perspective on the complex and situated concept of information is sufficient or universally valid and we respect and welcome diverse and critical perspectives that enrich our understanding and our practices.”

One area in which faculty share interest and commitment is in the curriculum and pedagogy of iSchool programs. The MLIS program, as by far the largest program, is of central importance to our educational goals, and we are committed to its success. Learning outcomes assessment is not widely practised within UBC or other Canadian universities, however, we have faculty members able to support us in our ongoing efforts to improve our learning outcomes assessment program at the school. These include faculty members with degrees in education (Meyers and Nathan), research interests in LIS education (Freund) and expertise in assessment (O’Brien and Kopak). By working together on the development of the SLAIS Learning Outcomes Assessment Program (SLOAP), the iSchool planning and assessment framework, and the curriculum mapping projects, we have all gained valuable experience and knowledge that will serve the school well in the future.

As suggested above, iSchool faculty are known for their collaborative and multidisciplinary approach to research: we maintain scholarly connections and research networks within the university and internationally, both within the discipline and across disciplines. The faculty curricula vita attest to this connected approach, through dozens of collaborative research grants, including Professor Duranti’s $2.5 million partnership grant with partners across the globe, the high rate of co-authorship, and extensive participation in non-LIS conferences. The following are a few examples of many:

- **Lisa Nathan’s** work on design and sustainability cuts across the fields of design, computer science, human-computer interaction, and more recently, Indigenous information practices. Dr. Nathan regularly presents and conducts workshops with authors from across these fields, such as a recent workshop in Korea:

- **Luanne Freund’s** recent research on searching as learning has been carried out in collaboration with an international group of researchers in information science and computer science, who collectively have organized two workshops, a panel, and a special issue of the *Journal of Information Science*:

- **Eric Meyers’** active engagement with researchers in the learning sciences and steady participation in the American Educational Research Association (AERA) Conference:

The faculty maintain close and continuing liaisons with the professional fields and have a record of interactions with, and service to, the professions. Faculty participation in professional organizations is

strong, as discussed in relation to Standard III.2, and supported by awards received by faculty for service to the profession. Adjunct faculty and experiential learning programs, such as practicums and professional experience placements, are two key points of connection between full-time faculty and the community of working information professionals.

**STANDARD III.7**

**III.7 Faculty assignments relate to the needs of a program and to the competencies and interests of individual faculty members. These assignments assure that the quality of instruction is maintained throughout the year and take into account the time needed by the faculty for teaching, student counseling, research, professional development, and institutional and professional service.**

The iSchool’s Director is responsible for faculty teaching assignments. These are clearly linked to the strengths and areas of expertise of individual faculty members, as indicated in Table III.A in the discussion of Standard III.1. Teaching loads reflect support for research productivity; research faculty teach four courses per year, and the two non-research faculty members each have a teaching load of six courses per year (a number that is typically reduced for administrative duties). Administration course release is provided for the Director, the programs coordinator (until 2016), and the Graduate Advisor. One course release per year for the first two years is also available to newly hired faculty. In addition to teaching, all faculty are available for at least two hours of drop-in office hours per week, and are responsible for approximately 20 student advisees who may book advising appointments throughout the year.

Academic appointments at UBC, as at most Canadian universities, are for a 12-month period. Full-time faculty teach in the regular academic year: winter term I (September through December) and winter term II (January through April). Adjunct faculty may teach during the regular academic year, and during the two summer sessions (May through August). Full-time faculty conduct research and attend conferences throughout the year; the summer term, however, provides more intensely focused time for research and conference attendance.

Faculty research interests bring value to the iSchool through the development of new courses by faculty in their areas of specialization of research or of teaching, such as:

- Lisa Nathan’s course LIBR 569A: Information Practice and Protocol in Support of Indigenous Initiatives
- Luanne Freund’s course LIBR 539J: Data Sources in the Public Domain
- Eric Meyers’s course LIBR 541: New Media for Children and Young Adults
- Aaron Loehrlein’s course LIBR 514E Taxonomies: Research and Evaluation

The Collective Agreement between the University of British Columbia and the Faculty Association of the University of British Columbia includes a “Notification of Workload Section” (Part C, Article 13). These documents state that “The academic workload of a faculty member is a combination of self-directed and assigned tasks undertaken in fulfillment of his or her academic responsibilities in the areas of teaching, scholarly activity, and service to the University and the community.” The principles governing assignment of workload include reasonable and equitable distribution, transparent process and

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87 [www.hr.ubc.ca/faculty-relations/files/CA-2012-2014_Online_November-29-2013.pdf](http://www.hr.ubc.ca/faculty-relations/files/CA-2012-2014_Online_November-29-2013.pdf)
flexibility in allocation, and consideration of the scope of activities and expectations appropriate to the appointment. SLAIS workload allocations follow these principles.

All faculty carry different committee and administrative responsibilities. Faculty continue to meet their obligations with regard to teaching, student counselling, research, professional development, and institutional and professional service as documented throughout this presentation. Evidence that faculty workloads do not prevent them from attending to their teaching is provided by student course evaluations, which, as noted in the discussion of Section III.4, are particularly high for the following criteria: “The instructor was generally well-prepared for class” and “The instructor was readily available to students outside of class (e.g., through email, office hours, or by appointment.” Further evidence can be seen in the number of independent course supervisions taken on by faculty, including theses, directed studies, and directed research courses. These are completely voluntary and above the normal teaching load, but are valued by faculty as opportunities to work with strongly motivated students in highly specialized and often emerging topic areas.

### STANDARD III.8

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

Every faculty member is evaluated by students, peers, and administrators. Student comments are invited in the evaluations of individual courses at the end of each term. These are available in summary form in Table III.E. A summary of student course evaluation scores prepared by the Faculty of Arts Information Technology Services is included in each package for reappointment, promotion, and tenure. Policies and procedures are mandated in Article 5 of the Collective Agreement between the University of British Columbia and the Faculty Association of the University of British Columbia and in the Guide to Reappointment, Promotion and Tenure, 2016–17.88

The Faculty of Arts Peer Review of Teaching Guide89 provides policies and procedures regarding the peer-review process. One internal and one external faculty peer evaluate the teaching and pedagogical materials for the course. A formal report is created for the Director by faculty trained in conducting such reviews and is shared and discussed with the faculty member under review.

Reviews regarding merit increases and performance salary adjustments (PSAs) are also conducted with all faculty, and document their productivity in a formal annual report, submitted at the beginning of April to the Director and the office of the Dean of the Faculty of Arts. A merit and PSA committee of faculty is struck in the iSchool, representing all appointment levels, and meets to evaluate the annual reports and to recommend to the Director whether an individual should receive an annual increase related to merit or a PSA. Procedures are outlined on the UBC Human Resources website90 and in the iSchool Policy on Merit and PSA (Appendix 29).

For a new adjunct faculty member, the student evaluations are the primary indicator of whether or not that faculty member should be reappointed for additional teaching duties, a decision that is made by the Director and may involve consultation with other faculty. Adjunct instructors teaching for the first time are normally given the opportunity to improve their teaching based on student feedback and their own experience and to teach a second time. In cases where evaluations are poor, full-time faculty may be asked to provide teaching mentorship. Evaluation of tenured and tenure-track faculty involves many more procedures, the most rigorous of which are conducted for the granting of tenure, which normally happens after seven years. The granting of tenure and the process of promotion through the academic ranks are based on scheduled reviews.

The criteria and procedures for initial appointment, reappointment, tenure, promotion, and salary increases based on individual merit are all detailed in the Collective Agreement between the University of British Columbia and the Faculty Association of the University of British Columbia91 and in the Guide to Reappointment, Promotion and Tenure.92

The school follows procedures and policies as noted in these documents. Appeals are possible at every stage. High-quality teaching and service are required at all ranks; research productivity features strongly in evaluation at the professorial ranks. Evidence that research productivity is sustained is required for any promotion.

Within the iSchool, annual reports of individual faculty members are the basis for peer review, as reported through an annual review with the Director, for recommendation for merit increases, and evaluation for sustained progress. iSchool faculty supplement their annual report with a narrative describing their teaching, research, and service. Faculty also maintain a curriculum vitae in the standard UBC format, which forms the basis for periodic reviews and progress through the ranks. These materials serve as a basis for one-on-one meetings with the Director, which are documented in an annual review letter.

**SUMMARY**

The iSchool has an outstanding group of faculty, a number of whom have recently been promoted with tenure. While valuable senior faculty are retiring, exceptional new faculty are joining the school. Faculty in the iSchool are successful, innovative, and actively engaged in productive programs of teaching, research, and service in support of the goals of the school and of the MLIS program. The school follows clear and equitable personnel policies and procedures as mandated by the university and its contractual agreements in all matters related to faculty hiring, tenure, and promotion. The performance of faculty is regularly assessed through a variety of means, and this process includes students and members of the scholarly communities of which they are members. The results of assessment are available to the faculty and the Director and are used to make improvements as needed. Teaching, research, and service activities of the faculty are supported by the iSchool, its Director, and the Faculty of Arts, and overall it is a supportive, collegial, and engaged environment in which to teach, learn, and conduct research.

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91 [www.hr.ubc.ca/faculty-relations/files/CA-2012-2014_Online_November-29-2013.pdf](www.hr.ubc.ca/faculty-relations/files/CA-2012-2014_Online_November-29-2013.pdf)
STANDARD IV: STUDENTS

INTRODUCTION

This chapter focuses on MLIS students, including processes and policies for evaluation and admission of new students, the iSchool’s accomplishments in engaging diverse communities of students in the context of the goals and objectives of UBC and the Faculty of Arts, and policies and procedures for measuring student success against established learning outcomes, as well as for assessing the more general learning environment within the iSchool.

In keeping with our mission, goals, and objectives, the iSchool continually seeks to identify and provide effective means of support for our students through all phases of their MLIS degree, whether it be through the creation of multiple pathways that reflect the diverse interests and career plans of our students, or through ongoing renewal of innovative learning tools that enhance students’ capacity to engage with communities by providing information and services in diverse, creative, and effective ways.

Figure IV- A: iSchool Students in Discussion in the Bralorne Lounge

STANDARD IV.1

IV.1 The school formulates recruitment, admission, financial aid, placement, and other academic and administrative policies for students that are consistent with the school’s mission and program goals and objectives; the policies reflect the needs and values of the constituencies served by a program. The school has policies to recruit and retain students who reflect the diversity of North America’s communities. The composition of the student body is such that it fosters a learning environment consistent with the school’s mission and program goals and objectives.

Policies within the school that affect students in both their educational and social experiences derive from our vision, which is to create a:
A thriving iSchool, known for exceptional student experiences and outcomes, societally relevant faculty research, alumni and community engagement, and faculty/staff work environment; recognized within UBC as an essential hub for vibrant, multi-disciplinary, cross-campus collaboration in the areas of archives, records and information management, human-computer interaction and design, Indigenous information initiatives, cultural informatics, digital media and media studies.  

This vision is enacted in the MLIS program through its program objectives as expressed in the iSchool Statement of Graduate Competencies. The school has a long history of focusing on the total experience of its students and we continually make efforts to maintain this tradition. Through our iSchool Learning Outcome Assessment Program (SLOAP), discussed further in Standard IV.6, we are continuously collecting data and feedback from students, alumni, employers, and the UBC community to look for opportunities to improve the student experience and outcomes.

**POLICY FORMULATION AND PLANNING**

The iSchool’s policies related to recruitment, admission, financial aid, placement and other student-related issues align with those of the University’s Faculty of Graduate and Postdoctoral Studies (G+PS). The policies of G+PS are in place to maintain a high standard of graduate education across all programs in all faculties through oversight and advice. Within this context, the iSchool complies, and where within scope, tailors these policies and procedures in order to better meet the particular needs of our own students, and hence fulfill the more specific Missions, Goals, and Objectives of the school, e.g., the School requires a higher TOEFL and ILTS score than the minimum required for general graduate admission.

The School also creates its independent policies, typically through standing committees (e.g., the curriculum committee), for student related issues that do not fall directly under the policy umbrella of G+PS, e.g., course pre-requisites, approval to enroll in a directed study, or directed research course. These policies are discussed and approved during monthly faculty meetings, the minutes of which are made available online. Student representation on iSchool committees is sought out at the beginning of each academic year. Student representatives sit members of most School committees; especially those cases where procedures and policies may bear more directly on students.

As outlined in Standard I.3, the iSchool stays connected to its alumni and professional communities through its assessment and planning program, including annual focus groups, surveys, newsletters, among other means. For example, a survey on our Graduate Competencies in 2014 received 249 responses and provided validation for the competencies, while also indicating different priorities for librarians and archivists. This led us to create a modified version of the competencies for the MAS program with more emphasis on legal issues and standards. Consultation with University task forces, advisory groups, and other policy creation and oversight bodies also takes place to ensure the well-being and success of all of our students. For example, iSchool representatives serve on the Graduate

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94 MLIS Graduate Competencies: [http://the.ischool.ubc.ca/programs/about-department/graduate-competencies/](http://the.ischool.ubc.ca/programs/about-department/graduate-competencies/)

95 UBC Faculty of Graduate and Postdoctoral Studies, [https://www.grad.ubc.ca](https://www.grad.ubc.ca)

96 [http://slais.ubc.ca/people/faculty/minutes/](http://slais.ubc.ca/people/faculty/minutes/)
Applications Streamlining Project (GRASP) group to ensure that the student information systems meet the needs of our students and staff.

The implementation and oversight of G+PS policies is the responsibility of the school’s graduate program advisor, who acts as the primary liaison with G+PS, and conveys these to the Director, Associate Director, Administrative Manager and/or faculty as inputs to the planning process; provides leadership for planning and policy-making in the area of student support, including financial support, academic awards and the student experience.

**RECRUITMENT AND ADMISSIONS**

UBC is consistently ranked as a top university worldwide, and most recently as the sixth-highest-ranked public university in North America. Geographically situated in one of the mildest climates in Canada, and located in a diverse, cosmopolitan city, the iSchool benefits from these factors in its ability to attract top candidates for its programs. Furthermore, the presence of large public library systems, as well as two universities with large library systems of their own, all within the greater Vancouver area, provides tremendous opportunity for students wishing to take part in experiential learning and field placements and to pursue careers in the area upon degree completion.

Data from applications in the 2014-2015 academic year show that nearly 30% of all applicants were word-of-mouth referrals from family or friends. Knowing the importance of building a strong reputation not only globally but within our current student body and alumni, a central feature of the School’s recruiting plan are the efforts made to make genuine personal connections with interested applicants and carry this connection through to graduation and into their professional careers. The Student Services Coordinator and the Graduate Program Assistant respond to all inquiries from prospective students within 24 hours with open invitations to all applicants welcoming them for School visits, and in-person meetings with administrative staff and faculty. Recruitment activities are largely carried out by the iSchool’s Student Services Coordinator, who works closely with the School’s Director, Graduate Advisor, Admissions and Assessment Committee to tailor recruitment activities based on monitoring of indicators of interest in the program, such as trends in the number of applications received.

Data showing trends in applications and admissions for 2013-2016 are presented in Table IV.B. At the end of the 2012-2013 academic year, recruitment strategies were reviewed and changed to respond to a significant downturn in the number of applications received by the School, (a decline of 28% in the MLIS program from the previous year; see Table IV.B). Two questions were addressed in discussions about this downturn in applications: who should we target for recruitment, and how best could we communicate to these potential applicants?

To address the “who” question, a strategy was chosen that focused attention within UBC itself, which boasts a culturally diverse group of high-quality students in both undergraduate and graduate programs. To address the question of “how,” a program was carried out that advertised activities at the iSchool, such as the annual Research Day and the iSchool Colloquia Series. Key features in “spreading the word” were membership in the UBC Digital Signage Group, attending the UBC Graduate Recruitment Fair, and using social media (website, Facebook, Twitter). A series of information slides were created (see Figure IV-B), which were distributed on a university-wide playlist, as well as sent directly to select programs to

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be featured on the digital displays within their department. The slides invited students to attend an online information session. In addition to these information sessions, potential applicants were kept up to date on activities in the school via social media, including Facebook and Twitter, the iSchool website, and direct email to students who had already started applications to the school and were identified in the new GRASP student admissions system.

Figure IV- B: Example of Digital Signage Recruitment Slides Used Within UBC

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Enrolment In MLIS</th>
<th>Graduations</th>
<th>Withdrawals</th>
<th>Applications</th>
<th>Offers</th>
<th>Core Registration</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MLIS Program</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2013–2014</td>
<td>172</td>
<td>77</td>
<td>0</td>
<td>206</td>
<td>69</td>
<td>72</td>
</tr>
<tr>
<td>2014–2015</td>
<td>171</td>
<td>66</td>
<td>1</td>
<td>148</td>
<td>68</td>
<td>71</td>
</tr>
<tr>
<td>2015–2016</td>
<td>170</td>
<td>59</td>
<td>0</td>
<td>140</td>
<td>61</td>
<td>63</td>
</tr>
<tr>
<td><strong>Dual Program</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2013–2014</td>
<td>44</td>
<td>10</td>
<td>1</td>
<td>46</td>
<td>14</td>
<td>9</td>
</tr>
<tr>
<td>2014–2015</td>
<td>44</td>
<td>13</td>
<td>0</td>
<td>51</td>
<td>19</td>
<td>12</td>
</tr>
<tr>
<td>2015–2016</td>
<td>45</td>
<td>15</td>
<td>0</td>
<td>49</td>
<td>13</td>
<td>14</td>
</tr>
</tbody>
</table>

Sessions were led by the iSchool’s Student Services Coordinator, and featured, at various times, the iSchool’s Graduate Advisor, Director, Chair of the Admissions Committee, and students currently within.

98 Acceptance rate = offers / applications.

99 Core registration reflects the number of new students registering in the first-term core classes of the MLIS program. Core registration may be greater than the number of offers made to incoming students as a result of deferred entry granted to students who were to be admitted in previous terms.
the program. Five information sessions were held online via Blackboard Connect, with an average of 8–12 students attending each session.

The iSchool has already begun to see the fruits of this labour as applicants for the 2016–2017 year have increased 23.5%, with an increase of 14.5% among internal UBC applicants. The school looks forward to continuing these efforts and increasing recruitment through advertisement of MLIS pathways,\(^\text{100}\) and working with G+PS on the Graduate Recruitment Roundtable to further increase internal recruitment.

**RETENTION**

The number of withdrawals from the MLIS program is low, as can be seen in Table IV.B. Withdrawals are typically the result of health or family challenges that make it difficult for students to continue in the program. The school makes every effort to counsel and accommodate students who find themselves in challenging situations in various ways, including through referrals to wellness services at UBC (e.g., UBC Access & Diversity, Counseling Services, and the UBC Wellness Centre), leaves of absence, course deferrals, and adjustments to program schedules.

**SUPPORTING A DIVERSE STUDENT BODY**

As part of its strategic plan, *Place and Promise*, UBC has set the goal of “Increased awareness and experience of the benefits of intercultural learning and developing intercultural fluency” through such actions as establishing “intercultural understanding as a core leadership competency.”\(^\text{101}\) As of 2015, international graduate students at UBC make up almost one-third (32.1%) of the total number of graduate students registered in graduate degree programs.\(^\text{102}\) While broad recruitment strategies encourage diversity within the student body, the university does not collect or track information concerning the racial or ethnic background of applicants for the purpose of making admission decisions. The university is a public body and falls within the jurisdiction of the B.C. *Freedom of Information and Protection of Privacy Act*. In accordance with that act, university policy dictates that “personal information should only be collected when it relates directly to and is necessary for a program or activity of UBC.”\(^\text{103}\)

That said, in *Place and Promise*, UBC also committed to increased Aboriginal engagement.\(^\text{104}\)

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\(^{100}\) Program pathways: [http://slais.ubc.ca/programs/degree-specializations](http://slais.ubc.ca/programs/degree-specializations)

\(^{101}\) *Place and Promise: The UBC Plan*, p. 21, [http://strategicplan.ubc.ca/](http://strategicplan.ubc.ca/)

\(^{102}\) G+PS, Graduate Education Analysis & Research: Enrolment & Demographics: [www.grad.ubc.ca/about-us/graduate-education-analysis-research/demographics-citizenship](http://www.grad.ubc.ca/about-us/graduate-education-analysis-research/demographics-citizenship)


\(^{104}\) This also accords with the UBC Faculty of Arts goal of expanding “Aboriginal research and teaching initiatives to increase understanding of Aboriginal cultures and histories and to supportively and respectfully engage with Aboriginal peoples.” *A Place and Promise for Arts*, p. 12, [www.arts.ubc.ca/files/2012/01/Arts-Strategic-Plan-Jan-2012-update.pdf](http://www.arts.ubc.ca/files/2012/01/Arts-Strategic-Plan-Jan-2012-update.pdf)
In response to the expressed needs and aspirations of Aboriginal peoples, UBC engages in research and generates curricula across the University that respect, reflect and include Aboriginal cultures, histories and systems of knowledge. In both academics and operations, the University addresses issues of ignorance and misunderstanding resulting from the educational failures of the past.

The University strives to ensure that Aboriginal students, staff and faculty find their perceptions and experiences echoed in the classroom, on campus and among their peers. Out of an environment of opportunity and support emerge new Aboriginal role models who light the way for future generations of scholars and citizens.105

The iSchool has prioritized the creation of a strong First Nations Curriculum Concentration (FNCC). The FNCC, which is described in more detail in Standard II.3.4, is unique in Canada and is one of the few such specializations in North America106. While some students indicate an interest in the FNCC when they apply to the MLIS program, they do not officially enrol in it until they begin their studies. Interested students are assigned as advisees to Dr. Lisa Nathan, FNCC Coordinator, who does the majority of the internal recruitment for the program through information sessions held each term. The FNCC coordinator introduces all MLIS/Dual students to the FNCC through the core course LIBR 508, which she teaches, and which includes a module on Indigenous information practices. The FNCC coordinator and representatives of the FNCC advisory board also attend events locally, nationally, and internationally to build relationships and recruit future students (e.g., Maskwacis Cultural College, International Indigenous Librarian Conference, Indigitization Forum).

**OTHER INDICATORS OF DIVERSITY**

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105 Place and Promise: The UBC Plan, p. 16, [http://strategicplan.ubc.ca/](http://strategicplan.ubc.ca/)

### Table IV-B: MLIS and Dual Program Demographics (2015-2016)

<table>
<thead>
<tr>
<th>Demographics</th>
<th>MLIS 173</th>
<th>MAS/MLIS 42</th>
<th>Total 215</th>
</tr>
</thead>
<tbody>
<tr>
<td>Males</td>
<td>46 (26.5%)</td>
<td>9 (21.4%)</td>
<td>54 (25.6%)</td>
</tr>
<tr>
<td>Females</td>
<td>127 (73.5%)</td>
<td>33 (78.6%)</td>
<td>160 (74.4%)</td>
</tr>
<tr>
<td>Average age (years)</td>
<td>30</td>
<td>28</td>
<td>29</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Nationalities</th>
<th>MLIS 173</th>
<th>MAS/MLIS 42</th>
<th>Total 215</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domestic (Canadian)</td>
<td>99 (57.2%)</td>
<td>29 (69.0%)</td>
<td>128 (59.5%)</td>
</tr>
<tr>
<td>International student totals</td>
<td>74 (42.8%)</td>
<td>13 (31.0%)</td>
<td>87 (40.5%)</td>
</tr>
<tr>
<td>United States</td>
<td>48 (27.7%)</td>
<td>11 (26.2%)</td>
<td>59 (27.4%)</td>
</tr>
<tr>
<td>China</td>
<td>7 (4.0%)</td>
<td>0</td>
<td>7 (4.0%)</td>
</tr>
<tr>
<td>United Kingdom</td>
<td>5 (2.9%)</td>
<td>0</td>
<td>5 (2.9%)</td>
</tr>
<tr>
<td>Ghana</td>
<td>2 (1.2%)</td>
<td>0</td>
<td>2 (1.2%)</td>
</tr>
<tr>
<td>Jamaica</td>
<td>2 (1.2%)</td>
<td>0</td>
<td>2 (1.2%)</td>
</tr>
<tr>
<td>Other nationalities</td>
<td>10 (5.8%)</td>
<td>2 (4.8%)</td>
<td>12 (5.7%)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Languages spoken (other than English)</th>
<th>MLIS 173</th>
<th>MAS/MLIS 42</th>
<th>Total 215</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chinese (Mandarin or Cantonese)</td>
<td>12</td>
<td>1</td>
<td>13</td>
</tr>
<tr>
<td>French</td>
<td>4</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>Spanish</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Akan</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Previous degree</th>
<th>MLIS 173</th>
<th>MAS/MLIS 42</th>
<th>Total 215</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA</td>
<td>84</td>
<td>21</td>
<td>105</td>
</tr>
<tr>
<td>BA Honours</td>
<td>12</td>
<td>2</td>
<td>14</td>
</tr>
<tr>
<td>BSc</td>
<td>13</td>
<td>2</td>
<td>15</td>
</tr>
<tr>
<td>BSc Honours</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Bach/bachelor/bachelor’s</td>
<td>2</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>MA/MAST</td>
<td>15</td>
<td>11</td>
<td>26</td>
</tr>
<tr>
<td>MA Honours</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>MSc</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>BEd/MEd</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>LLB/LLM</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>BSS</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
</tbody>
</table>

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107 Nationalities represented by one student: Brazil, Germany, Ireland, Iran, Israel, Korea, Mexico, Mongolia, Morocco, Philippines, Singapore, Sweden.

108 Languages spoken by one student: Persian, Korean, Arabic, Hebrew, Indonesian, Punjabi, Vietnamese, Portuguese, German, Mongolian, Swedish.

109 Degrees held by only one student: MAP, BTech, BComm, BBA, BARSC, Licenciatu, MMUS, BFA, MSt. Included in BA: BPhil, BJ. Included in BSc: BCSc, BScPha.
Over the last three years, more than 260 students have been registered in the iSchool across all of its programs. For the 2015–2016 academic year, there were 173 MLIS students in the first and second years of their program. Table IV.A provides a summary of demographic information for MLIS and DUAL\textsuperscript{110} students for 2015–2016. Approximately 25% of our students hold international study permits. The majority of these are from the United States, with others coming from Asia, Africa, the Middle East, and Europe (See Figure IV-C). More than 30% of our students speak at least two languages, and more than 20% hold a prior master’s degree. The average age of a current iSchool student is 29 years.

### TUITION

Graduate tuition at UBC is one of the lowest in Canada. For most programs, graduate tuition is assessed as an annual program fee, which is divided into three equal installments due at the beginning of academic terms starting in September, January, and May and is divided into two types, full-time (Schedule A) and part-time (Schedule B). For the purpose of tuition charges, the classification of domestic and international students is based on citizenship / permanent residency:

- **Domestic**: Canadian citizens or permanent residents (as well as refugees and diplomats)
- **International**: All applicants without Canadian citizenship or permanent residency in Canada (landed immigrants), including U.S. citizens

For programs at the iSchool, Table IV.C shows tuition for full-time (Schedule A) and part-time Schedule B) students for academic years since 2013–2014.\textsuperscript{111}

#### Table IV- C: Tuition for Full-Time and Part-Time Students

<table>
<thead>
<tr>
<th>Master of Library and Information Studies and Dual MAS/MLIS (Full-Time)</th>
<th>Domestic</th>
<th>International</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year</td>
<td>2016–2017</td>
<td>$4,814.34\textsuperscript{112}</td>
</tr>
<tr>
<td></td>
<td>2015 or earlier</td>
<td>$1,604.78</td>
</tr>
</tbody>
</table>

Full-time tuition is paid over six installments.

<table>
<thead>
<tr>
<th>Master of Archival Studies, Master of Library and Information Studies, and Dual MAS/MLIS (Part-Time)</th>
<th>Domestic</th>
<th>International</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year</td>
<td>2016–2017</td>
<td>$2,771.49</td>
</tr>
<tr>
<td></td>
<td>2015 or earlier</td>
<td>Not available</td>
</tr>
</tbody>
</table>

Part-time tuition is paid over nine installments.

\textsuperscript{110} Students in the Dual program take both MLIS and MAS courses toward meeting the requirements of each degree. In calculating total enrolment for each program, 50% of the total number of Dual students is added to each participating programs enrolment in a given year.

\textsuperscript{111} Source: [Vancouver Academic Calendar 2016/17](https://www.calendar.ubc.ca/vancouver/?tree=14,266,773,1450)

\textsuperscript{112} Tuition does not include additional student fees.

\textsuperscript{113} International students are eligible for an International Tuition Award of $3,200 per annum.
FINANCIAL AID

Beyond available federal and provincial student loans, iSchool students are eligible for various types of financial aid, including merit-based awards and scholarships, needs-based funding, and graduate assistantships or other part-time employment. Students are eligible for merit-based awards offered by the school and by the university. The majority of merit-based awards are available to all full-time registered students regardless of citizenship or visa status.

ISCHOOL MERIT-BASED AWARDS

In 2015–2016, the iSchool offered 21 merit-based financial awards for entering and/or continuing MLIS students, with a combined value of $13,575.\(^{114}\) These awards have been established by members of the library or academic community, often in honour or in memory of individuals or organizations that have been connected with the school in some capacity. Examples include the Gene Joseph Award, endowed in honour of the founding librarian of the Xwi7xwa Library at UBC and the Sheila Egoff Scholarship, in honour of a long-serving faculty member.

Each iSchool award has eligibility criteria (e.g., entering, continuing, or graduating students) and specific indicators of merit, which the awards recognize. Students become eligible for iSchool awards by responding to application calls or by nomination by faculty, the Graduate Advisor, or the Student Services Coordinator. Awards for continuing or graduating students are decided upon in August when grades and other student achievements are gathered and compared.\(^{115}\) Awards for entering students are determined by nomination by the Student Services Coordinator and the Graduate Advisor prior to the students’ start date. Between 2012–2013 and 2015–2016, some 19 merit-based awards totaling almost $25,000 were given to students in the MLIS and DUAL programs. Table IV.D provides a yearly breakdown of the award amounts offered to entering, continuing, and graduating students.

<table>
<thead>
<tr>
<th>Year of Award</th>
<th>Entering Students</th>
<th>Continuing Students</th>
<th>Graduating Students</th>
<th>Total Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number of Awards</td>
<td>Amount</td>
<td>Number of Awards</td>
<td>Amount</td>
</tr>
<tr>
<td>2013-14</td>
<td>5</td>
<td>$6,525</td>
<td>5</td>
<td>$2,875</td>
</tr>
<tr>
<td>2014-15</td>
<td>7</td>
<td>$7,850</td>
<td>6</td>
<td>$4,000</td>
</tr>
<tr>
<td>2015-16</td>
<td>7</td>
<td>$9,900</td>
<td>6</td>
<td>$11,080</td>
</tr>
<tr>
<td>Total</td>
<td>19</td>
<td>$24,275</td>
<td>17</td>
<td>$17,955</td>
</tr>
</tbody>
</table>


\(^{115}\)This procedure changed in the 2015–2016 academic year to make it more equitable. Previously, awards were decided upon at an annual meeting in May, which left graduating awards unavailable to those completing their degree over the summer. Student feedback was solicited, via the Library and Archival Studies Student Association, on whether students would prefer to have awards decided upon and announced for May graduation, with summer completions remaining ineligible, or to move the meeting to August when all students would be considered. Student feedback tended demonstrably toward the more equitable solution—having the awards decided in August.

\(^{116}\)Estimate of amount expected to be given in August 2016 awards meeting.
In recent years, the iSchool has also allocated a set amount of money to support students travelling to conferences where they are presenting papers or for special research opportunities.

**UNIVERSITY MERIT-BASED AWARDS**

Students of the iSchool are also eligible for merit-based awards provided by the university through the Graduate Support Initiative (GSI) Awards Program.\textsuperscript{117} Each academic year, the school receives support from the university’s GSI funds to award to incoming students in all programs. The Student Services Coordinator and the Graduate Advisor jointly determine the allocation of funds to incoming students based on the information in their applications to the iSchool. This information includes the student’s grade point average (GPA), letters of reference, and statement of research interests.

The GSI program first began in 2010–2011, replacing the University Graduate Fellowship competition\textsuperscript{118}. The amount of funds received by units within the university is determined by a formula that weights such things as success in Tri-Council fellowship competitions in the previous year, and the number of registered students. Table IV.E provides a summary of the GSI funds that have been allocated to the iSchool since 2013–2014. GSI funds also support doctoral students at the iSchool. The variation in amounts of funding allocated to master’s students shown in this table is largely due to an increase in the number of multi-year funding packages awarded to doctoral students, motivated by the iSchool’s goal to strengthen the doctoral program. The total amount of funds made available to various units also varies from year to year as a result of general university budget requirements. For example, a reduction in the university budget resulted in across-the-board cuts to allotments to programs in 2015–2016.

**Table IV- E: Graduate Support Initiative (GSI) Funding: 2013-2014 to 2015-2016**

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>GSI Funds to the iSchool</th>
<th>Amount Allocated to Master’s Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013–2014</td>
<td>$120,000</td>
<td>$24,000 (20%)</td>
</tr>
<tr>
<td>2014–2015</td>
<td>$125,000</td>
<td>$37,500 (30%)</td>
</tr>
<tr>
<td>2015–2016</td>
<td>$107,000</td>
<td>$30,000 (28%)</td>
</tr>
</tbody>
</table>

**INTERNATIONAL STUDENT AWARDS**

All international students are eligible for an International Tuition Award of $3,200 per year, which is applied to assist with their tuition fees.\textsuperscript{119} International students are eligible for this funding as long as they are not recipients of external funding that is equal to or higher than the value of the International Tuition Award. Students who receive external funding toward their tuition that is lower than the value of the International Tuition Award have their International Tuition Award reduced by the amount of the external tuition funding.

\textsuperscript{117} Graduate Support Initiative: [www.grad.ubc.ca/awards/graduate-support-initiative-gsi-awards](http://www.grad.ubc.ca/awards/graduate-support-initiative-gsi-awards)

\textsuperscript{118} This works to the School’s advantage as annual amounts are guaranteed for three years, and units (e.g., the iSchool) have flexibility over how the total amount is dispersed within their unit.

\textsuperscript{119} International Tuition Awards: [www.grad.ubc.ca/awards/international-tuition-award](http://www.grad.ubc.ca/awards/international-tuition-award)
OTHER INFORMATION

Information about other national and international scholarships not administered by the iSchool or the university is made available through the student email distribution list upon notifications from the G+PS Awards Office, which regularly announces award descriptions and deadlines. Students are also notified via digital signage and the iSchool Digest weekly email and the News section of the iSchool website about deadlines to apply for awards and scholarships from the school or the university.

The iSchool continues to attract and encourage new scholarships for students. For example, new awards were established in 2016 to honour retiring faculty members Judith Saltman and Mary Sue Stephenson. The iSchool also supports Aboriginal students through bridge funding that G+PS provides each year. The bridge funding is intended to support applications to the Aboriginal Graduate Fellowship.

FUNDING FROM OTHER EXTERNAL SOURCES

Students may also come to the iSchool with funding from elsewhere. For example, students from the U.S. have come with funding under the Institute of Museum and Library Services diversity program and as American Library Association Spectrum Fellows. Some students receive fellowships by applying to major funders such as the federally supported Social Science and Humanities Research Council (SSHRC). The iSchool invites particularly promising students to submit applications to SSHRC when they first arrive at the school, and helps by mentoring students and assisting in the completion of their application. In the last three years, five iSchool students have received SSHRC Canada Graduate Scholarships- Masters.

Government assistance in the form of interest-free or low-interest loans (and occasional grants) is available to nearly all graduate students. Government-sourced student loans take into consideration many factors, including income and assets; tuition, mandatory fees, and book costs; and living expenses. In considering the cost of obtaining a degree, it should be noted that while cost of living may be somewhat higher in Vancouver, fees for students in Canada are very reasonable in comparison to those in the U.S. As noted earlier, the normal expected annual cost of tuition for a Master’s degree full time at the School is CA$4,814 for Canadian citizens and Permanent Residents, and CA$8,436 for International Students (prior to application of the International Tuition Award noted above).

Loans and grants to cover living expenses and tuition are available for Canadians from provincial and federal sources. No interest accrues to loans while the student is studying full time; grant funds do not need to be repaid. The determination whether a student receives a loan or a grant is made by the funding agency based on need. Students from British Columbia are eligible for government student loan assistance in the form of federal and provincial loans. Canadian students from a province or territory other than British Columbia are also eligible, but they must apply through their home province. Students from the U.S. can access funding through the Federal Student Aid Loan Program. When all other resources have been exhausted, the University also provides emergency financial assistance.

120 iSchool website: http://siais.ubc.ca/
121 Student loans: www.students.ubc.ca/finance/student-loans
122 BC Student Loans: http://www.students.ubc.ca/finance/student-loans/bc-students/
123 Other provincial student loans: http://www.students.ubc.ca/finance/student-loans/other-provinces/
through contact with an enrolment services professional.125 No loans or bursaries are available to international students who are expected to have sufficient resources to support themselves under the terms of their study permits. The iSchool does not currently have its own needs-based financial assistance programs beyond those offered by the university.

**GRADUATE ASSISTANTSHIPS AND PART-TIME EMPLOYMENT**

Many employment opportunities are available to iSchool students, both on- and off-campus. The majority of these positions pay between $18 and $25 per hour. In accordance with UBC guidelines, the school generally limits full-time students to 12 hours per week of paid employment. Table IV-F provides a summary of graduate student part-time positions available within the university. The UBC Library and the University Archives typically hire a substantial number of iSchool students each year as Graduate Academic Assistants in a wide range of staff and project roles. This number has dropped somewhat in recent years from 70-80 per year to 62 in 2014-15 and 48 in 2015-16, due to budget reductions. In addition, many students are hired within the school as Research Assistants on faculty research grants, Academic Assistants, and Teaching Assistants. The latter category is primarily reserved for doctoral students. Outside of the university, there are a number of public libraries in the greater Vancouver area that hire student librarians, and many of our students take advantage of these opportunities.

**Table IV-F: GAA, GRA and TA Positions Held by UBC iSchool Students**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Research and Academic Assistants - iSchool</td>
<td>64</td>
<td>41</td>
<td>47</td>
</tr>
<tr>
<td>Teaching Assistants - iSchool</td>
<td>9</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>UBC Library positions</td>
<td>Data unavailable</td>
<td>62</td>
<td>48</td>
</tr>
<tr>
<td>Total student positions</td>
<td>--</td>
<td>108</td>
<td>99</td>
</tr>
</tbody>
</table>

Information about employment opportunities is made available to students via the iSchool Digest and the university’s Centre for Student Involvement and Careers.126 Students also participate in the Arts Co-op Program127 which provides opportunities for paid internships. The Co-op Program is described below in more detail in relation to Standard IV.4.

**PLACEMENT**

The iSchool is committed to providing students with placement assistance and does so in a variety of ways. Jobs for students and new graduates are regularly sent to the school by employers and are posted to the iSchool website. Faculty members teaching relevant courses are often asked to recommend candidates from those courses to fill pre-graduation student librarian positions. Faculty and staff also play a role in placement assistance by interacting continually with the professional community and building networks between students and organizations where there is a good fit of skills, knowledge,


126 [www.students.ubc.ca/careers/index.cfm](http://www.students.ubc.ca/careers/index.cfm)

127 UBC Arts Co-op Program: [http://artscoop.ubc.ca/students/how-co-op-works/the_iSchool/eligibility-application/?login](http://artscoop.ubc.ca/students/how-co-op-works/the_iSchool/eligibility-application/?login)
and interests. The Student Services Coordinator is officially responsible for advising current and prospective students about career opportunities available with an MLIS degree, liaising with current and potential employers of our graduates, and generally promoting the iSchool through attendance at job fairs, conferences, and other contact with the wider community. The Student Services Coordinator also works closely with the UBC Arts Co-op program\(^\text{128}\) to promote the program to potential employers, and to students. Co-op placements are often themselves the source of future placements for graduates.

Students of the iSchool enjoy an excellent reputation among local employers for their preparedness and professionalism in a working environment. This is evidenced by informal feedback to the iSchool’s faculty, and by formal feedback on student performance in experiential work placements. Table II. F presented in Standard II summarizes feedback from supervisors, showing that the majority of students receive rating of Very Good or Excellent across the competencies evaluated.

The iSchool is active in tracking the success of its graduates through an annual survey of graduates from its three professional programs (MAS, MLIS, and DUAL)\(^\text{129}\). This allows us to identify trends in employment, as well as benefit from the views of our graduates a year later. The most recent survey was conducted in fall 2015. MAS, MLIS and DUAL graduates from November 2013 to May 2015 were surveyed. As Table IV.G shows, job placement rates are consistently high for both MLIS and DUAL graduates in the three years covered by the survey.

**Table IV-G: Employment Survey for Graduates\(^\text{130}\)**

<table>
<thead>
<tr>
<th>Year of Graduation</th>
<th>Date of Survey</th>
<th>Respondents</th>
<th>Relevant Employment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011–2012</td>
<td>2014</td>
<td>36</td>
<td>89.0%</td>
</tr>
<tr>
<td>2012–2013</td>
<td>2014</td>
<td>36</td>
<td>90.0%</td>
</tr>
<tr>
<td>2013–2014</td>
<td>2015</td>
<td>86</td>
<td>83.7%</td>
</tr>
<tr>
<td>2011–2012</td>
<td>2014</td>
<td>11</td>
<td>82.0%</td>
</tr>
<tr>
<td>2012–2013</td>
<td>2014</td>
<td>3</td>
<td>67.0%</td>
</tr>
<tr>
<td>2013–2014</td>
<td>2015</td>
<td>16</td>
<td>93.7%</td>
</tr>
</tbody>
</table>

**STANDARD IV.2**

IV.2 Current, accurate, and easily accessible information on the school and its program is available to students and the general public. This information includes announcements of program goals and objectives, descriptions of curricula, information on faculty, admission requirements, availability of financial aid, criteria for evaluating student performance, assistance with placement, and other policies and procedures. The school demonstrates that it has procedures to support these policies.

**SCHOOL WEBSITE**

\(^{128}\) UBC Arts Co-op Program: [http://artscoop.ubc.ca/](http://artscoop.ubc.ca/)

\(^{129}\) iSchool Survey of Graduates: [http://the ischool.ubc.ca/alumni/graduate-employment-survey/](http://the ischool.ubc.ca/alumni/graduate-employment-survey/)

\(^{130}\) Source: SLAIS Graduate Employment Surveys
In consultation with Arts Instructional Support and Information Technology (Arts ISIT), an extensive revision to the iSchool website was carried out in 2013–2014, and the site was converted to WordPress.

The website, slais.ubc.ca, is the primary source of information about the school and one of our most valuable recruitment tools, with nearly 35% of all applicants for the 2015-2016 indicating in their application forms that they found our program via ‘Web Search’. Since 2014–2015, significant efforts have been made to increase transparency in iSchool operations by making more documentation available through the website, and to help achieve the goal of promoting “a thriving, responsive and diverse iSchool community.” For example, documents and correspondence concerning the school’s conditional accreditation status, and the reports, letters, and updates leading to the current self-study document are available. There is also detailed information relating to program assessment, including enrolment and completion rates, employment data, the full results of alumni surveys and annual assessment reports. Based on anecdotal feedback from students and colleagues, we believe that this level of transparency is exceptional and could be considered an exemplar for other schools to follow. Additional information that the website provides includes:

- Mission, Goals and Objective: http://slais.ubc.ca/programs/about-department/missions-goals-and-objectives
- Graduate Competencies: http://slais.ubc.ca/programs/about-department/graduate-competencies
- Curriculum: http://slais.ubc.ca/programs/courses/course-list
- Faculty: http://slais.ubc.ca/people/faculty
- Staff: http://slais.ubc.ca/people/staff
- Students: http://slais.ubc.ca/people/students
- Alumni: http://slais.ubc.ca/alumni/slais-alumni-association
- Admissions: http://slais.ubc.ca/programs/prospective-students/admissions-process
- Fees and Tuition: http://slais.ubc.ca/programs/financesfunding-and-awards
- Degree Specializations and Pathways: http://slais.ubc.ca/programs/degree-specializations
- FAQ for Current Students: http://slais.ubc.ca/frequently-asked-questions-2/faq-for-current-students
- Research: http://slais.ubc.ca/research
- Tech Resources: http://resources.slais.ubc.ca/ischool-student-resource-centre/tech-resources
- News and Events: http://slais.ubc.ca/community/news
- Student and Faculty Resources: http://resources.slais.ubc.ca

Updates and changes to the website are managed by administrative staff and supervised by the Director. Recent significant additions to the website made in 2015-2016 were a direct result of consultation with students through Director’s Lunch sessions, alumni and student surveys, and feedback.

131 Arts ISIT: https://isit.arts.ubc.ca
132 ALA Accreditation: http://slais.ubc.ca/programs/about-department/ala-accreditation/
133 Program Assessment: http://slais.ubc.ca/programs/about-department/program-assessment/
received through the School Communications Group (see Internal Communications, below). These additions include a newly designed faculty and student resource page\textsuperscript{134} which provides more direct access to high-demand information and documentation for experiential learning, advising and support, student employment, and tech resources. Many of the previous resources and forms were converted to digital forms to cut back on printing materials and to allow better management of data collection.

The Tech Resources section of the iSchool website, for example, provides easy access to for students to the new ‘Tech Portal’\textsuperscript{135}, launched in August 2015 as part of the iTechFlex Initiative, which is described in more detail in Standard VI.

**INTERNAL COMMUNICATIONS**

Direct communication with students from application to graduation is done through a variety of means, including online information sessions and social media, as described in Standard IV.1.. In the office, both the Student Services Coordinator and the Program Assistant provide information on the program to prospective students before and during their application process. Contact information for all iSchool faculty and staff is easily accessible via the school’s website.\textsuperscript{136} Events and updates are also announced through student email lists, Twitter, and the weekly iSchool Digest (Appendix 38).

In response to concerns about inadequate communications between students and the iSchool administration that were raised by some students in the Director’s Forum in 2014, we established an informal iSchool Communications Group in 2015, consisting of the iSchool Administration Manager, the Student Services Coordinator and several student representatives from LASSA. The group meets several times a term to ensure that information is conveyed effectively in both directions, and that students are apprised of all new developments in the school.

**ORIENTATION**

The first week of the winter I and winter II terms is an orientation week for new students, described below in more detail in Standard IV.4. Orientation is typically a full day of activities, including an introduction to faculty and the iSchool as a whole, an introduction to the program, and time with representatives of the Library and Archival Studies Student Organization (LASSA). These activities provide students with information on school goals, procedures, and practices (e.g., regarding marking, copyright, appeal of marks, etc.). Course descriptions available on the website clearly outline course goals, objectives, and topics; more detailed course syllabi available to students provide further details on policies such as those relating to academic integrity and marking. Within the last year, the School’s Student Services Co-ordinator has created an “orientation toolkit” for incoming students that provides important information to newly admitted students, e.g., registration and waitlist instructions, orientation checklist, G+PS orientation week activities, and Tech Portal.

In response to student requests for ‘refresher sessions,’ starting in 2014-15 the school began holding mid-term, lunch hour sessions for students to ask informational questions to faculty representatives of the various programs regarding requirements or opportunities that may have been forgotten, or lost within the large amount of new information provided to students in their orientation week.

\textsuperscript{134} iSchool Resource Site: http://resources.the.iSchool.ubc.ca/

\textsuperscript{135} iSchool Tech Portal: http://resources.the.iSchool.ubc.ca/2016/07/13/techportal/

\textsuperscript{136} iSchool website: http://slais.ubc.ca/people/faculty
Furthermore, in either the second or third week of classes, the iSchool’s Graduate Advisor and Student Services Coordinator hold an information session on the role of the Graduate Advisor and introduce various campus agencies that students in need have access to, e.g. UBC Counselling services. Additionally, the Director of the iSchool holds ‘Director’s Forums or Lunches’ each term where students of all programs can direct questions, and provide feedback to the Director.

**STANDARD IV.3**

*IV.3 Standards for admission are applied consistently. Students admitted to a program have earned a bachelor’s degree from an accredited institution; the policies and procedures for waiving any admission standard or academic prerequisite are stated clearly and applied consistently. Assessment of an application is based on a combined evaluation of academic, intellectual, and other qualifications as they relate to the constituencies served by a program, a program’s goals and objectives, and the career objectives of the individual. Within the framework of institutional policy and programs, the admission policy for a program ensures that applicants possess sufficient interest, aptitude, and qualifications to enable (successful) completion of a program and subsequent contribution to the field.*

Admission standards and practices for the MLIS program at the iSchool are guided by the policies and requirements of the G+PS at UBC. The School admits new students to the MLIS program at two times within the academic year (September and January). Applications are submitted through the new G+PS online application system created as part of the Graduate Applications Streamlining Project (GRASP)137. Within the iSchool, admissions are the responsibility of the School admissions committee, headed by a faculty chair, and supported by the Student Services Coordinator, the Program Assistant, and faculty evaluators. Successful applicants must meet the minimum academic requirements as set by G+PS, although exceptions are made in those cases where an applicant can provide evidence of mitigating circumstances, or extraordinary qualification in non-academic experience and ability. In some cases, iSchool minimum requirements are set higher than those of the G+PS, e.g., language proficiency scores.

**FACULTY OF GRADUATE AND POSTDOCTORAL STUDIES ADMISSIONS POLICIES**

G+PS provides information on its applications and admissions policy138, outlining how inquiries from potential students will be handled, and further information on a number of topics relating to an applicant’s responsibilities, including the importance of document authenticity and the consequences for submitting falsified documents, and the ownership of documents submitted as part of the application process. G+PS also provides access to the GRASP online application system139. The iSchool homepage also provides an “Apply Now” link to the online application system.

In addition to application and admissions policies, G+PS also provides information140 on policies and procedures that students should familiarize themselves with prior to beginning their studies at the university. These policies and procedures cover a range of academic issues, including academic freedom, academic honesty, intellectual property, conduct and discipline, and how plagiarism cases are handled.

137 Graduate Admissions Streamlining Project: https://sasi.ubc.ca/happening-now/in-flight-projects/grasp

138 Graduate Applications and Admissions: https://www.grad.ubc.ca/prospective-students/application-admission

139 Apply Online: https://www.grad.ubc.ca/prospective-students/application-admission/apply-online

140 Graduate and Postdoctoral Studies, Prospective and Current Students: https://www.grad.ubc.ca

121
There is information about student status, including leaves of absence, working as a student, academic progress, grading practices, and low scholarship.

**UNIVERSITY AND ISCHOOL ADMISSIONS STANDARDS**

As stated on the G+PS website, the university’s minimum academic requirements for Canadian and U.S. applicants are:

- a four-year bachelor’s degree.
- achieved at least a B+ (76–79%, or 3.33 on a 4-point scale), or have an 80 percent or higher grade average of at least 12 third and fourth year credits.
  - If students do not meet these minimum criteria, they may opt to undertake additional coursework which may be used as a rationale by the graduate program for admittance, but does not guarantee acceptance.

For degrees from other countries, G+PS maintains the International Student Evaluation Manual (ISEM). This tool is available to applicants to learn more about the admissions requirements to UBC graduate programs based on their country of origin.

The ISEM lists:

- accredited institutions for each country as recognized by UBC.
- a summary of the required years of study, degree or credentials
- accepted grade equivalent to UBC’s B+ average.

The manual is the authoritative resource for evaluating transcripts by all graduate programs and ensures that assessment of international transcripts is applied consistently by all units while maintaining the University’s academic standards. In cases where institutions are not listed in the manual, G+PS does a case by case review to ensure that the degree meets UBC standards of entry.

Applicants with a bachelor’s degree from a university outside Canada in which the primary language of instruction was not English must demonstrate that they are proficient in the English language. The G+PS recognizes the following for evaluating proficiency in English:

- Test of English as a Second Language (TOEFL)
- Canadian Academic English Language (CAEL)
- The Academic (but not General) International English Language Testing Service (IELTS)
- Michigan Language Assessment Battery (MELAB)
- Canadian English Language Proficiency Index Program (CELPiP)
- Pearson Test of English (PTE)

Minimum TOEFL requirements for UBC and links to other language proficiency tests can be found in the UBC Academic Calendar\(^\text{141}\).

\(^{141}\) UBC Calendar - English Language Proficiency Standards and GRE Requirements: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,345,0
Although the iSchool accepts all of the language proficiency tests recognized by G+PS, results from the TOEFL iBT (Internet-based test) and academic IELTS exams are preferred. In addition, the School’s standards are higher than G+PS’s minimum requirements\textsuperscript{142}: 100 on the TOEFL iBT (G+PS minimum is 80) and 7.5 overall, with no score below 7.0 on the academic IELTS (G+PS minimum is 6.5 overall and no score lower than 6.0). The higher requirements by the iSchool for the TOEFL iBT and IELTS were set to reflect the central role of communication and language skills in the MLIS graduate competencies and have been approved by the University of British Columbia Senate. These admission requirements are clearly stated on the iSchool website\textsuperscript{143}. Applications undergo a process of review in which they are scored by two assessors according to a rubric (see Figure IV-D). Based on the outcomes of this process, the school occasionally makes requests for exceptions to the minimum requirements. When this is done, it is usually in recognition of substantial work experience and/or exceptional personal circumstances that may have affected their GPA. More information on these cases is provided in the section to follow, which describes the application review process.

**THE SCHOOL’S ADMISSIONS PROCESS**

The iSchool evaluates applications for admission to start in Winter Term I in September of each year, or in Winter Term II in January. Applications for the former are due by February 1, and by June 1 for the latter. Applications are submitted through the GRASP system, and compiled within the school by the Student Services Coordinator and the Program Assistant and prepared for review by members of the Admissions Committee.

The iSchool Admissions Committee is a standing committee, made up of representatives from the faculty, staff, the student body, and the professional community. Membership consists of the Director of the iSchool; the Student Services Coordinator; the Graduate Advisor; two faculty members, one of whom serves as committee chair; a student representative; and at least one professional working in the library, archival or information Science fields. The committee is assisted by faculty members who serve as readers. The Director is responsible for appointing the chair, the members of the committee, and the readers; appointments are made on an annual basis.\textsuperscript{144} Ultimately, the goal of the admissions committee is to admit a diverse a population of talented and capable students who show promise of attaining successful careers in the profession. When assessing applicants for the program, the following aspects of an application are considered:

1. Academic record, including GPA, school ranking, and letters of reference from instructors that speak to the applicant’s ability to succeed.
2. A personal statement that demonstrates the applicant’s knowledge of the field of library and information studies, issues of importance within the discipline, and writing ability.
3. A second personal statement that, along with a general curriculum vitae, provides a holistic sense of the applicant’s interests and accomplishments and how they relate to the degree.

\textsuperscript{142}Admissions Process - English Language Proficiency: \url{http://slais.ubc.ca/programs/prospective-students/admissions-process/mas-mlis-dual-masmlis-admissions-procedures/}

\textsuperscript{143} MLIS Admissions Procedures: \url{http://slais.ubc.ca/programs/prospective-students/admissions-process/mas-mlis-dual-masmlis-admissions-procedures/}

\textsuperscript{144} See Appendix 8 for a complete statement of the Terms of Reference of the Admissions Committee.
4. Technical skills including but not limited to HTML and web page design, database design, digital imaging software, social media software, or programming languages.

Applications are first reviewed and annotated by the Student Services Coordinator and Program Assistant to indicate the GPA and flag items of interest, such as a previous graduate degree. Applications that fall far below the admissions requirements are not put forward for further review at this point. Application files are prepared for the review process and are distributed to faculty readers who evaluate the files using the Admissions Rubric (Figure IV-D). Normally two readers evaluate each file, but in cases of disagreement, a third reader may be requested.

The Admissions rubric gives approximately equal weight to the applicant’s academic record and to relevant non-academic accomplishments. It is flexible enough to allow for applicants with different strengths to obtain high scores, while maintaining a high overall standard. For example, there are discretionary points available that can move a candidate with attributes of value, such as a diverse academic or cultural background, higher in the overall ranking of applicants. The rubric was developed by the Admissions Committee in 2012-2013 and refined over time to produce more consistent assessments of categories, e.g., how to rate an applicant’s non-academic experience. This has been facilitated by a set of guidance materials with examples of application materials at different scoring levels that are distributed with the rubric (provided in Figure IV-D) and training sessions for new faculty readers provided by the admissions committee. The current rubric work very effectively in creating a common understanding of how to rate aspects of the application and consistency is quite high. The rubric will continue to be reviewed regularly as part of the admissions process.

EXCEPTIONS

The school makes offers directly to applicants via the GRASP admissions system; this is a change from previous admission years instituted by G+PS to allow graduate programs to process offers of admission more efficiently. G+PS evaluates all proposed admissions that do not meet all of the minimum standards, e.g., in those cases where mitigation is considered in the school’s admission decision. Recommendations that do not meet G+PS minimum academic standards must be accompanied by a rationale from the Graduate Advisor.

In our aim to encourage a diverse set of students to achieve the MLIS degree, we are willing to examine applications that vary from the G+PS standards on a case by case basis. Such applications may come from those with long experience working in the field following a poor undergraduate record, an undergraduate degree in a non-academic area (e.g., library technicians), or applications from undergraduate institutions that do not use a numeric grading system. In such instances rationales are submitted by the graduate advisor and are accepted at the discretion of the G+PS. Rationales typically fall within the following categories:

- **Academic Rationale:** If an applicant’s GPA is slightly below the minimum academic requirements outlined above and the rest of the application is strong, the school may submit an academic rationale addressing the criteria that supports the applicant’s preparedness to undertake graduate studies, based on the outcomes of the rubric-based assessment in non-GPA categories.

- **TOEFL Waiver:** If the school is confident in an international applicant’s English proficiency, the graduate advisor may submit a rationale to exempt the applicant from having to submit TOEFL test scores (or equivalent) with their application.
## Admissions Rubric for Evaluating MLIS Applicants

<table>
<thead>
<tr>
<th>Criterion</th>
<th>&quot;Red Flag&quot; (does not meet our standards)</th>
<th>Bottom third of a typical SLAIS cohort</th>
<th>Middle third of a typical SLAIS cohort</th>
<th>Upper third of a typical SLAIS cohort</th>
<th>&quot;Gold Star&quot; (rare and exceptional)</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Point Average</td>
<td>below 3.33 (or equivalent)</td>
<td>at least 3.33 (or equivalent)</td>
<td>at least 3.60 (or equivalent)</td>
<td>at least 3.80 (or equivalent)</td>
<td>N/A</td>
<td>x3</td>
</tr>
<tr>
<td>Previous Graduate Degree</td>
<td>+3 bonus points if an applicant has completed a previous graduate degree.</td>
<td>x1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technology Skills</td>
<td>Applicant has little interest in acquiring technology skills</td>
<td>Basic office, web/social media, or less</td>
<td>Some HTML and/or content management systems</td>
<td>SPSS, CSS, AV editors, etc.</td>
<td>For example, computer programmer</td>
<td>x2</td>
</tr>
<tr>
<td>Letters of Reference</td>
<td>Letter does not support the applicant.</td>
<td>Letter supports admission of applicant in a vague, noncommittal and/or contradictory manner.</td>
<td>Portrays applicant as a strong undergraduate student, co-worker, etc. with solid academic skills, work ethic, etc.</td>
<td>Letter meets the criteria of '2,' and provides evidence that indicates applicant's potential to succeed in graduate program.</td>
<td>Letter meets criteria of '3,' but provides evidence that applicant will be a top student in a graduate program.</td>
<td>x1</td>
</tr>
<tr>
<td>Personal Statements</td>
<td>&quot;Please address primary reasons you wish to enter the _ field...&quot; &quot;Please address reasons for applying to _ program at the _ School...&quot;</td>
<td>Statement includes critical misunderstandings of program/profession.</td>
<td>Applicant has superficial knowledge of program/profession; Sentences are difficult to understand; or Statement is very brief.</td>
<td>Statement provides details about the applicant’s interests and how this degree would benefit the applicant’s career.</td>
<td>Statement meets the criteria of '2' and shows consistently clean and above-average writing. The statement is particularly informed or imaginative, presenting fresh insights regarding library, archival and/or information studies.</td>
<td>x1</td>
</tr>
<tr>
<td>Other Experience</td>
<td>The applicant shows no evidence of paid work, volunteer work, community service, association membership, awards, etc.</td>
<td>The applicant shows little and/or low-profile work experience, association membership, etc. The minimal experience an average undergrad student will have.</td>
<td>The applicant shows a variety of different experiences in some (or all) of the following areas: paid work, volunteer work, community service, association membership, awards, scholarships, etc.</td>
<td>Applicant meets the criteria for '2.' In addition, applicant demonstrates experience in information fields or high-level work in a variety of different roles.</td>
<td>The applicant meets the criteria for '3,' and demonstrates strong academic achievements, extended publication record, distinguished community services and/or advanced leadership abilities.</td>
<td>x3</td>
</tr>
</tbody>
</table>

Discretionary adjustment: Up to +5 or -5 points for any aspect of the applicant that is not covered in the above criteria. Examples: experience in academic coursework, experience at a high-ranking academic institution. Please briefly explain the adjustment in the comments below.
On average the School admits 3-5 applicants each academic year who achieve less than the G+PS minimum requirements and in most cases these are based on an academic rationale. A recent spot check conducted by the Student Services Coordinator of students admitted on this basis in the past two intakes provides support for the practice, as these students are succeeding academically. A summary report of students admitted through academic rationale, students’ files including admissions paperwork, and examples of rationales will be available on site.

**STANDARD IV.4**

*IV.4 Students construct coherent programs of study that allow individual needs, goals, and aspirations to be met within the context of program requirements established by the school. Students receive systematic, multifaceted evaluation of their achievements. Students have access to continuing opportunities for guidance, counseling, and placement assistance.*

**ISCHOOL CULTURE**

The iSchool provides a welcoming and supportive culture through provision of resources and opportunities for students that enable them to grow academically, professionally, and socially. An important part of this effort is to provide students with timely and effective program advice that balances their freedom to choose courses of interest with the constraints of providing a full and comprehensive professional education. In the 2015 *Survey of iSchool Graduates*[^1], 87% of respondents agreed that individual advising contributed to them finding full-time employment.

**FACULTY ADVISING**

While students may have their first contact with the Student Services Coordinator, office staff and faculty during orientation, the relationships are maintained throughout their time at the iSchool. As part of orientation and overall academic support, each faculty member is assigned a set of advisees prior to the beginning of a new academic term (Advisee lists by faculty member are available in Appendix C-7). During the first day of orientation, time is set aside for students to meet with their faculty advisors who provide an overview of many of the issues, policies, and procedures that students should be acquainted with during their time at the school. This also puts a face to a name, and students are encouraged to contact their faculty advisors whenever their input is required.

Individual advising sessions are held in person at students’ requests. In addition to discussing students’ future aspirations and courses, faculty are also called on to advise on issues such as taking external courses in other academic units at UBC, pursuing specialized programs of study (for example, the FNCC or HCI Sub-Specialization, discussed in more detail in the discussion of Standard II: Curriculum), or other options (for example, a thesis). Faculty advisors work closely with the MLIS program chairs, the Graduate Advisor, and the Student Services Coordinator to ensure students receive accurate and timely information about their options in the degree program.

The iSchool Graduate Advisor may become directly involved when students meet with difficulties in their program. As necessary, the Graduate Advisor will work with the Director and G+PS to resolve difficulties. An additional support for responding to students in distress is the university-wide the “Early Alert\textsuperscript{146}” system. A faculty member may use the system to alert wellness services if there are signs of distress, e.g., if a student misses multiple classes in a row, does not hand in assignments, etc. The system respects students’ personal boundaries, but tries to identify students who may be struggling personally or academically in order to provide access to professional services as needed and to allow students to remain in the program.

**STUDENT SERVICES COORDINATOR**

While faculty advisors and the Graduate Advisor help students shape their academic programs, the Student Services Coordinator facilitates students’ professional work placements. Other responsibilities of this role include assisting with master’s program admissions, communicating with alumni, coordinating student recruitment initiatives, and increasing the visibility of the iSchool and its graduates to UBC and external communities. The Student Services Coordinator position was created in 2005 in response to a number of factors: a near doubling of applications to the programs, an increase in the iSchool’s population, and a growing workload to arrange and supervise students’ experiential learning placements.

To conclude, from the first day of the term, students are made to feel welcome at the iSchool. The school fosters a collegial culture where students are treated as professionals, and every effort is made to afford them flexibility and support during their degree program. The remainder of this section will focus on academic and professional opportunities for iSchool students.

**THE ACADEMIC PROGRAM OF STUDY FOR MLIS AND DUAL STUDENTS**

The MLIS program is described in detail in Standard II. We note here some features of the curriculum that enable students to construct coherent programs of study that enable them to develop knowledge and skills in areas of interest. The MLIS Program Pathways, which identify sets of courses that serve particular areas of interest within librarianship, such as children’s services or academic libraries, and non-traditional paths, such as data service and information interaction and design. Pathways are described in more detail in Standard II.4. Course numbering\textsuperscript{147} for MLIS courses enables students to see how different areas of the curriculum fit together. For example, information technology courses are all numbered in the 550s, which helps students understand that social media, new media, database design, and information retrieval are related. In addition to many options for elective courses, students may tailor their program of study by undertaking individual studies. These include\textsuperscript{148}:

- Directed Research (LIBR 592, 3 credits)
- Directed Study (LIBR 594, 3 credits),
- Research Collaboration (LIBR 597, 3 credits)
- Thesis (LIBR 599, 12 credits)

\textsuperscript{146} UBC Early Alert: https:// facultystaff.students.ubc.ca/systems-tools/early-alert

\textsuperscript{147} Courses Overview, Library and Information Studies Courses: http://slais.ubc.ca/programs/courses/course-list/

\textsuperscript{148} MLIS Individual Studies Courses: http://slais.ubc.ca/programs/courses/course-list/
These courses allow students to pursue an individual project in consultation with or under the supervision of a faculty member. Students pursue a directed research project or directed study when a topic of interest is not covered in an existing iSchool course, or the student wants to pursue in greater depth a subject begun in another class. Research Collaboration, as the title suggests, involves collaboration between a student and faculty member where the focus is on the faculty member’s research. A thesis is a larger undertaking representing the equivalent of four full courses. While only one or two students may choose to do a thesis in a given year, it is a valuable option for students choosing to continue to study towards a PhD. In addition to coursework, MLIS students may choose to take one or more of the following experiential learning opportunities:

- LIBR 595: Practicum (Non-Credit)
- LIBR 596: Professional Experience (3 Credits)
- iSchool at UBC Co-operative Education Program
- LIBR 569R: Graduating Project

Taken together, these options enable students to customize their studies to a great extent. This is illustrated by the cases presented in Appendix 50, which shows student programs leading to a wide range of careers, including web design, academic librarianship, children’s librarianship, and information management positions.

**SYSTEMATIC, MULTIFACETED EVALUATION**

Instructors use a variety of in-class and online learning experiences (e.g., lectures, seminars, case studies, workshops, labs, guest speaker presentations, field trips), and provides multifaceted evaluation (e.g., rubrics, open-ended comments, peer evaluation, self-assessment). In addition to individual learning projects, students engage in group-based learning, which enhances their communication and project management skills. The “products” of student learning include traditional essays and reports, but also digital materials such as databases, digital libraries, websites, applications, and videos. Assignments are geared toward synthesizing conceptual knowledge (e.g., theory, literature on a topic); using data, such as community demographics, to frame an issue; carrying out an activity, such as a needs assessment or evaluation of an existing library collection, service, or technology; and conducting original research.

Many students share their work beyond the classroom at the annual iSchool Research Day, at professional and scholarly conferences, or in professional and scholarly journals and essay competitions.

Professional Experience and Practicums are also systematically evaluated. For LIBR 595 practicums, students must complete a 500-word report on their work experiences. For LIBR 596 Professional Experience projects, supervisors are required to complete a report as part of students’ evaluation for the professional experience. This report is guided by several open-ended questions regarding whether the student completed the assigned project and its utility, and the students’ strengths and areas for improvement. They are also asked to provide recommendations for improving the Professional Experience course. Students are required to submit a 500-word report on the learning experience. The Student Services Coordinator provides summative feedback on these reports at faculty meetings.

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149 iSchool Research Day: [http://slais.ubc.ca/research/research-day/](http://slais.ubc.ca/research/research-day/)
Final reports are used to ensure completion of the placement and are required before a passing grade is submitted. The reporting component of the experiential learning courses also provides a venue for the Student Services Coordinator to solicit feedback from both students and hosts. This feedback assists in identifying ways that the experiential learning courses can be improved and also ensures that the courses are sufficiently fulfilling their objectives, notably that students are utilizing their skills in a professional setting under the mentorship of an established and credentialed professional librarian.

For co-op placements students’ performance is evaluated through mid-point and end-of-term assessments by the Arts Co-op Office in conjunction with the iSchool co-op coordinator and through a series of career-building assignments graded by co-op staff.

The Co-op Office also collects and posts profiles of students who have completed co-op work terms. These profiles are rich in terms of students’ descriptions of their learning in their own words. MLIS student profiles are posted on the Arts Co-op website. iSchool winners of the MLIS co-op Student of the Year Awards are also featured on the UBC Arts Co-Op website.

**STANDARD IV.5**

IV.5 The school provides an environment that fosters student participation in the definition and determination of the total learning experience. Students are provided with opportunities to form student organizations and to participate in the formulation, modification, and implementation of policies affecting academic and student affairs.

**STUDENT LEADERSHIP AND PARTICIPATION**

Student leadership opportunities and achievements are in line with the UBC’s Strategic Plan that includes the goal to “Support student well-being, personal development, and outstanding campus life.” In support of this goal, the university is committed to supporting “student-led initiatives to create a campus culture of involvement.” The iSchool directly supports this through its efforts to “[e]ncourage students to identify, participate in, contribute to, and learn about scholarly and professional communities.”

Results from our student survey conducted in 2015 show high levels of student activity in a wide range of activities that shape their learning experiences outside the classroom and demonstrated leadership, as demonstrated in Table IV-H.

**Table IV- H: Volunteer, Professional, and Student Organization Positions Held by iSchool Students**

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>MLIS students</th>
<th>DUAL students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Volunteered for an organization</td>
<td>45%</td>
<td>29%</td>
</tr>
<tr>
<td>Held membership in an association</td>
<td>51%</td>
<td>58%</td>
</tr>
<tr>
<td>Held office in an association</td>
<td>32%</td>
<td>50%</td>
</tr>
</tbody>
</table>

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150 UBC Arts Co-op Program (MLIS): [http://artscoop.ubc.ca/tag/mlis/](http://artscoop.ubc.ca/tag/mlis/)
151 UBC Arts Co-op Program [http://artscoop.ubc.ca/2016/03/14/2015-ubc-arts-co-op-students-of-the-year/](http://artscoop.ubc.ca/2016/03/14/2015-ubc-arts-co-op-students-of-the-year/)
STUDENT CHAPTERS AND SPECIAL INTEREST GROUPS AT THE ISCHOOL

There is a high level of activity in student chapters and special interest groups, including the following: American Library Association (ALA) Student Chapter\(^\text{154}\)

- Association for Information Science and Technology (ASIS&T) Student Chapter\(^\text{155}\)
- Association of Canadian Archivists (ACA) Student Chapter\(^\text{156}\)
- British Columbia Library Association (BCLA)\(^\text{157}\)
- Canadian Health Libraries Association/Association des bibliothèques de la santé du Canada (CHLA/ABSC) Student Interest Group\(^\text{158}\)
- Librarians Without Borders (LWB)\(^\text{159}\)
- Special Libraries Association (SLA) Student Chapter\(^\text{160}\)
- Young Adult and Children’s Services (YAACS)\(^\text{161}\)

Each organization has a faculty advisor and an elected executive board. The groups organize a range of learning and social events and activities over the academic terms. These include poetry contests (ALA), trivia nights (LASSA), and “cool tool” days i.e., informal presentations of new information systems and applications, and Raspberry Pi workshops (ASIS&T). Other events include panels and guest speakers on topics such as building professional profiles (BCLA), and preparing for job interviews (LASSA). Many of the groups engage in fundraising (e.g., bake sales, t-shirt sales) to support their own activities, or to contribute to charities (e.g., book drives for local libraries). The SLA student chapter arranges tours of special libraries in the Metro Vancouver area.

The BCLA student chapter collaborates with the BCLA to coordinate the BCLA Mentorship Program.\(^\text{162}\) The purpose of the program is to pair new library professionals with mentors from a variety of different libraries and career backgrounds. The student chapter organizes an information session for iSchool students, while the parent organization actively recruits mentors and mentees\(^\text{165}\), who, in addition to existing students, may be new graduates or library workers new to British Columbia or Canada, or those who are returning to the workforce after a hiatus.

THE LIBRARY AND ARCHIVAL STUDIES STUDENT ASSOCIATION (LASSA)

\(^\text{154}\) ALA Student Chapter: [http://blogs.ubc.ca/alaplace/about/](http://blogs.ubc.ca/alaplace/about/)

\(^\text{155}\) ASIS&T Student Chapter: [http://blogs.ubc.ca/asist/about/](http://blogs.ubc.ca/asist/about/)

\(^\text{156}\) ACA Student Chapter: [https://acaubc.wordpress.com](https://acaubc.wordpress.com)

\(^\text{157}\) BCLA Student Chapter: [http://blogs.ubc.ca/bcla/about-us/](http://blogs.ubc.ca/bcla/about-us/)

\(^\text{158}\) CHLA Student Chapter: [http://blogs.ubc.ca/chla/](http://blogs.ubc.ca/chla/)

\(^\text{159}\) LWB at UBC: [https://www.facebook.com/ubclibrarianswithoutborders](https://www.facebook.com/ubclibrarianswithoutborders)

\(^\text{160}\) SLA at UBC: [https://ubcsla.wordpress.com](https://ubcsla.wordpress.com)

\(^\text{161}\) YAACS at UBC: [https://twitter.com/ubcyacs](https://twitter.com/ubcyacs)

\(^\text{162}\) BCLA Mentorship Program: [https://bclaconnect.ca/professional-development/mentorship-program/](https://bclaconnect.ca/professional-development/mentorship-program/)
LASSA plays a vital role in formulating, modifying, and implementing policies affecting academic and student affairs at the iSchool and within UBC. The LASSA executive board represents students in all programs (i.e., MLIS, MAS, DUAL, MACL, Ph.D.) and is the official liaison between students and iSchool administration. LASSA’s purpose is:

... to promote, direct, sponsor, and co-ordinate such activities that will benefit all SLAIS students. LASSA engages in advocacy for student issues, acts as liaison between students, SLAIS and UBC, publishes a quarterly newsletter, and organizes events. LASSA is committed to providing an atmosphere of inclusion and strives to unite the student body. 163

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### STUDENT REPRESENTATION ON ISCHOOL COMMITTEES

As a liaison between students and the iSchool’s administration, student representatives participate in a number of standing and working committees.

Students are members of the following standing committees:

- **Curriculum Committee**: This committee reviews and makes recommendations for course and curriculum changes and improvement.
- **Admissions Committee**: This committee develops and revises policies and procedures around admissions.
- **Facilities and Resources Committee**: This committee reviews and makes recommendations on changes or improvements required for the iSchool’s resources and facilities, including physical space and electronic equipment.
- **Doctoral Studies Committee**: This committee develops and revises policies and procedures around admissions to the doctoral program; representatives are doctoral students.

Working committees are formed on an ad hoc basis, depending on the needs and directions of the iSchool and its students. For example, during faculty hiring periods, LASSA is asked to appoint a student representative to serve on the search committee. The student representative is expected to review applications, participate in interviews with candidates, and provide input into the hiring decisions in part by relaying students’ comments from the events that are open to the public.

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### UNIVERSITY-WIDE INVOLVEMENT

In addition to acting as a liaison between the iSchool students and faculty, administration, and staff, LASSA has representatives on a number of University-wide committees. The expectations are that LASSA representatives will attend meetings of these University committees, bring LASSA concerns to the larger membership, and report the minutes and important information of these meetings back to iSchool students. The LASSA representative may also be asked to sit on committees, especially those directly relevant to LASSA membership such as:

- **Alma Mater Society**, 164 the student society of the University of British Columbia, which represents all students

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Graduate Student Society,\textsuperscript{165} which represents graduate students at UBC

\section*{EVALUATION OF STUDENTS’ EXPERIENCES AT SLAIS}

The Learning from Our Students survey\textsuperscript{166} has been conducted periodically at the iSchool since 2009, initially as part of a research project carried out by Dr. Freund and colleagues. In 2014, the survey was revised by the Assessment Committee, including the student representative, to reflect the broader needs of the school and the students and to provide responses aligned with the iSchool graduate competencies, and it entered into the regular program of assessment activities in the school, scheduled to run every two years. In administering the student survey, the assessment committee is responsible for ensuring the anonymity of responses. The survey instrument is available in Appendix 49. The survey was conducted in late March to early April of 2015, and 113 responses were collected: a response rate of approximately 45%. The sample consisted of:

- 73 MLIS students, 24 DUAL, 15 MAS, and 1 MACL
- 19\% in first term, 60\% mid-program, and 21\% in their final term
- 63\% domestic students and 35\% international students
- 23\% men and 73\% women

Results of the survey provide a wealth of data on all aspects of the student experience in the school. They were analyzed by the Assessment committee and summarized in the 2015 iSchool assessment report (Appendix 51) for review by faculty and staff at the iSchool annual retreat. Separate sub-reports are shared with the Faculty of Arts Co-op Office, relating to the co-op experience, and with the LASSA student group. One important insight gained from the student survey was that students find the MLIS curriculum overly complex and difficult to navigate, which was a major impetus behind the implementation of the MLIS pathways.

\section*{STANDARD IV.6}

\textit{IV.6 The school applies the results of evaluation of student achievement to program development. Procedures are established for systematic evaluation of the degree to which a program’s academic and administrative policies and activities regarding students are accomplishing its objectives. Within applicable institutional policies, faculty, students, staff, and others are involved in the evaluation process.}

Through its regular program of assessment, the iSchool looks for opportunities to implement new policies and guidelines to improve the student experience in relation to recruitment, admission, and other program-related issues. These policies are discussed during regular committee meetings, and formalized during monthly faculty meetings. Student representatives sit on a number of committees within the school and are integral to the discussion and development of policies and guidelines that align with the mission and goals. The iSchool also looks to its alumni and community stakeholders for feedback through a variety of methods, including committee membership, community surveys, and targeted focus groups.

\footnotesize{\textsuperscript{165} Graduate Student Society: http://gss.ubc.ca/main/}

\footnotesize{\textsuperscript{166} www.diigubc.ca/projects/lfos}
This standard was flagged in the conditional accreditation decision, noting “The absence of student learning outcomes assessment equally applicable to all students in the program.” During the review period, a great deal of work has been done to address these concerns, including the following measures:

- MLIS program objectives have been clarified and stated in terms of student learning outcomes (iSchool-Graduate Competencies).
- A program of learning outcomes assessment has been established, with direct and indirect measures identified for each measure.
- A capstone course, LIBR 569R: Graduating Project, has been developed as a component of the learning outcomes assessment program, and is now offered annually.
- The Curriculum Committee has investigated several options for a capstone requirement for all students to serve as a comprehensive, end of program assessment mechanism, and will move forward with the planning of a portfolio requirement in 2016-17.

These steps are documented in the following reports:

- October 1, 2014: Plan for Removal of Conditional Accreditation Status (Appendix 1)
- March 1, 2015: Conditional Status Progress Report (Appendix 2)
- December 1, 2015: Conditional Status Progress Report (Appendix 3)

### APPLICATION OF EVALUATION RESULTS TO PROGRAM DEVELOPMENT

#### ASSESSMENT OF STUDENT LEARNING OUTCOMES

As outlined in detail in Standard I.3, student learning outcomes are assessed through SLOAP (Appendix 10: SLAIS Learning Outcomes Assessment Program) and results are reported annually in the form of the iSchool Assessment Report, which is a public document available from the School’s website. Faculty and staff devote time at the Annual iSchool Retreat to assess results and set objectives for the year, in accordance with the School’s mission and goals. The Director then works with the committee chairs and relevant faculty and staff (Graduate Advisor, Student Services Coordinator) to establish mandates for the implementation of changes to policies, procedures, curriculum, facilities, etc. At the course level, evaluation is conducted through several mechanisms, including the instructor’s own reflective practice, taking into account student achievement, periodic external peer reviews of teaching, and student course evaluations. In most cases, feedback from these processes drive changes in course content, structure and assignments. In some cases, broader program assessment processes may drive course change, such as an identified need for more support for management competencies may lead instructors to introduce new assignments or readings.

#### HOW EVALUATION RESULTS HAVE LED TO CHANGES IN THE MLIS PROGRAM

Standard II presents numerous examples of how the results of student learning outcomes assessment have resulted in changes in the MLIS program. The 2015 review of SLOAP data, specifically the surveys of alumni and current student, showed low student self-perceptions of technology skills and focus groups with employers indicated that student knowledge of and confidence with technology could be improved.

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• The iSchool Technology Sandbox and Flexible Learning (iTechFlex) Initiative (See Standards II.3.3 and VI.2 for more detail on this initiative).
• A new faculty member (computational linguist/information scientist) with strong technology-oriented research and teaching skills was hired to start in July 2016. Dr. Abdul-Mageed will introduce a Python Programming course to the MLIS curriculum in addition to courses on Text Analytics and Social Media Intelligence.

The 2015 review of SLOAP data, the results of the External Review and focus groups with employers pointed to the need to strengthen management competencies.

• A new adjunct instructor was hired to teach the required MLIS Management course, and a full-time faculty member worked with the instructor to revise the course syllabus to bring it into closer alignment with the iSchool Graduate Competencies and to introduce more practice-based assignments.

Concerns about the uneven quality of teaching, particularly by adjunct instructors were raised by the External Review, in student course evaluations, and in the summaries published in the Annual Assessment Report.

• In 2015, two full-time faculty members were tasked with developing a program to provide greater support and guidance for Adjuncts teaching in the School, especially those teaching for the first time. Over the past year, the School ran an Adjunct orientation session, which was videotaped to make it accessible to all instructors, introduced a listerv devoted to pedagogical questions and concerns, and offered a dedicated workshop to strengthen course development skills.

Input from Student Survey and External Review indicated that students find it challenging to select courses to meet particular needs and that the alternate (non-library focused) options should be clarified and strengthened.

• The MLIS Program Pathways\(^{168}\) are developed and published on the Website to highlight specialized paths through the curriculum and to identify a wider range of career paths.

**SYSTEMATIC EVALUATION OF ACADEMIC AND ADMINISTRATIVE POLICIES**

The SLOAP (Appendix 10) assesses student achievement in an ongoing and systematic manner. Indicators of student learning are the main means of assessing the effectiveness of iSchool policies, procedures, and activities in relation to MLIS students. Assessment is based on the *iSchool Graduate Competencies* with each of the 13 competencies assessed using a number of course-based and other types of direct and indirect measures.

Progress has been made through the introduction of a carefully designed Graduating Project Course (LIBR 569R, see Standard IV.4 Experiential Learning Opportunities and Appendix 17) that provides an opportunity for students to reflect upon, synthesize and apply their knowledge and skills to a real-world project working with a community organization. This course is an excellent opportunity to assess student skills; however, with approximately 80 students graduating every year and in different terms, it

has proved very difficult to make this course a graduation requirement. The Curriculum Committee investigated alternative options for the capstone requirement including having students either do the Graduating Project or participate in Co-op, both of which provide opportunities for learning outcomes assessment. However, the Co-op program is a non-credit option, which cannot be set as a program requirement. As a result, we are still investigating options to introduce a capstone requirement that would allow for assessment of all students in the form of a final portfolio or examination. This will be the primary mandate of the Curriculum Committee in 2016-2017.

In addition to evidence from the learning outcomes assessment, academic and administrative policies and activities regarding students in the MLIS program are regularly reviewed and assessed for effectiveness directly by the individuals and units in charge of them. Such policies and administrative activities for the MLIS program are handled jointly by the School and the Faculty of Graduate and Postdoctoral Studies, with involvement in some key areas by other units on campus, such as the Dean’s Office, Faculty of Arts (e.g. Academic Misconduct), and Access and Diversity169 (e.g., student special needs and academic accommodation).

Often these kinds of assessments are done more qualitatively, and as an outcome of the normal course of duties carried out by relevant staff (Student Services Coordinator) and faculty (Graduate Advisor), and corresponding representatives in the Faculty of Graduate and Postdoctoral Studies (G+PS). 170 Some examples of these kinds of assessments, and the actions that follows from them, are:

1) Our revision of awards policy in the school: iSchool awards are administered by Grad Awards within the Faculty of Graduate and Postdoctoral Studies. The School, through the Grad Advisor and the Student Services Coordinator collaborated with Grad Awards to change the times of year at which awards were decided and awarded to students. Previously, award decisions were made within the School in an annual ‘awards meeting’ in May where all continuing and graduating awards were decided. This resulted in students that completed their degrees over the summer not being eligible for graduating awards. Student input was solicited, and the awards procedure was changed. Equity prevailed over the tradition of distributing graduating awards in May.

2) In 2015 the School developed a new Toolkit on experiential learning that involves collaboration between, largely, the Student Services Coordinator and community partners. This is very closely tied to our goal of superior educational experiences, as it aims to maximize (and standardize) the educational benefits of those participating in experiential learning. Student input in the form of reports submitted by each student when they complete a professional experience has been incorporated into this policy.

3) GRASP171, the Faculty of Graduate and Postdoctoral Studies new student admissions system. The iSchool offered itself as an early adopter of this system, and provided important beta testing for the system developers. The School offered itself in this capacity to ensure that the system

169 UBC Access & Diversity: http://students.ubc.ca/about/access

170 Often, these more qualitative (experience-based) assessments are guided by relevant documentations. For example, see G+PS, Graduate Student Strategy and Operational Plan, 2010 – 2015: https://www.grad.ubc.ca/sites/default/files/materials/ubcv_graduate_student_strategy_operational_plan_072010.pdf

171 Graduate Admissions Streamlining Projects: https://sasi.ubc.ca/happening-now/in-flight-projects/grasp
would best serve the specific needs of our professional graduate programs, including the MLIS. Both the School’s Graduate Advisor and Student Services Coordinator participated in a design sub-committee during the requirements, design, and development processes.

INvolvement of Program Constituents in Evaluation of Policies

Within the School, all Faculty and relevant staff (Students Services, Program Coordinator, and Administration Manager) provide input on development of policy and changes to policy. This is handled either by individuals (Graduate Advisor) or by committees, who then bring this forward to faculty meeting for decisions.

Students are involved in this process in a number of ways. First, iSchool committees have student representatives who provide input – especially active committee representatives on the Curriculum Committee and the Assessment Committee. Students are also consulted less formally either through regular communication meetings between the Administration Manager, the Student Services Coordinator and the heads of LASSA and other student groups, or in the Director’s Forums, which, as of 2015 are held more frequently, and are used explicitly to gather student input on activities in the School, as well as to gather unsolicited input including student suggestions and concerns. Student are advised and updated of important developments regarding their programs via regular meetings on particular topics (e.g., recent changes to the HCI sub-specialization) and through the weekly Student Digest email.

Members of the broader community are involved through participation on committees as representatives (Assessment Committee, Admissions Committee) and through reporting mechanisms. For example, Supervisors of Professional Experiences provide feedback to the Student Services Coordinator. We also go out into the community to consult on new developments within the School. For example the implementation of the Technology Portal and the self-testing approach to assessing technology literacy of incoming students was presented at a BCLA conference session in a “Dragon’s Den” format, where we pitched the idea and conference attendees provided input and voted on it. This project was also discussed separately in a focus group of employers. Another example is the development of the iSchool Graduate Competencies, which involved a survey of over 200 information professionals who rated the competencies and provided detailed feedback.

Summary

The iSchool offers an outstanding environment for student learning, with policies and practices in place to maintain standards of excellence and provide high quality services. We accept high-achieving students with a diverse range of life experiences into the MLIS program, and benefit from the energy, creativity and academic excellence they bring to the school. Our students are active and engaged, participating in school events and volunteering for student groups, in addition to balancing commitments to their studies, their communities and family. They do, indeed, design their own learning experiences, weaving together programs that combine course-based, independent and experiential learning, as well as involvement in the life of the school that enriches their experience and that of the entire iSchool community. In the spirit of an iSchool, we do our best to ensure that students are well-informed about the procedures, the opportunities, and the services available to them within the school and the university, and have recently began to expand services in response to student demand, for example by offering career-oriented workshops and hosting employer sessions. Our assessment and planning activities play a central role in strengthening the student experience, by ensuring that student voices are heard, student learning outcomes are monitored, and that we fold the insights gained from the process into the ongoing development of the MLIS program.
STANDARD V: ADMINISTRATION AND FINANCIAL SUPPORT

INTRODUCTION

The mission and goals of the iSchool and the MLIS program are well served by the administrative and financial infrastructure of the school, which is not extensive, but is stable and sufficient. Planning and assessment activities in the school include fiscal and resource issues and related policies and procedures. The five-person staff team enables the smooth operation of the school and the MLIS program, provides excellent services to students, and supports faculty in their teaching, research, and service roles. An adequate level of funding is available, and the Director is able to allocate those funds in support of the iSchool’s goals. The high level of engagement of faculty and staff and the many opportunities for student enrichment through travel, awards, research events, and access to technology-enhanced learning spaces all serve as evidence that the iSchool is well resourced and supported.

STANDARD V.1

V.1 The school is an integral yet distinctive academic unit within the institution. Its autonomy is sufficient to assure that the intellectual content of its program, the selection and promotion of its faculty, and the selection of its students are determined by the school within the general guidelines of the institution. The parent institution provides the resources and administrative support needed for the attainment of program objectives.

THE iSCHOOL AS A UNIT WITHIN THE UNIVERSITY

The iSchool, formally known as the School of Library, Archival and Information Studies, is a distinct academic unit within the Faculty of Arts and the Faculty of Graduate and Postdoctoral Studies (G+PS). It is the largest graduate unit in the Faculty of Arts. Administrative and budgetary matters are reported via the Dean of the Faculty of Arts; and admissions and graduate regulations are monitored through G+PS. The Dean of the Faculty of Arts, Gage Averill, and the Dean of Graduate Studies, Susan Porter, report to the provost and vice-president academic, who reports directly to the UBC president and vice-chancellor. An organizational chart of the university, showing these relationships is available online at www.ubc.ca/_assets/pdf/UBC-Org-Chart-2016-April-High-Level.pdf.

The iSchool Director occupies a position comparable to those of other heads of units throughout the university. The academic administrators of schools within the Faculty of Arts have the title of Director; academic administrators of academic departments have the title of head. The Director attends biannual meetings of all administrative heads of units at UBC, which are chaired by the president of the university, and which are primarily informational. The Director also attends monthly meetings of heads and Directors in the Faculty of Arts, chaired by the Dean of Arts. These heads’ and Directors’ meetings deal with policies, practices, and initiatives within the Faculty of Arts, include discussion with the Dean on issues with broader significance to Arts as a whole and throughout the university, and provide a forum for discussion of budgetary issues. The Director is one of five Directors of schools within the Faculty of Arts: the iSchool, Economics, Music, Social Work, and Journalism. Other units within the Faculty of Arts are 15 academic departments, three institutes, three interdisciplinary programs, and
cultural attractions and concert halls, including the Museum of Anthropology, Belkin Art Gallery, and the Chan Centre for the Performing Arts. A listing of units, heads, and directors can be found on the Faculty of Arts website.\(^{172}\) The Faculty of Arts is the largest faculty within UBC, with more than 550 faculty members.

The administrative personnel of the Dean’s Office, including the Association and Assistant Deans, provide leadership and oversight on a wide range of issues, and the iSchool Director, Administration Manager and Associate Director are in regular contact with them on issues such as policy, hiring and promotion, finance and research. Figure V-A lists the positions and the individuals in these roles as of September 2016.

![Dean’s Office Faculty of Arts](image)

**Figure V-A: Administrative Structure of the Dean’s Office, Faculty of Arts**

Within G+PS, legislative and administrative authority regarding graduate programs of study is vested in the Graduate Council.\(^{173}\) The Graduate Council meets regularly and is charged with ensuring the quality of graduate education by setting policies, establishing strategic directions for graduate education, reviewing course and program proposals, and guiding decisions regarding scholarships and funding. Within the school, the Graduate Advisor, Dr. Richard Kopak, serves as the liaison with and representative of G+PS, ensuring that policies and procedures are followed in the administration of the MLIS program and managing the student awards process.

As with all units, the university senate has the final decision on academic matters, including curriculum and admissions, but in practice, follows the recommendations of the faculty (in the iSchool’s case, the G+PS through its graduate council). Personnel matters relating to faculty are finalized by the board of governors, acting on the recommendation of the president as advised by the Senior Appointments

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\(^{172}\) [www.arts.ubc.ca/about-arts/hd-listing](http://www.arts.ubc.ca/about-arts/hd-listing)

\(^{173}\) [www.grad.ubc.ca/faculty-staff/graduate-council](http://www.grad.ubc.ca/faculty-staff/graduate-council)
Committee and prior to that, the relevant Dean and faculty-level committee of peers. Recommendations by the iSchool initiate this process, and are usually accepted as they progress through these channels according to the procedures specified in the Guide to Reappointment, Promotion and Tenure Procedures at UBC.\textsuperscript{174}

**AUTONOMY**

Within this institutional framework, the iSchool has been a stand-alone school for more than 50 years, managing its own internal processes of planning and assessment, establishing financial and human resource priorities, and developing a unique administrative and organizational culture. Unlike many units in the Faculty of Arts, the school runs its own recruitment program, admissions process, student advising services, and outreach activities, and faculty and staff participate in all of these activities. As a result, the school has a dedicated alumni community, many funded awards and scholarships for students, close ties with a wide range of community organizations and professional associations that facilitate student employment and career development, and many valued traditions. A strong professional orientation has characterized the school for many years, which sets it apart from most other units in Arts, which primarily offer large undergraduate academic programs.

Despite the many benefits of this relative autonomy, in recent years it has become clear that the school’s distinctness and focus on the professional community has led to a weakened connection with the Faculty of Arts and an apparent lack of alignment of mission and goals. This was highlighted in our recent external review (Appendix 5), which made strong recommendations for the school to strengthen and communicate its alignment and connections within the Faculty of Arts and to articulate the contributions of the school in terms that resonate with the faculty and the Dean. Implementing these recommendations has been a major focus of the school in the 2015–2016 academic year through the development of a new mission statement and the identification of areas of strategic growth, namely media studies and cultural informatics. This renewed focus is captured in our new identity statement, as “an iSchool with an Arts Perspective: (Information, Technology and People) + (Media, Design and Culture).”\textsuperscript{175} It is further articulated in the strategic planning documents developed through ongoing discussions:

- The plans and priorities document presented by the Acting Director to stimulate discussion at the iSchool retreat in September 2015 (Appendix 31)
- The hiring priorities “map” presented at the same meeting, which frames the school’s hiring plans along the axes of information, media, and culture (Appendix 26)
- The planning brief submitted to the Dean of Arts for the annual planning meeting, September 2015 (Appendix C-2)
- The results of a planning meeting held in in December 2015, in response to the recommendations of the external review (Appendix C-3)

This motivation has led the school to build on existing ties within Arts, for example, through the collaborative MACL program, and establish new ties, such as those between the FNCC coordinator and students and the First Nations and Endangered Languages program, as well as the emerging collaboration with the Department of Linguistics around computational linguistics initiatives. It has also

\textsuperscript{174} [http://hr.ubc.ca/faculty-relations/files/SAC-Guide.pdf](http://hr.ubc.ca/faculty-relations/files/SAC-Guide.pdf)

\textsuperscript{175} [http://slais.ubc.ca/programs/about-department/missions-goals-and-objectives](http://slais.ubc.ca/programs/about-department/missions-goals-and-objectives)
prompted discussions of the integration of the iSchool, the School of Journalism, and the Bachelor of Media Studies program (currently a stand-alone program). Given that the iSchool is a relatively small unit with 13 faculty and approximately 250 students, a merger would allow the school to continue to offer a suite of excellent graduate programs, including the MLIS, and also establish itself as a larger, more sustainable, and multidisciplinary unit, tightly integrated within the Faculty of Arts. The opportunities for MLIS students as a result of these developments are exciting, including the possibility of future joint programs and a stronger emphasis on the creative, knowledge-production aspects of library and information studies, and enhanced networking and career opportunities. A brief initial proposal for the merger is available in Appendix C-1, and a more in depth planning and consultation process will get under way in fall 2016.

**PLANNING AND RESOURCES**

Financial support for the school is provided by the Faculty of Arts. The school submits a planning brief to the Dean each summer, which contains plans and requests to support new and ongoing programs and initiatives and hiring of faculty positions. These are discussed in meetings between the Dean of the Faculty of Arts and the assistant Dean, finance, and the iSchool Director and Administration Manager. These “two-on-two” meetings provide the opportunity to review and discuss strategic directions for the iSchool and the funding of such plans. The requests from all units are then considered by a committee of the Dean and Associate Deans, and responses are provided to the heads and directors of units.

Positions are requested when faculty members retire or resign their positions, or when, in the opinion of the iSchool, additional faculty support is needed. Normally, positions are automatically available to be filled in cases of tenure denial. Retirements and resignations are filled at the discretion of the Dean; however, in practice these positions are almost always returned to the units. When faculty positions stand open pending hiring processes or appointments, as has been the case in the school in recent years, the school receives a portion of the salary allocated to that position, which enables the hiring of term faculty (i.e., 12-month lecturer positions) or adjunct faculty to cover the teaching and services responsibilities of that position. For the past two years, the Faculty of Arts has required a waiting period of one year before filling retirement positions. Although this requirement has now been lifted, we delayed hiring to fill the positions of Susie Stephenson and Judith Saltman, both of whom retired in June 2016. We have approval to hire for those positions this year, and will begin advertising in fall 2016.

Staff resources are funded on approval by the Dean’s Office, based on clear rationales in accordance with goals and responsibilities within the unit. The current staff complement is appropriate to the workload involved in running the unit, and staff members are capable and effective working together as a team. There are five full-time staff: Administration Manager, Student Services Coordinator, administration assistant, Graduate Program Assistant, and student information assistant. This staff configuration is described in more detail in Appendix 39. It was redesigned in 2013 by the Administration Manager, working with the Director, in response to changing needs in the school, such as:

- UBC systems and working practices had changed since the roles were last reviewed in 2004.
- Work needed to flow into and from the office in a more streamlined and efficient way
- Staff needed to have ownership of their areas of expertise
- The increased need for staff support for booking and managing IT equipment (student information assistant)
An increase in program coordination duties in the office (graduate program assistant), due to the planned removal of the faculty-held program chair positions These are examples of how iSchool goals, such as the goal of incorporating more technology into teaching and the shift to a whole-school rather than program-centric perspective, are reflected in and supported by changes in the staffing structure.

Apart from salaries for full-time positions, which are set by the Dean’s Office in consultation with the iSchool Director, other types of expenditures are decentralized, so the school has considerable autonomy in allocating these funds. The school receives a fixed annual amount for adjunct and sessional instructors and for teaching assistants (TAs), which allows us to set the rates of compensation and determine the number of positions, within the framework of available funds and in accordance with university salary guidelines. For example, the budget allocation for one full graduate teaching assistantship is 125 hours, and the school is normally allocated 3.4 of these positions during the review period. In order to better distribute these funds among our doctoral students and better serve our MLIS students by ensuring that every course with more than 40 students has an assigned TA, we create smaller bundles of TA hours and more positions, usually one for each core and required MLIS course. This approach is flexible and has been effective.

Similarly, there is a set budget allocation for office supplies and equipment, which is sufficient to allow for the smooth running of the school and regular updating of staff computers, photocopiers, etc. The budgetary amounts in these categories are set each year, based on a Faculty of Arts formula that takes into account each unit’s instructional metrics (e.g., number of students, number of courses taught, number and type of faculty positions); the formula applies equally to all students, international and Canadian, and applies equally across units, although there is a specialized approach to allocations for the two units with graduate programs only (iSchool and School of Journalism) (See Appendix C-8).

The Faculty of Arts and the university offer a wide range of services that contribute to the smooth running of the iSchool, provide guidance for and extend the capacity of staff members, and support faculty and staff in their work and careers. Such services include:

- Faculty of Arts and UBC financial services
- Housing and Relocation Services—assistance for new faculty, staff, and their families
- Health and well-being resources and services
- Leadership and professional development programs
- Faculty relations—resources and guidance for faculty recruitment, immigration, appointments, compensation, etc.
- Planning and Institutional Research Office—provides data and support for strategic planning and decision making

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176 [http://finance.ubc.ca/systems](http://finance.ubc.ca/systems)
177 [www.hr.ubc.ca/housing-relocation](http://www.hr.ubc.ca/housing-relocation)
178 [www.hr.ubc.ca/health/health-and-wellbeing](http://www.hr.ubc.ca/health/health-and-wellbeing)
179 [www.hr.ubc.ca/learning-engagement/leading-learning](http://www.hr.ubc.ca/learning-engagement/leading-learning)
180 [www.hr.ubc.ca/faculty-relations](http://www.hr.ubc.ca/faculty-relations)
181 [http://pair.ubc.ca](http://pair.ubc.ca)
STANDARD V.2

V.2 The school’s faculty, staff, and students have the same opportunity for representation on the institution’s advisory or policy-making bodies as do those of comparable units throughout the institution. The school’s administrative relationships with other academic units enhance the intellectual environment and support interdisciplinary interaction; further, these administrative relationships encourage participation in the life of the parent institution.

REPRESENTATION ON UNIVERSITY COMMITTEES

The iSchool faculty have the opportunity to sit on committees at the presidential, senate, university, and faculty levels. Some committees have a formal structure that allows for representation from specific units; such as the Senate Library Committee, for which the iSchool Director is an ex-officio voting member. Other UBC committees have a limited number of seats available by election; examples are the recent Presidential Search Committee and the Dean of Graduate Studies Search Committee. All faculty receive notifications of these opportunities and are able to nominate themselves for such committees, or be nominated by their colleagues. During the review period, faculty participation in university committees was low, due to the high proportion of junior faculty members. Such participation will increase in the coming years as faculty continue to rise through the ranks. The following are examples of participation:

- Dr. Susie Stephenson has served on the Graduate Council New Programs and Curriculum Committee and the Senate Curriculum Sub-Committee since 2004.
- Dr. Lisa Nathan serves on the Faculty of Arts Working Group on Aboriginal Initiatives.
- Dr. Caroline Haythornthwaite has served on the UBC Library Appointments Committee, the Faculty of Arts Media Studies Program Committee, and the UBC Scholarly Communications Steering Committee.
- Dr. Luanne Freund served on the Senate Library Committee in 2015–2016.
- Student service coordinator, Melissa Nightingale served in the advisory group for the Graduate Admissions Streamlining Project.

Faculty may also serve as part of the UBC Faculty Association, a registered non-profit society incorporated in British Columbia that is the sole bargaining agent at UBC for its members.182 Faculty Association members include all full, associate, and assistant professors; instructors, 12-month lecturers, and sessional faculty, but not adjunct professors; heads and directors; some assistant deans; librarians; and program directors. Membership dues are deducted semi-monthly from members’ salaries. In April 2016, the Faculty Association went to interest arbitration in negotiation of a new collective agreement, resulting in salary increases for faculty of 2% in 2014–2015 and 2% in 2015–2016.183

The iSchool students are solicited to serve on university-wide Faculty of Arts and G+PS committees. They also serve on committees through their membership in the Graduate Student Society. Solicitations for student representation received by the iSchool are distributed through the weekly student digest email.

Involvement of iSchool faculty and staff on university-wide committees keeps the school engaged with and aware of broader developments, such as the implementation of new systems, changes in policy, and

182 www.facultyassociation.ubc.ca/aboutus.php
183 www.facultyassociation.ubc.ca/bargainingblog.php#B41
strategic directions. It enables the school to contribute to the university in areas of special interest or expertise, and helps to raise awareness of the iSchool and what we do. Dr. Nathan's involvement in First Nations initiatives has raised the profile of the FNCC and enabled strategic partnerships. Dr. Haythornthwaite's multi-year engagement in the Media Studies Program Committee resulted in the iSchool playing a central role in the outstanding new Bachelor of Media Studies (BMS) program,\(^{184}\) and paved the way for the school to provide oversight for the BMS in the future.

**ISCHOOL ADMINISTRATIVE RELATIONSHIPS**

In addition to individual collaborations between iSchool faculty and researchers across campus, the school participates in a number of more formal administrative relationships. As noted in the discussion of Standard II: Curriculum, these relationships add to the intellectual and social life of the school and the MLIS program by increasing the diversity of students and faculty associated with the school and creating a broader, multidisciplinary environment for formal and informal learning opportunities.

**The Master of Arts in Children's Literature**\(^{185}\) is a joint program offered by the iSchool, the Faculty of Education, the Department of English, and the Creative Writing program. Professor Judith Saltman of the iSchool was chair of this program for many years, and was succeeded as chair by Dr. Eric Meyers in 2015.

**The Bachelor of Media Studies program**\(^{186}\) in the Faculty of Arts is a four-year direct-entry program offered collaboratively by multiple units: the iSchool, Journalism, Art History and Visual Art, Creative Writing, Film Studies and Film Production, English, Central, Eastern and Northern European Studies, and computer science. The iSchool offers three courses in the BMS required curriculum.

**Human-Computer Interaction** (HCI) is a point of intersection between the iSchool and other units on campus, expressed informally through the HCI@UBC group, in which faculty member Eric Meyers has taken a leadership role. The HCI Sub-Specialization (HCI-SS) is the formal expression of this, and the school was a founding partner in this interdisciplinary curriculum specialization, together with Computer Science, Electrical and Computer Engineering, Psychology, and Education. As mentioned previously in this report, the HCI-SS is undergoing some structural changes, and we have suspended new participation of iSchool students.

**First Nations and Indigenous Studies (FNIP)**\(^{187}\) is an interdisciplinary undergraduate program in the Faculty of Arts. While the program is focused on undergraduates, iSchool faculty work with the current program chair, Daniel Justice, and the former program director, Linc Kesler, in relation to the FNCC. The iSchool continues to develop informal ties with the First Nations and Endangered Languages (FNEL) program as well, and MLIS students taking the FNCC often take courses in the FNIP or FNEL to fulfill some of their requirements.

\(^{184}\) [http://mediastudies.arts.ubc.ca](http://mediastudies.arts.ubc.ca)

\(^{185}\) [http://slais.ubc.ca/programs/degrees/macl](http://slais.ubc.ca/programs/degrees/macl)

\(^{186}\) [http://mediastudies.arts.ubc.ca](http://mediastudies.arts.ubc.ca)

\(^{187}\) [http://fnis.arts.ubc.ca](http://fnis.arts.ubc.ca)
University Library\textsuperscript{188} and Museum of Anthropology (MOA)\textsuperscript{189} The school engages with all the university’s branch libraries and MOA on experiential learning and Co-op opportunities for students. Library and museum experts are often guest lecturers in iSchool courses, and also serve as adjunct instructors. Both are extremely valuable connections for students in the MLIS program and the FNCC.

Faculty of Arts: As opportunities arise, the iSchool works cooperatively with other units and with Faculty of Arts committees. For example, iSchool faculty recently served as external members for hiring committees in English and Creative Writing. Heads of units in the Faculty of Arts are also supportive of each other’s endeavours, exchanging policies and procedures, and working on spousal support for new hires. The Student Services Coordinator also works closely with the UBC Arts Co-op program,\textsuperscript{190} which runs a dedicated graduate student program that serves iSchool students almost exclusively.

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\textbf{STANDARD V.3} \\
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\textbf{V.3} The executive officer of a program has title, salary, status, and authority comparable to heads of similar units in the parent institution. In addition to academic qualifications comparable to those required of the faculty, the executive officer has leadership skills, administrative ability, experience, and understanding of developments in the field and in the academic environment needed to fulfill the responsibilities of the position. The school’s executive officer nurtures an intellectual environment that enhances the pursuit of the school’s mission and program goals, and the accomplishment of its program objectives; that environment also encourages faculty and student interaction with other academic units and promotes the socialization of students into the field \\
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\textbf{ISCHOOL ORGANIZATION STRUCTURE AND LEADERSHIP} \\
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The iSchool is headed by a director, a title equivalent to the heads of other schools within the Faculty of Arts. The 2013–2016 period of review includes the last two years of service of Director Caroline Haythornthwaite and the first year of Acting Director Luanne Freund. Figure V-B shows the organizational structure of the school, including the program oversight responsibility and the school’s standing committees.

Professor Haythornthwaite was appointed as director in 2010 after an international search. At the time of her appointment, she was a professor in the Graduate School of Library and Information Science at the University of Illinois at Urbana-Champaign. She has an international reputation for research on social networks, social media, and e-learning and has published extensively in these areas, as evidenced by her curriculum vitae, available in Appendix 23. Professor Haythornthwaite was on administrative leave for the 2015–2016 academic year, and resigned from UBC in June 2016 to take up a position at Syracuse University.

Acting Director Luanne Freund was appointed by the Dean, following consultation with faculty and staff, to serve as head of the school in an acting capacity pending the appointment of a new director, in accordance with UBC Policy 22.\textsuperscript{191} As Acting Director, she has full responsibilities for leadership and

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188 http://about.library.ubc.ca \\
189 http://moa.ubc.ca \\
190 http://artscoop.ubc.ca \\
191 http://universitycounsel.ubc.ca/files/2014/04/policy22.pdf \\
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oversight of the school. Dr. Freund was appointed from within the ranks of the school, having been a faculty member since 2007 and associate director from 2014 to 2015. During that time, she demonstrated academic leadership and gained administrative experience within the school in the following positions:

- Chair of the Working Group on Accreditation (2014–present); lead on preparing the response to the conditional accreditation status and the implementation of a learning outcomes assessment program
- Chair of the Assessment Committee (2015–present)
- Chair of the Doctoral Program Committee (2014–2015)
- Second chair, Master of Library and Information Studies Program Committee (2012–2015)
- Co-chair, Director’s Task Force on SLAIS Joint Initiatives
- Member, Faculty of Arts Search Committee for SLAIS Director (2008–2010)

![Figure V- B: iSchool Organizational Chart](image-url)
Dr. Freund has produced more than 50 peer-reviewed publications and is well known within the international research community for her work on interactive information retrieval and human-information interaction. She has also published in the area of Library and Information Studies (LIS) education, with a particular focus on the assessment of student perceptions of their LIS programs. Within the broader academic and scholarly communities, Dr. Freund is widely recognized for her service and leadership, demonstrated in the following roles:

- Workshops chair, Conference on Human Information Interaction and Retrieval (CHIIR) (2016)
- Co-organizer, Workshop on Searching as Learning (SAL2014), Information Interaction in Context (IIiX), Regensburg, Germany (2014)
- General co-chair, Graphics, Animation and New Media (GRAND) Annual Meeting, Ottawa (2014)

Dr. Freund’s initial appointment as Acting Director for one year has been extended for a second year (2016–2017), following consultation by the Dean and evidence of strong support among faculty, students, and community members. During the 2015–2016 year, Dr. Freund participated in UBC’s Academic Leadership Development Program, an intensive, year-long leadership training and coaching program offered for new heads and directors of units, which was invaluable for skills development and network building. Dr. Freund has the support of the Dean in guiding the school forward in response to the recommendations of the Faculty of Arts external review of the school and the MLIS conditional accreditation status, and in light of the potential integration with Journalism. In his reappointment notice, Dean Averill noted, “Under Dr. Freund’s leadership, the iSchool community is moving forward on a number of strategic initiatives, including faculty renewal, curriculum expansion and strengthening outreach on campus and in the community.”

**EXECUTIVE OFFICER: PROGRAM**

For the early years of the review (2013–2015) Dr. Mary Sue Stephenson served as chair of the MLIS program, a position she held since 2004. Dr. Stephenson, who retired in June 2016, holds a PhD from the University of North Texas and taught at the University of Tennessee prior to coming to UBC in 1987. Since 1993, she held the position of senior instructor. Dr. Stephenson served in multiple roles in the school, all serving and supporting the MLIS program, including programs coordinator, member of the Senate Curriculum Sub-Committee, WISE coordinator, and coordinator of information technology.

As of July 2015, the oversight structure for the MLIS and MAS programs changed in accordance with our goal: to promote a thriving, responsive, and diverse iSchool community. Rather than program chairs having the primary responsibility for planning and operational management of the programs, the Acting Director, working in collaboration with MLIS and MAS advisory groups and iSchool staff members, has taken on this role. As previous second chair of the MLIS program, Dr. Freund is well qualified to provide leadership for the MLIS program, and is working closed with faculty members teaching in the MLIS program who are members of the MLIS Advisory Committee. This step enables a shift toward a whole-school perspective for planning and assessment, improved opportunities for synergies across the school, and more efficient allocation of resources.

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192 [http://aldp.ubc.ca](http://aldp.ubc.ca)
This approach was recommended in the Faculty of Arts external review (Appendix 5) and represents an important step toward dealing with long-standing divisions within the school along program lines. We will continue to support the unique nature, strengths, and contributions of the MLIS and MAS programs; however, the strong dualist structure previously in place did not reflect the nature of the iSchool as it has evolved into a unit offering five graduate programs and poised for a major merger and expansion. The creation of advisory groups for each program broadens the responsibility for stewardship of the programs and allows us to involve our stakeholders to a greater extent, by having students and community members join these groups. This structure is a work in progress, and is expected to evolve over the next two to three years in order to ensure that the needs of all students and programs are being met as the school goes through a period of change.

### NURTURING AN INTELLECTUAL ENVIRONMENT

The Director promotes the mission and goals of the iSchool and of the MLIS program by supporting curriculum and program development in collaboration with faculty, supporting research and teaching initiatives, and creating an environment that supports and rewards activities of intellectual merit. This is achieved through a variety of means, many of which have been referenced in the discussion of Standards II, III, and IV.

The iSchool is a lively and stimulating place to work and study. Regular research events, such as the Colloquia Series, Research Day, and iSchool Writing Days are supported financially and through active participation by the Director. A steady presence of visiting scholars, self-funded or supported through the competitive Dodson Visiting Scholar Program, conduct research, give talks, and bring new perspectives into the school. When possible, faculty, especially junior faculty, are encouraged and funded to attend key events and represent the school. These include local events, such as a recent Indigenous Concepts of Knowledge Symposium and the British Columbia Library Association Conference, where the school presents a session each year, and major LIS conferences, such as the iSchool Conference, the Association for Library and Information Science Education, and the Association for Information Science and Technology. Faculty travel support is used strategically to support school goals, such as community outreach, strengthening and raising the profile of the FNCC, supporting junior scholars in building their networks and gaining visibility, and supporting faculty recruitment and hiring.

Career development of junior faculty and staff is an important component of the Director’s role and is a current iSchool objective (“increase mentorship and professional development opportunities for faculty and staff”). This takes many forms, including informal advice and guidance, the annual review and merit allocation processes, and peer reviews of teaching. The Director also reviews course evaluations and contacts faculty when these raise concerns or when they are outstanding and worthy of a congratulatory note. Director Haythornthwaite instituted an annual review process whereby faculty write and submit narratives describing their research, teaching, and service plans and accomplishments each year. This has added a valuable formative aspect to annual reviews.

Faculty are also regularly nominated for appropriate awards. In the past year, faculty members were nominated by the Director for the Killam Teaching Awards (internal to UBC) and the ASIS&T Outstanding Teacher Award. Similarly, opportunities for staff development are sought, and staff are encouraged to participate. All members of staff have engaged in professional development activities in the past year, with the support of the Director and Administration Manager. More can be done in this area, as it is essential to the retention of staff and faculty and the success of the school. For example, we intend to establish a formal mentoring program for the new faculty who joined the school in 2016.
The school environment supports student achievement, both academically and professionally. For example, the Director prioritizes and rewards teaching excellence through the faculty review process and the hiring process, and by ensuring that student awards are fairly awarded in recognition of high achievement. The iSchool is fortunate in having student chapters of a number of provincial, national, and international organizations (e.g., American Library Association, Association for Information Science & Technology, Association of Canadian Archivists, British Columbia Library Association, Special Libraries Association), as well as the local student organization, the Library and Archival Studies Student Association (LASSA). These organizations further enrich the intellectual environment of the school through sponsored events, guests, and workshops. The school provides financial support to these organizations in the form of an annual grant, and supplements this with support for specific events at the request of the organizational leaders.

Students are encouraged to participate in local and other conferences. Travel to conferences is supported on an annual basis, with a set amount (approximately $2,000) available to each program. MLIS students who are presenting or helping to organize conferences or meetings can apply for travel support. Further support is provided through the University’s Graduate Student Travel Fund. Examples of funded MLIS student conference participation in the review period include:

- The British Columbia Library Association meeting
- The Canadian Library Association Conference
- The Human Computer Information Retrieval Symposium (HCIR 2014)
- The Association of Information Science and Technology (ASIS&T 2014, 2015)
- The Association of Architecture School Librarians (2016)
- The iConference (2015)
- The Future of Rules for Archival Description (RAD) Meeting, Ottawa, Canada
- The Association of Canadian Archivists Annual Meeting

**STANDARD V.4**

V.4 *The school’s administrative and other staff are adequate to support the executive officer and faculty in the performance of their responsibilities. The staff contributes to the fulfillment of the school’s mission and program goals and objectives. Within its institutional framework, the school uses effective decision-making processes that are determined mutually by the executive officer and the faculty, who regularly evaluate these processes and use the results.*

**ADMINISTRATIVE AND SUPPORT STAFF**

The iSchool staff are knowledgeable, effective, and committed to the goals of the school and its programs. They provide responsive services for students and capably support the Director, Associate Director, and Graduate Advisor, faculty, and programs on a level consistent with similar units. Staff have titles and grades equivalent to those found in similar units, and oversight is provided by UBC Human Resources and the Faculty of Arts Dean’s Office to maintain parity and consistency in staffing across similar units, while recognizing that the iSchool has particular needs. UBC staff are classified as Management and Professional (M&P), or as union staff as members of local 2950 of the Canadian Union of Public Employees (CUPE). Salary scales are managed centrally by UBC for the M&P staff, and via union

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193 [www.grad.ubc.ca/awards/graduate-student-travel-fund](http://www.grad.ubc.ca/awards/graduate-student-travel-fund)
negotiations for CUPE staff. Salary scales are available for the different position from UBC Human Resources.194

In response to changes in process, technology, and expectations, a review of workflow and a reorganization of the staff roles was carried out in 2013. All the CUPE positions were upgraded to reflect these changes. The new staff structure creates more job ownership and expertise in individual areas, which has led to greater clarity of function and accountability. In particular, the shift provides better support for students, as the Graduate Program Assistant serves as the primary contact for procedural issues related to the student experience: application, registration, program requirement, and graduation. More details on the staff structure and responsibilities are provided in Appendix 39.

DECISION MAKING

Planning and decision making in the iSchool are the responsibility of the Director and are supported by the Administration Manager. Both faculty and staff play essential roles in planning and decision making.

The iSchool committees carry out their ongoing responsibilities and execute the mandates that arise from the planning and assessment process. Each committee is supported by a staff member (see Appendix 24, Committee List, for these assignments) who helps to schedule meeting, keep minutes, and provide data or documentation as requested by the committee chair, who is normally a faculty member. Staff also serve as committee members in some cases; for example, the Administration Manager is a member of the Facilities Committee, and the Student Services Coordinator is a member of the Assessment and Admissions committees.

Monthly faculty meetings are the primary means by which important decisions are made in the school. Normally, committee chairs report on the work completed and bring forward committee decisions for discussion and approval by the whole faculty. Both the Administration Manager and the Student Services Coordinator participate in the faculty meetings, provide reports on their work, and participate in discussions. Faculty meetings are supported by the administration assistant, who works with the Director to prepare the agenda, compiles and distributes the documents, and takes detailed minutes195.

Assessment activities are pervasive within the school, at the course level, at the committee level, and within the administration. While the Director and the chair of the Assessment Committee take the lead on determining what types of assessment will be carried out and the data that will be required, the staff play an essential role in ensuring that the data is collected and made available in support of decision making. For example:

- The Graduate Program Assistant provides regular reports on levels of enrolment in courses to ensure that the courses with low enrolments are cancelled well ahead of time to allow for students to make alternate program choices.
- The Student Services Coordinator reports (Appendix C-6) regularly on the numbers of applications received across the school’s programs and the numbers of experiential learning placements.

194  www.hr.ubc.ca/compensation/salary-administration/salary-scales
195  http://slais.ubc.ca/people/faculty/minutes/
The Student Services Coordinator is also a member of the Assessment Committee and provides input to policies and procedures for that committee, as well as working closely with the chair to ensure that planned data collection procedures are carried out over the course of the year.

In all these processes, communication is key. The Administration Manager works closely with the Director, often meeting on a daily basis, and she meets regularly with support staff, both individually to ensure that tasks and goals are being met, and as a group to ensure that the team is working effectively together. Regular meetings are also held between the Administration Manager, the Student Services Coordinator, and the Director.

**STANDARD V.5**

V.5 The parent institution provides continuing financial support sufficient to develop and maintain library and information studies education in accordance with the general principles set forth in these Standards. The level of support provides a reasonable expectation of financial viability and is related to the number of faculty, administrative and support staff, instructional resources, and facilities needed to carry out the school’s program of teaching, research, and service.

The Dean of Arts allocates funding for the iSchool as one of its 24 academic units based on the needs and planned activities of the school. While not prescriptive, a budget formula is employed to ensure consistency and predictability, which takes into account the full-time equivalent count and the number of courses offered. The budget history for the school during the review period is provided in Appendix C-8. The great majority of the budget supports faculty (13 positions) and staff (5 positions) salaries. As noted previously, certain funds are decentralized and allocated to the unit in the form of funds for sessional and adjunct instructors, teaching assistantships, and funding for faculty travel.

Funds raised through donations to the school are used to support scholarships and learning enhancement initiatives. The operating budget covers the main functions of the school, and there is enough flexibility in the system to allow funds to be allocated in support of special initiatives, such as the iTechFlex initiative, special events such as Research Day and the graduation reception, and the ongoing maintenance of the physical and technological infrastructure of the school. A Faculty of Arts Academic Equipment Fund is generally available (it was temporarily suspended in 2014–2016 and is now reinstated), which supports the ongoing updating of technology and other equipment used in support of teaching.

The annual two-on-two planning meeting between the Dean, Assistant Dean, Finance; the school’s Director; and the Administration Manager is the opportunity to submit requests for future funding based on anticipated changes in faculty or staffing and in order to support the goals and objectives of the school. The school is well supported financially and has been treated equally and fairly in comparison with other units in the Faculty of Arts. The Dean’s Office regularly shares information regarding budgets and finances with the Director through the monthly heads’ and directors’ meeting and includes the unit heads in decision-making processes regarding aspects of the budget. Most recently, due to an arbitrated increase in faculty salaries, the Faculty of Arts was required to reduce expenditures to cover the increase, and the heads of all units were consulted as to possible strategies and updated on the possible strategies and outcomes.

Table V-A shows the institutional funding received by the school for the past five years, indicating that support has increased in a small and gradual manner of the period. It should be noted that faculty
research funds and donations and endowments that are designated for student awards are not part of the operating budget and are therefore not listed here.

Table V- A: iSchool Budget History 2011-2016

<table>
<thead>
<tr>
<th>FISCAL YEAR</th>
<th>REVENUE</th>
<th>OPERATING FUNDS</th>
<th>Fundraising** Fundraising &amp; Learning Enhancement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fiscal year April 1st to March 31st</td>
<td>Total Institutional Funding</td>
<td>Salaries*</td>
<td>Benefits</td>
</tr>
<tr>
<td>2011-2012</td>
<td>2,209,140</td>
<td>1,844,797</td>
<td>266,248</td>
</tr>
<tr>
<td>2012-2013</td>
<td>2,368,536</td>
<td>1,971,949</td>
<td>289,000</td>
</tr>
<tr>
<td>2013-2014</td>
<td>2,539,004</td>
<td>1,922,046</td>
<td>292,445</td>
</tr>
<tr>
<td>2014-2015</td>
<td>2,530,287</td>
<td>2,146,878***</td>
<td>308,365</td>
</tr>
<tr>
<td>2015-2016</td>
<td>2,670,928</td>
<td>2,204,575****</td>
<td>315,552</td>
</tr>
</tbody>
</table>

* All Salaries and benefits include Faculty, Adjunct Staff and Student totals. Total funding includes TA funding.

**Funds raised are not spent out on an annual basis and are not part of our operating funds

*** The drop in donations to Scholarship and Learning Enhancement Fund is the result of a drive to collect for two special awards: Susie Stephenson Award for Adjunct Teaching - collected $10,000 (approx.) and Judi Saltman Award - collected $14,000 (approx.).

**** Includes returned retirement salaries and funds to hire lecturer

We have experienced some difficulties in reporting financial data through the ALISE statistical reporting system in recent years, with respect to the reporting of research funding to faculty and donations. Anomalies in the trended statistics are not the results of actual dramatic changes in institutional funding, as this has been steady, but rather in how this “other income” was reported in the spreadsheet. Records of communications regarding these issues and their resolution will be available for review on site.

STANDARD V.6

V.6 Compensation for a program’s executive officer, faculty, and other staff is equitably established according to their education, experience, responsibilities, and accomplishments, and is sufficient to attract, support, and retain personnel needed to attain program goals and objectives.

COMPENSATION

Faculty and administrative staff are part of bargaining units that include the UBC Faculty Association, the M&P group, and CUPE for support staff. Salaries and benefits for faculty and staff are established according to criteria established by these groups through collective bargaining. Annual salary agreements are established through the collective agreements and include salary and benefits; annual increases or other benefit changes are implemented on a universal basis. Regular career-progress salary
increments are provided for in the collective agreement. Information on faculty salaries\textsuperscript{196} and faculty career-progress increments\textsuperscript{197} is available on the Human Resources website.

In addition to these negotiated increments, individuals may receive merit increases for excellent performance in a particular year, or performance salary adjustments (PSAs) for longer-term contributions. For faculty, a committee composed of at least one faculty member at each rank recommends whether or not a faculty member should be considered for merit or PSA increases. The Director decides the ranking and merit proportions, and forwards that recommendation to the Dean of the Faculty of Arts, where final decisions are made for all units within the Faculty of Arts. For M&P staff, merit increases are assigned on the basis of recommendations to the Dean by the Director. The guidance documents and iSchool policy on merit and PSA are available in Appendix 29.

Information on collective agreements governing UBC employees is available on the Human Resources website,\textsuperscript{198} and details of salary adjustments and mechanisms are outlined on the UBC Faculty Relations website.\textsuperscript{199}

The iSchool faculty salaries by rank are comparable with salaries elsewhere in the institution. Specific data on faculty and staff salaries will be made available to the review panel during the site visit.

\textbf{ATTRACTING, SUPPORTING, AND RETAINING PERSONNEL}

According to UBC policy, starting salaries are negotiated between the new hire and the Director, with approval of the Dean of the Faculty of Arts. Salaries vary according to position and years of experience. As a matter of practice, directors and chairs in the Faculty of Arts are advised of an appropriate salary range for negotiation by the Dean and the Associate Dean – Faculty and Equity for a given recruiting cycle. This range has been sufficient to attract top-ranked candidates at the rank of assistant professor, including two new hires in 2015-2016. A start-up grant is provided to new faculty, which has been more than sufficient to fund incoming technology needs, as well as support for research assistants and/or travel. Funds for faculty retention are made available through the Dean of the Faculty of Arts, and can be drawn on when there is a perceived risk of loss of faculty to other institutions because of their expertise and specialized knowledge.

UBC is a well-regarded university, and the beauty of its campus and the desirability of the city of Vancouver as a place to live act in the university’s favour for recruiting purposes. However, the extremely high cost of housing in the Vancouver area is a detriment to hiring and retention. To counteract the cost of housing, the university offers salaries somewhat higher than other Canadian universities, and new faculty have the opportunity to receive a one-time forgivable interest-free loan of up to $45,000 for a period of five years, or interest assistance of up to $50,000 over a five-year period. In practice, this goes a very small way toward offsetting the cost of a home purchase when the average

\textsuperscript{196} \url{www.hr.ubc.ca/benefits-salary}

\textsuperscript{197} \url{www.hr.ubc.ca/faculty-relations/files/CP-Entitlement-Schedule-.pdf}

\textsuperscript{198} \url{www.hr.ubc.ca/collective_agreements/index.html}

\textsuperscript{199} \url{www.hr.ubc.ca/faculty-relations/compensation/faculty-salary-increases}
price of a home in Vancouver is $1.5 million. Information on the Faculty Housing Assistance Program is available through the UBC Treasury website.200

In recent years, the university has been trying to meet housing needs by building faculty and staff rental housing and charging less-than-market rates. These well-maintained, modern buildings are close to campus and provide much-needed local accommodations.201 In practice, most of iSchool faculty live in faculty rental housing or have purchased condominiums within the university campus neighbourhoods and have found workable ways to cope with the cost of living in the city. Many have made use of the faculty housing program. We have also successfully recruited two outstanding junior faculty members in 2016 in spite of the housing challenges.

STANDARD V.7

V.7 Institutional funds for research projects, professional development, travel, and leaves with pay are available on the same basis as in comparable units of the institution. Student financial aid from the parent institution is available on the same basis as in comparable units of the institution.

INSTITUTIONAL FUNDS FOR FACULTY

Institutional funds are available to iSchool faculty from a variety of sources, but are generally of three types: (i) funds that are available to all faculty through the provisions of the collective agreement, (ii) funds that are available to faculty within the Faculty of Arts or iSchool budget, and (iii) funds that are available competitively to all UBC faculty.

All faculty are entitled to claim $1,100 per year from the Professional Development Reimbursement Fund.202 This funding can be used to support professional travel, registration fees, memberships, equipment, publications, etc. Faculty leaves (including study leave, and maternity, parental, and adoption leaves) are covered under the terms of the collective agreement and operate in a manner consistent with other institutions.203 During the review period, one faculty member took an unpaid leave, two took study leaves of six months, and one took a 12-month administrative leave.

As noted above, at the time of hire, full-time tenure-stream faculty are awarded a start-up grant at a level set by the Dean of Arts. This funding provides support for information technology needs for the faculty member, as well as for travel and research assistance in the first year or two of employment. It is intended as bridging money until the faculty member obtains external research support. Since 2006, travel funding has been made available to iSchool faculty from the school’s operating budget. The amount has varied according to fiscal constraints. In a typical year, between $6,000 and $12,000 overall has been made available, which is equally apportioned across faculty and instructors at all ranks.

Faculty are encouraged to apply for funding from sources both within and outside the university, and a great many opportunities are available.204 As noted in Standard III, over the past three years iSchool

200 www.treasury.ubc.ca/employee-housing-program/faqs
201 http://villagegatehomes.com/about-us
202 www.hr.ubc.ca/faculty-relations/compensation/professional-development-reimbursement-fund
203 www.hr.ubc.ca/benefits/leaves/faculty
204 https://ors.ubc.ca/funding-opportunities/internal-funding-opportunities
faculty have been extremely successful in obtaining funding, both internal and external, reaching a total of $5 million. The details of faculty research funding in this period are available in Confidential Appendix C-5.

Internal UBC opportunities include:

- International Research Collaboration Workshop Grant: supporting workshops that foster significant research collaborations with groups at leading research institutions outside North America
- Peter Wall Institute for Advanced Studies: for workshops and colloquia, major thematic grants, and residential programs for fellows and scholars
- Hampton Fund Research Grants: for individual or interdisciplinary projects
- Interdisciplinary Thematic Lecture Series, Green College
- Liu Institute Visiting Fellow in Residence, Green College

The university and the Faculty of Arts also support funding for teaching enhancement, through the Teaching and Learning Enhancement Funds.205

The major research funding in Canada comes from three sources, collectively called the Tri-Council: Social Sciences and Humanities Research Council of Canada (SSHRC), Natural Sciences and Engineering Research Council of Canada (NSERC), and Canadian Institutes of Health Research (CIHR). The iSchool faculty have a very strong track record in receiving Tri-Council funding. Funding is also drawn from industry partners and non-profit foundations. Information on the major funding agencies and their programs, and support in preparing applications for these agencies, is provided by the Office of the Vice-President Research,206 the Office of Research Services,207 and the University-Industry Liaison Office.208

STUDENT FINANCIAL AID

Student financial aid is available from the University. The iSchool is awarded a limited amount of funding for graduate assistantships and Graduate Entrance Scholarships. Other funding is available competitively, and students are encouraged to apply for these awards during Winter Term 1. SLAIS also offers scholarships and bursaries to entering, continuing and graduating students. These awards are described on the SLAIS website, and are described more fully in the chapter on Standard IV.1.

STANDARD V.8

V.8 The school’s planning and evaluation process includes review of both its administrative policies and its fiscal policies and financial support. Within applicable institutional policies, faculty, staff, students, and others are involved in the evaluation process. Evaluation is used for ongoing appraisal to make improvements and to plan for the future. Within existing policies and resources, the school attempts to engage in a process of continual improvement as it fulfills its mission and meets its program goals and objectives.

205 http://tlef.ubc.ca
206 https://research.ubc.ca
207 https://ors.ubc.ca
208 https://uilb.ubc.ca

154
The iSchool’s culture of planning and assessment is expressed through ongoing practices as well as special initiatives carried out during the review period. The overall approach to planning and assessment is described in Appendix 6: iSchool Guidelines for Planning and Assessment. This work is guided by the Director and carried out by the committees through regular committee meetings, annual faculty meetings, and the annual iSchool retreat. Additional planning sessions occur when needs arise, as in the mini-retreat convened in December 2015 to identify priorities in response to the recommendations of the external review of the school. Examples of the agendas and materials from planning retreats during the review period illustrate the range of issues addressed (Appendix 31 and 32). The Administration Manager, staff members and Graduate Advisor also play a central role in review of procedures and policies, as they deal with these on a daily basis.

There are numerous examples demonstrating that administrative and fiscal policies are reviewed on an ongoing basis in the school:

- The review of merit-based student awards procedures that was carried out in 2015–2016, resulting in an updated schedule for application and review of student applications, a new process for soliciting student applications that significantly increased the number, and the implementation of a more equitable review process. This is documented in the new policy (Appendix 4).
- A review and comparison of iSchool practices regarding peer review of teaching and the Faculty of Arts guidelines. This review resulted in changes in the iSchool policy in 2016, notably, that faculty under review are provided with the report of the peer reviewers and meet with the Director to discuss the results.
- The review and revision of the admissions rubrics and materials provided to faculty members reviewing admissions files, to increase the consistency of scores assigned to applicants. These materials are available in Appendix 35.
- The annual review and revision of the iSchool Faculty Handbook, which provides essential guidance for adjunct faculty on policies and practices related to teaching in the MLIS program.
- The establishment of a new Resource section of the iSchool website in 2015–2016 to provide ready access to updated policies and procedures and to increase faculty and student access to these resources.

At the level of strategic planning for the iSchool, the Director meets with the Dean of the Faculty of Arts each year to discuss priorities and resource issues for the following year, in a process described in the discussion of Standard V.I. The plans provided to the Dean outline the direction for the school, and include requests for one-time and/or continuing funds, and for faculty or instructor hires. These plans are discussed in a two-on-two meeting of the Dean of the Faculty of Arts and the Faculty of Arts financial officer, the iSchool Director, and the Administration Manager (in her finance role). This is followed by a one-on-one meeting between the Dean and the Director. This plan and these discussions lead to the determination of the school’s operating budget for the coming year. Throughout the year, the Director updates the Dean on issues and new developments as they arise and is in regular contact with the Associate Dean for Faculty and Equity, who provides guidance on all matters related to recruitment, promotion, and tenure, and with the Associate Dean Research and Graduate Programs, on major curricular issues and faculty and student research activities. The school provides updates and quarterly

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210 [http://resources.slais.ubc.ca/resources-for-facultystaff](http://resources.slais.ubc.ca/resources-for-facultystaff)
forecasts on the school’s budget and the Director and Administration Manager are in regular contact with the assistant Dean, Finance, Brian Lee, when any issues or concerns arise.

**SUMMARY**

Funding and administrative support are sufficient for the school to run multiple successful graduate programs, of which the MLIS is the largest. Appropriate and effective administrative and financial policies and procedures are in place, which are consistent with those of other units in the Faculty of Arts and the university, and enable the iSchool and the MLIS program to accomplish its objectives. As a result, faculty, staff, and students are supported to work and learn in a lively, resource rich environment. The environment is not without its challenges, expressed through periodic and usually temporary cutbacks, such as the freezing of the academic equipment fund for two years, or the mandatory one-year hiring delay for retirement positions. However, in the broader economic context of this period, these are minor concerns. Larger challenges likely lie ahead, as it is clear that iSchool programs are relatively expensive to deliver in comparison with academic units that have large undergraduate classes. The university sets the tuition fee for the MLIS program; while the low tuition rate makes the program attractive, it consequently generates low revenue. For this reason, we are looking forward to the opportunity to grow and diversify the iSchool through the stewardship of an undergraduate program (Bachelor of Media Studies).
STANDARD VI: PHYSICAL RESOURCES AND FACILITIES

INTRODUCTION

Though human resources drive the process toward excellence in education, first-rate facilities and technology are essential to its delivery in flexible and engaging ways. Increasingly, “Physical Resources and Facilities” involves technology in its many forms, and we have interpreted Standard VI to include not only the “bricks and mortar” of classrooms, libraries, and meeting rooms, but the technological infrastructure that supports innovative teaching and learning within them. It is within this interpretation that the iSchool strives to develop both its physical and technological capabilities “to foster educational experiences that enable our graduates to advance their fields of knowledge and practice.”

211 iSchool Missions, Goals, and Objectives: http://slais.ubc.ca/programs/about-department/missions-goals-and-objectives/
VI.1 A program has access to physical resources and facilities that are sufficient to the accomplishment of its objectives.

The iSchool took up residence in the southwest corner of the fourth floor of its prized, new location at the heart of the UBC campus in February of 2008. Occupying approximately 8,700 square feet (Appendix 43), the School includes space for all administrative staff and faculty, premium common areas for both student study and social interaction, a fully equipped instructional classroom, an additional general-use computer lab, a dedicated meeting room, a PhD commons, kitchen facilities, and dedicated research spaces. Although not included in its footprint, the School has primary access to two additional classrooms within the IKBLC, and access to additional classroom space at other, nearby campus locations.

The Irving K. Barber Learning Centre (IKBLC) itself is an “evolutionary facility dedicated to the intellectual, social, cultural, and economic development of people in British Columbia.” 212 IKBLC’s benefactor, Irving K. “Ike” Barber, envisaged the building as a portal to the vast network of information resources and services of the University, which could be utilized by citizens of the province in creating a forward-looking, knowledge-based society. It has more than 200,000 square feet of space, utilized to enhance both traditional library functions and to provide innovative study and learning spaces, certainly contributes to this vision. In addition to the iSchool, other teaching and research units resident in IKBLC are the Arts One, Science One, and Coordinated Arts and Sciences Programs, and the University’s Centre for Teaching, Learning and Technology (CTLT).

The iSchool benefits from its location within the IKBLC, which allows us to maintains our historic ties to the old Main Library while sharing in the common goal of “enhancing access to information, knowledge, and innovative teaching through the support of learning and research on an interactive basis with people in British Columbia and throughout the world” 213 that is facilitated by the Centre.

VI.2 Physical facilities provide a functional learning environment for students and faculty; enhance the opportunities for research, teaching, service, consultation, and communication; and promote efficient and effective administration of the school’s program, regardless of the forms or locations of delivery.

The iSchool’s physical facilities are excellent, and reflect our focus on teaching and research, and our continuing efforts to provide students with an exceptional learning experience. The iSchool’s facilities can be divided into those areas that are directly in control of the School, the classrooms for which we have priority access, and facilities in other parts of the UBC campus. The iSchool’s students have exclusive access to the iSchool and the area is keycard protected. Both the iSchool, and IKBLC are accessible 24 hours a day, seven days a week to our faculty, staff and students.

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212 Irving K. Barber Learning Centre Statement of Purpose and Charter of Principles: http://www.ikebarberlearningcentre.ubc.ca/aboutus/charter/

213 Irving K. Barber Learning Centre Statement of Purpose and Charter of Principles: http://www.ikebarberlearningcentre.ubc.ca/aboutus/charter/
Figure VI-B provides a reference to the physical spaces within the School’s footprint within IKBLC, and includes location and room number information for:

- instructional and lab space
- research space
- social and special event space
- administrative space
- faculty offices

We also make every effort to utilize non-iSchool facilities and resources that are easily accessible to our students either within IKBLC or in nearby buildings. These include:

- instructional spaces, mainly classrooms
- additional lab spaces
- special event spaces

**Figure VI- B: Floorplan of the iSchool Space within the IKBLC, 4th Floor**
INSTRUCTIONAL SPACE AND LAB SPACE

In addition to the Terrace Lab (Room 458) within the School proper, the School has first tier booking for 2 classrooms within the IKBLC as well as access to all other bookable classroom spaces within IKBLC on an as needed basis through the Scientia online classroom booking system. The classroom booking system was recently upgraded to Scientia, a leader in higher education scheduling software and is meant to provide UBC with a more stable platform for scheduling activities. In addition, Scientia offers new functionality to improve efficiencies in scheduling processes. This software recently replaced the Ad Astra system. The iSchool program assistant uses Scientia to schedule courses, assign instructors to courses, and to find classrooms for each course. Tools are available to filter classrooms by room size, as well as by amenities available. The Core courses and larger electives are held in one of our priority booking spaces. The Parliamentary Room (IKBLC 155) seats a maximum of 50 students, and is patterned after the lower chambers of the British Columbia Legislature, with tiered seating to the left and right, additional tablet seating at the centre of the room, two digital projectors and screens, and infrastructure for use of interactive electronic clickers.

![Figure VI-C: The Parliamentary Room, IKBLC 155](image)

The Wells Room (IKBLC 461) seats 30 students in tablet seating, and has an instructor’s station and a ceiling-mounted projector and sound system. The iSchool also has preferential access to a third seminar room, the Hazelton Room (IKBLC 460), which has seating for 25 students, and is located adjacent to the Wells Room. Both IKBLC 460 and 461 are adjacent to the iSchool, and within short walking distance. Additionally, IKBLC offers a wide range of instructional spaces of varying sizes and configurations, some of which the School can book on an as needed basis.
The School operates two computer labs in “designed for purpose” spaces within the footprint of the School. The Terrace Lab (IKBLC 458) is the main instructional lab and currently offers 15 PC workstations, an instructor’s workstation, and a ceiling-mounted digital projector and sound system.
The Kitimat Lab (IKBL 457) is a general-use computer lab and offers ten PC workstations, three Apple iMacs, a common printer for students, and other miscellaneous equipment (e.g., two flatbed scanners).

Renovations to both the Terrace and Kitimat labs were completed at the end of September 2016. The Kitimat Lab now hosts a built-for purpose group study ‘privacy’ pod, and the Terrace Lab has been
reconfigured with grouped workstations, and three new ceiling mounted digital projectors (see iTechFlex Initiative following). Additionally, students have access to Faculty of Arts computer lab facilities within the Arts precinct in the Buchanan Building, adjacent to the IKBLC.\textsuperscript{214}

In terms of study space, within the iSchool both the gallery area (immediately adjacent to the instructional and general-use labs) and the Bralorne Reading Room (IKBLC 490) overlooking UBC’s Main Mall are equipped with large tables to accommodate both individual and group work. The Bralorne Reading Room also provides individual study tables, and lounge areas with easy chairs. As UBC community members, iSchool students also have access to all common areas within IKBLC, and full access to any classrooms, break-out rooms, etc., that are not booked for use. Students can also book group study rooms through the UBC Library Room Booking System\textsuperscript{215}. Within IKBLC are additional study areas in the north wing which houses the library proper. The iSchool’s students also have easy access to the Chapman Learning Commons\textsuperscript{216}, and to Koerner Library Research Commons\textsuperscript{217} for both study, and use of specialized technology and research resources.

For iSchool students enrolled in the First Nations Curriculum Concentration (FNCC), there is also easy access to the facilities and resources of the First Nations House of Learning (the Longhouse), and the Xwi7xwa (pronounced whei-wha) library, among other resources\textsuperscript{218}.

\textbf{ITECHFLEX INITIATIVE}

The iTechFlex Initiative (2015-2017) aims to establish a new approach to technology instruction and learning in the iSchool. In contrast to the traditional top-down, course-based approach, we are moving to a more organic and self-directed vision, in which technology is integrated with the curriculum across the professional programs. In addition to this shift in orientation, the iSchool is investing in infrastructure and in new technologies and media collaboration spaces for students.

The development of iTechFlex is a result of feedback received last year from community members, employers, and alumni who responded to a questionnaire on graduate competencies. Respondents provided valuable input, including suggestions on how to strengthen students’ knowledge and skills related to technology.

The iTechFlex initiative has three primary components. The sections below introduce the goals of each component and summarize activities to date for Year 1 of the project as well as some next steps. The full Year 1 report is available in Appendix 16.

\textbf{Core Tech Component}

\textsuperscript{214} Arts ISIT Lab Schedule and Specifications: https://jisit.arts.ubc.ca/computer-lab/?doing_wp_cron=1468797761.3111770153045654296875

\textsuperscript{215} UBC Library Booking System: http://elred.library.ubc.ca/mrbs/web/day.php?day=05&month=06&year=2013&area=10&room=45

\textsuperscript{216} Chapman Learning Commons “is a collaborative and innovative learning space that brings together learners of all types--students, faculty, staff & community members--making the most of technology to support and enhance learning and teaching at UBC.” http://www.iikebarberlearningcentre.ubc.ca/facilities/chapman-learning-commons/

\textsuperscript{217} Koerner Library Research Commons: http://koerner.library.ubc.ca/services/research-commons/

\textsuperscript{218} See the Aboriginal Portal for these and additional resources: http://aboriginal.ubc.ca
In the summer of 2015 we established Core Technology Competencies for incoming MLIS students and created the Technology Learning Portal (Tech Portal), a novel edX-based online application that allows incoming student to do a skills self-assessment and work through modules to reach a set competency level. The Portal has now been used successfully for two MLIS intakes. Priorities for Year 2 will be evaluation of the Portal and workshops and investigating the option to open the Portal up for public use.

Flexible Digital Learning Component (Virtual Lab)

This component of the initiative is designed to support instructors in integrating use of technology and systems into their courses. In spring of 2016, a survey of full-time and adjunct faculty was conducted asking which software/systems they currently use in their teaching, and which they would like to use. The results identify a number of areas and will be used to develop Virtual Labs including clusters of tools to support student learning in several areas: Collections and Access; Digital Preservation; Web Design and Usability; and Analytics.

Tech Sandbox

The School has also created a research and learning sandbox through the iTechFlex initiative, part of which is being implemented through the Greig Lab space (see below). The technology sandbox is envisioned as a creative, safe, and playful environment in which students can engage in informal collaborations and learn how to use new software and systems through direct interaction. The primary goal of this component is to purchase and make available innovative technology (hardware and software) for student and faculty use in coursework and research. In a manner similar to the Flexible Digital Learning component, purchases are aligned with several special purpose workstations: for digitization, usability, and data science/analytics. To date we have purchased the following hardware, and additional purchases are planned in the near future:

- Tobi Eyetracker (including software)
- 2 Dell workstations for usability and user observations studies
- 1 Dell mobile workstation

In addition to the purchase of hardware and software, we have taken steps to redesign student workspaces and teaching spaces to better support collaboration and the hands-on use of technology for learning and research purposes. The Terrace Lab (Room 458) has been redesigned with round tables and multiple display screens to allow for a more flexible learning environment and group work. The School has also constructed a digital media collaboration pod designed in the Kitimat Lab (Appendix 41). The collaboration pod is equipped with a multi-plexed LED monitor enabling up to 4 students to independently display their screens on the monitor. Both renovation projects are operational.219

Funding is currently in place to create additional learning and research “stations,” as part of the Tech Sandbox that will support the new MLIS Pathways220 described in the discussion of Standard II. Included here are plans for the creation of a data science unit, (information visualization, and tools to support

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219 Students wanting more private meeting space of this type derives from the Learning from our Students survey conducted in Spring 2015.

220 Degree specialization and pathways: http://slais.ubc.ca/programs/degree-specializations/
manipulation of large data sets), and a digital media unit (digitization and graphics applications). Each station will enable advanced software to support design, development, and research activities in each of these specialized areas.

**RESEARCH SPACE**

In September 2012, a “built for purpose” research space within the iSchool was opened, the Roberta F. Greig Research Laboratory (Greig lab). The Greig lab was funded through the estate of Roberta Ferguson Greig, a long-time supporter, and eventual administrator, of library services on Vancouver Island. The research laboratory was constructed in the area formerly occupied by the south entrance to the iSchool, and adjacent to the Terrace lab (IKBLC 458). With 315 square feet, the Greig lab substantially addresses the longstanding need for additional interactive research space within the School’s footprint. The Greig lab is currently equipped with two usability testing workstations, and additional furniture for other user-based research (e.g. card-sorting, focus groups). The Greig lab also has a wall-mounted LED panel with a remote-controlled camera that facilitates video conferencing, and remote user sessions.

The Greig lab provides a resource to support curriculum by enabling students and faculty to carry out projects in relevant, technology-related courses (e.g., information visualization, information design). IKBLC 496, adjacent to the Greig lab, was built as part of the Greig lab renovation, and provides 150 square feet of additional space for use by graduate research assistants (GRAs). The room is currently outfitted with five desktop workstations that are assigned to faculty research groups, and that can be booked on an as-needed basis. The computers carry a variety of software to

**Figure VI- H: The Roberta F. Greig Research Lab, IKBLC 462**

**Figure VI- I: GRA Research Space, IKBLC 496**
support research-based activities including some specialized applications that were obtained through faculty research grants (e.g., Morae, SPSS).

**SOCIAL AND SPECIAL EVENT SPACE**

The School maintains a lounge and kitchen for the use of students and faculty. The Bralorne Reading Room (IKBLC 490) is suitable not only for study, but for formal and informal social events, awards ceremonies, and symposia. The beginning and end-of-term potlucks, hosted by LASSA are held within this space. We have also used it for convocation celebrations and other events. The iSchool also has access to two historic venues in the renovated heritage core of the old Main Library, around which IKBLC was built. The Dodson Room, an Arts-and-Crafts-style room just off the Chapman Learning Commons, is often used by the School for the semiannual orientation sessions for new students entering the program. The Dodson Room was renovated with funds provided by Suzanne Dodson, the former Government Publications Librarian at UBC and a former adjunct faculty member at the School. Both the Dodson Room and the Lillooet Room, which is located adjacent to the Dodson Room are used for the iSchool’s colloquium series, workshops, symposia, job talks, and similar events. We have booked other spaces within the IKBLC, such as the Jubilee Room and the main gallery on the fourth floor of IKBLC, for larger events such as our Annual Research Day. Students can also book rooms in the newly built Alma Mater Society (AMS) centre. AMS Clubs are entitled to book four “major” rooms per term or eight “minor” rooms per term.

**ADMINISTRATIVE SPACE**

The iSchool’s administrative office area comprises nearly 1,200 square feet, is designed to be welcoming and accessible. There are separate work areas for three staff members (the graduate program assistant, the administrative assistant, and the information assistant). The administrative area also includes separate offices for the director of the iSchool, the administration manager, and the student services coordinator, all of whom require private office space. Physical files are also held in this area for controlled access to the iSchool’s administrative and student records. Administrative personnel also have access to a dedicated LAN-based printer and fax. Administration, faculty, and doctoral students have access to a LAN-based colour photocopier/printer in a separate room within the Administrative Offices.
All tenured and tenure track faculty have individual offices centrally located in the main area of the iSchool providing both privacy when required (Appendix 43), and easy access for students, many of whom study in the adjacent gallery areas. At present, 12 offices are assigned to full-time faculty. These offices are in addition to the director’s office, which is located in the general administration area. Each office is well-equipped with a VOIP telephone, Ethernet connection, and office furniture. Faculty are able to purchase computers out of start-up funds provided for that purpose, research funds, or through their annual Professional Development Funds.

**ADJUNCT FACULTY AND VISITING SCHOLARS**

Adjunct faculty share a common office (IKBLC 489) equipped with two workstations, providing ample space for instructors who are ordinarily at the School only when they are teaching a course. Visiting scholars without teaching responsibilities and visiting PhD students are provided with work areas in either the Visiting Scholars office (IKBLC 482), or in the Slocan Study Room (IKBLC 471).
VI.3 Instructional and research facilities and services for meeting the needs of students and faculty include access to library and multimedia resources and services, computer and other information technologies, accommodations for independent study, and media production facilities.

There are a number of units within the university that, collectively, offer a high level of instructional and technological support and services. These include:

- Faculty of Arts Instructional Support and Information Technology (Arts ISIT)

  Arts Instructional Support and Information Technology is a learning, teaching and technology support unit for the Faculty of Arts. Arts ISIT’s main purpose is to support teaching and learning in the faculty, and encompasses a variety of services ranging from research in learning analytics, to learning technology innovations to teaching support and training incorporating diverse pedagogical models.

- UBC Information Technology

  UBC's Department of Information Technology provides Information technology related strategy, applications, infrastructure, and support services to the entire UBC community. Its services range from multimedia production to wireless internet access (one of the largest campus wireless networks in the world).

- Centre for Teaching, Learning and Technology (CTLT) (see also Standard III.2)\(^{221}\)

  The Centre for Teaching, Learning and Technology serves the entire UBC community, and focuses on professional development in teaching and learning, integration of technology into teaching and learning, development and delivery of distance education courses and programs and other technology-enhanced learning opportunities and, through the Institute for the Scholarship of Teaching and Learning (ISoTL), scholarly approaches to curriculum and pedagogy.

- UBC Learning Technology Hub (LT Hub)

  The Learning Technology Hub is a central online resource serving the entire UBC community where faculty and staff can explore the learning technology tools available to them at UBC: for use in traditional classrooms, blended courses, and fully online learning. This site recommends effective tools for different learning technology uses, provides guidance on using the supported educational tools (including Connect), explains how to contact support groups, and shares project updates and governing decisions related to teaching with technology.

INTERNET CONNECTIVITY

The School’s data network is administered through an Arts ISIT service contract, and is connected directly to the campus “backbone,” which is maintained by UBC IT Services. All fixed workstations within the School have access to hard-wired data ports. UBC IT Services provide wired access to the Internet via more than 70,000 data ports campus-wide, minimally supporting 1,000 Mbps, and in many cases, up to

\(^{221}\) Arts ISIT – Learning: [https://isit.arts.ubc.ca/teaching-and-learning/](https://isit.arts.ubc.ca/teaching-and-learning/)
10 Gbps. Wired connections are available in common areas across campus as well as through UBC IT Services’ Internet Access Port (IAP) service. In addition, UBC IT Services supplies wireless access to the Internet through the common Campus-Wide Login (CWL). UBC has one of the most advanced wireless IT networks in North America’ having one of the largest WPA2-encrypted Wi-Fi networks in Canada, with over 2,000 access points across more than 200 buildings, including IKBLC. This level of connectivity enables students and faculty access to the electronic resources and services of the iSchool and UBC from anywhere on campus. Students and faculty working away from campus also have access to “protected” resources (e.g., electronic journals) via the University’s CWL and VPN services. UBC is also a partner institution in the “Eduroam” network, which allows students to connect wirelessly to the Internet when visiting other participating universities (e.g., Simon Fraser University, University of Victoria, British Columbia Institute of Technology). All iSchool students receive a minimum 200 Mb of LAN-based disk space, as well as an additional 200 Mb of FTP space. Historically, iSchool students received a UBC email account as part of their registration. In 2012, the University ceased automatically providing students with email accounts due largely to underutilization. Students now are eligible for the Student and Alumni UBC-Hosted Mailbox service, which can continue to be used after graduation for a small fee. Students have, and typically take up, the option to use their own email provider.

ACCESS TO UBC LIBRARY RESOURCES

The UBC Library is the second largest university research library in Canada. There are branch libraries at nine on-campus locations and at five off-campus locations with a staff of 325 FTE, including approximately 80 professional librarians. The X̱w̱ə̓l̓x̱ə̓m Library is the only Aboriginal branch of a university library in Canada and provides strong support for the iSchool’s First Nations Curriculum Concentration. The UBC Library collection houses over 7 million items, including over 4 million monograph titles, 2.1 million e-books, 165,000 serial titles, and more than 1.5 million additional items such as maps, sound recordings, videos, and manuscripts. The UBC Library has the largest collection of biomedical materials in Western Canada, as well as the country’s largest collection of Asian language materials. It is also a depository library for both British Columbia and Government of Canada publications, as well as for publications from Japan and the United Nations.

LIS-related book materials (LC Z classification) are housed in the same building as the iSchool, in the north wing of IKBLC. In addition, several of the branch libraries and reading rooms have holdings that are relevant to some of the more specialized aspects of librarianship and information science. These include:

- David Lam Library: materials on commerce and business administration
- Education Library: materials on all aspects and levels of education, curriculum materials, and children’s books
- Fine Arts Library: materials on architecture, community and regional planning, costume, graphics, sculpture, design, and painting
- Law Library: materials relating to law
- Music Library: materials about music, including scores and non-circulating recordings
- Rare Books and Special Collections: non-circulating collections of rare books, western Canadiana, early children’s literature, manuscripts, UBC theses, historical maps, photographs, and archives
- Woodward Biomedical Library: materials on the health and life sciences: biology, botany, dentistry, medicine, nutrition, pharmacy, zoology, etc.
• Xwi7xwa Library: materials on British Columbian and Canadian First Nations, and as mentioned earlier, the only university branch library in Canada devoted to Aboriginal studies
• Computer Science Reading Room: print and electronic resources relating to computer science

The UBC Library currently carries 250 core scholarly journal titles from the Library, Information Science & Technology Abstracts (LISTA) database; the majority of these titles are available in e-journal form. The journal holdings include the top-ranked journals in the field of library and information science, based on Journal of Citation Reports rankings

RESOURCES TO SUPPORT WEB-BASED COURSES AND E-LEARNING

As noted in the discussion of Standard II.6, the iSchool does not offer a distance education program and has reduced the number of online course offerings in recent years. This is due in part to U.S. student ineligibility for U.S. Government loans for programs with online course components. Nevertheless, assistance for online course development has been and continues to be available through Arts ISIT, and the Centre for Teaching, Learning and Technology222 (CTLT). The UBC Learning Technology Hub also provides many services to UBC faculty who are interested in exploring new learning technology tools available to them at UBC.223 ISchool faculty have full access to all programs, workshops, and support provided by Arts ISIT, CTLT, and the Hub including those for developing distance learning courses. The Learning Technology Hub, for example, provides “Tool Guides” for those new to using technology in education or those looking for new ideas and best practices. The Tool Guides, and Technology Uses section of the Hub provide information on over 30 different resources (including exemplary implementations of e-learning technologies) on blogs, clickers, e-Portfolios, as well information on mobile learning, podcasting, social media tools, and student peer evaluation, among a host of other educational tools.

In addition to the resources offered by Arts ISIT, CTLT, and the UBC Learning Technology Hub, faculty who wish to develop courses, or develop a capacity in the scholarship of teaching and learning, or desire to take advantage of recent developments in teaching and instructional technology can apply to the University-wide Teaching and Learning Enhancement Fund (TLEF), which provides funds ranging from $1,000 to $150,000 to support research and development projects that “enrich student learning by supporting innovative and effective educational enhancements.”224 As an example, one of our own faculty, Dr. Eric Meyers has received a series of TLEF grants to investigate the use of video in various e-learning activities225.

ACCESS TO COMPUTER AND OTHER INFORMATION TECHNOLOGIES

222 Centre for Teaching, Learning and Technology: http://ctlt.ubc.ca/
223 Learning Technology Hub: http://lthub.ubc.ca/
224 Teaching and Learning Enhancement Fund: http://tlef.ubc.ca
The iSchool maintains a sufficient number of laptops and other portable devices for faculty and student use, and provided as needed (Appendix 44). These are all Wi-Fi-enabled with wireless mice and adapters for use with digital projectors. The iSchool also maintains five portable LCD projectors for use in classrooms not equipped with ceiling-mounted digital displays. Three of the four classrooms used by the iSchool in IKBLC are equipped with standard A/V equipment including ceiling-mounted LCD projectors with sound systems, whiteboards, and instructor workstations.

As noted earlier, the iSchool maintains two computer labs in “designed for purpose” spaces. The Terrace Lab (IKBLC 458) is the main instructional lab and offers 15 PC workstations, an instructor’s workstation, and three ceiling-mounted digital projectors. The Kitimat Lab (IKBLC 457) is a general-use computer lab and offers ten PC workstations, three Apple iMacs, a common printer for students, and other miscellaneous equipment (e.g., two flatbed scanners). It is also equipped with a digital media collaboration pod. Network-based printing is available through a laser printer in the Kitimat Lab. Elsewhere on campus, iSchool students have access to the public Arts Computer labs that are located in the Buchanan Building and maintained by Arts ISIT.

Doctoral students have a separate workspace in the Slocan Study Room (IKBLC 471) with modular workspaces as well as a social space. The Slocan Study Room includes six workstations for shared use. Each workstation is equipped with the standard suite of software available on all student machines within the School. Additionally, one of the computers has copies of frequently used data analysis software including, SPSS and NVivo. A copy of the NVivo qualitative analysis software is also included on one of the laptops available for loan.

**ACCOMMODATION FOR INDEPENDENT STUDY**

As introduced in the discussion of Standard VI.2, numerous spaces, both inside and outside the School’s footprint, have been allocated for individual and group study. Within the iSchool, there are large work tables, each easily seating between six and eight students, located adjacent to the two computer labs, which are used for both quiet study and group work. The Bralorne Reading Room (IKBLC 490), a space of approximately 1,100 square feet, is also available for individual and group study. The Trail Meeting Room (IKBLC 491), adjacent to the Bralorne Reading Room, can be booked for student meetings. Directly outside the School’s quarters on the fourth floor, there is a large area dedicated to quiet study, and on lower levels of IKBLC there are several areas set aside for quiet and group study that can be used by iSchool students. These include the Chapman Learning Commons and the Ridington Room in the North Wing of the library. As mentioned, we have recently added a media collaboration pod to the Kitimat Lab (IKBLC 457), which can be booked for private group work.

**ACCESS TO MEDIA PRODUCTION FACILITIES**

iSchool students have access to a wide array of photocopying and printing services within the building, including additional printing services through the main catalogue area on the second level, and photocopy machines in the North Wing of the library.

A range of media production facilities is available to iSchool students and faculty for instructional purposes through the audio-visual services department of Arts ISIT226 and the UBC IT Audio, Video and

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226 Arts ISIT – Media Facilities and Equipment: [http://isit.arts.ubc.ca/media-facilities-equipment/](http://isit.arts.ubc.ca/media-facilities-equipment/)
Creative Services\textsuperscript{227} division. The services provided by Arts ISIT Creative Services include media reproduction, digital video production and editing, conference and symposium support and audio/visual presentation technologies, slide production, image and negative scanning, video/audio recording, video transfer, editing, and duplicating. In addition, the Graphical Design, Illustration and Print unit of Creative Services provides high-end digital printing, slide imaging, and large-scale printing for poster presentations, and provides HD (high definition) production, post-production, and studio facilities for more advanced projects.

SOCIAL MEDIA
The Centre for Teaching, Learning and Technology (CTLT) hosts the CWL-enabled UBC Blogs service\textsuperscript{228} UBC Blogs is available to everyone at UBC, including students, faculty and staff. Blogs run on WordPress multi-user installation which enables quick sign-up and easy customization of individual sites.

UBC Wiki\textsuperscript{229} is available for use by students, staff, and faculty at the University, and is based on MediaWiki. It can be used for many purposes, but typically “serves as a course repository, a personal and collaborative work space, a documentation depository, and a growing guide to everything and anything UBC.” UBC Wiki is also administered by CTLT.

STANDARD VI.4

VI.4 The staff and the services provided for a program by libraries, media centers, and information technology facilities, as well as all other support facilities, are sufficient for the level of use required and specialized to the degree needed. These facilities are appropriately staffed, convenient, accessible to the disabled, and available when needed, regardless of forms or locations of delivery of the school’s program.

ISchool labs are maintained under contract with Arts ISIT who provides all maintenance and upgrade services. In addition to installing licensed software on individual iSchool machines, Arts ISIT is also responsible for maintaining the School’s server, and performing semi-annual re-imaging services.

The Faculty of Arts provides new tenure-track faculty with a start-up technology grant to purchase their initial computer hardware and software. Continuing faculty members are ordinarily expected to upgrade or replace their computer equipment through their own research funds, or through the Professional Development Fund (currently set at $1,100 per year; unused funds can be carried forward, and future funds can be borrowed against) that each faculty member receives on an annual basis. Additionally, faculty have access to computer support and services through Arts ISIT, including IT help-desk support, consulting on hardware/software purchasing, and installation/setup of computers.

The UBC Library maintains very generous hours of operation, averaging 13 to 15 hours per day on weekdays and 8 to 10 hours per day on weekends during the main academic sessions (i.e., Winter Term 1 and Winter Term 2). The IKBLC’s general study areas are typically open for approximately 19 hours per day. iSchool students can access the Barber Center, and the iSchool, through card access 24/7. During exam periods, the open hours for both library services and the general study areas are extended, with

\textsuperscript{227}UBC IT Audio, Video and Creative Services: \url{https://it.ubc.ca/services}

\textsuperscript{228}UBC Blogs: \url{http://blogs.ubc.ca/}

\textsuperscript{229}UBC Wiki: \url{http://wiki.ubc.ca/UBC_Wiki:About}
IKBLC remaining open around the clock. Online access to the Library’s electronic resources is available 24 hours per day, seven days a week. In addition, UBC’s CONNECT online course system is integrated with the UBC library allowing reading lists and reserves to be populated in individual courses at the request of the instructor and students as needed.

The professional staff of the UBC Library are very responsive to iSchool needs. The Social Sciences and Humanities librarian Erin Fields, who serves as the Library’s liaison with the School, provides direct services including introducing iSchool students to library resources, maintaining the iSchool-related collection and keeping it up to date, and providing current awareness services. The maintenance and updating of the collection has been greatly facilitated since the introduction of an online request system. The iSchool liaison librarian also maintains online subject and research guides through the UBC Library website.230 The guide includes links to, among other resources, journal indexes, (e.g., LISTA, LISA, LISS, INSPEC, ACM Digital Library, IEEE Full-text, Emerald, to name several).

### ACCESSIBILITY FOR SPECIAL NEEDS STUDENTS

In IKBLC, the iSchool has access to designated areas of refuge in stairwells, washrooms for the mobility-impaired on every floor, two elevators serving all levels within the building (including that of the iSchool’s offices), and accessible work surfaces and wheelchair access in the library stacks in the North Wing. Accessible parking for IKBLC is located in both the Bookstore parking lot (approximately two minutes away by foot), and in a designated area adjacent to the Buchanan Building E (approximately one minute away by foot).

Academic accommodation for students with disabilities is governed by UBC Policy #73, the goal of which is “to ensure fair and consistent treatment of all students, including students with a disability, in accordance with their distinct needs and in a manner consistent with academic principles.”231 The primary agency for fulfilling the mandate of this policy is the UBC Access & Diversity (A&D) office.232 Staff of A&D work closely with the School’s Graduate Advisor and students to determine how best to accommodate the individual physical, mental, and emotional needs of students, while protecting the privacy of students; that is, A&D functions as a neutral third party that makes recommendations to the School without revealing details of the condition or circumstance upon which the student’s need is based. Examples of the kinds of academic accommodation that have been made include: note-taking, lecture-taping, and interpreter services which are arranged by A&D, vocalizing overhead information, audiotaping exam questions, the provision of a scribe, the use of a computer, and additional time to write examinations.

The UBC Library also maintains an online access guide for people with disabilities.233 The guide provides basic information for individuals with accessibility challenges, including information on the accessibility of various UBC branch libraries, as well as specialized library services for individuals who are visually impaired or print-handicapped, deaf or hard of hearing, or physically disabled. The Library also provides

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230 Library, Archival and Information Science – Getting Started: [http://guides.library.ubc.ca/libraryarchival](http://guides.library.ubc.ca/libraryarchival)
232 UBC Access and Diversity Office: [http://students.ubc.ca/about/access](http://students.ubc.ca/about/access)
233 Disability Access: [http://services.library.ubc.ca/facilities/disability-access-by-building/](http://services.library.ubc.ca/facilities/disability-access-by-building/)
enhanced library services for students, faculty, and staff members with disabilities including catalogue assistance, book and/or journal retrieval from library stacks, photocopying, and browsing assistance.\textsuperscript{234}

**STANDARD V1.5**

*VI.5 The school’s systematic planning and evaluation process includes review of the adequacy of access to physical resources and facilities for the delivery of a program. Within applicable institutional policies, faculty, staff, students, and others are involved in the evaluation process.*

Within the iSchool the Facilities and Resources Committee takes the lead in the planning and evaluation of physical resources and technology. The terms of reference of the committee are: to maintain a safe and secure physical and social environment; to recommend priorities and purchase of hardware and software; and to recommend priorities for upgrading existing facilities and services. The committee is ordinarily composed of two faculty members, a student representative, and the School’s Administration Manager.

At the beginning of each calendar year, the committee invites members of faculty, and student representatives to submit requests for academic equipment for the current year. As it is most always the case that demand for equipment and software is greater than the School’s ability to supply it, the committee prioritizes the requests which are then forwarded to the Director for discussion. The list is acted upon to the degree that funds are available, either through the School’s capital budget, or through funds from the Faculty of Arts Academic Equipment Fund, or in some cases, through special budget allotments from the Office of the Dean of Arts\textsuperscript{235}. In the case of our iTechFlex initiative, we were given permission to set aside available funds that had accrued to a special project budget in support of the initiative.

Faculty and students also provide the Facilities and Resources Committee members with regular feedback on facilities, equipment and application software in other ways. For example, individual faculty may make requests for, or discuss leveraging technology purchases through existing research grants. Currently, the Chair of the Facilities and Resources Committee is working with individual faculty members to evaluate cost sharing scenarios for purchase of specialized facial recognition, and biometric analysis equipment and software to supplement the Tobii eye-tacking unit in the Greig Lab.

Other input comes from related assessment activities such as that received from the “Learning from our Students” survey conducted in spring 2015. Feedback from this survey was used to renovate the Kitimat lab, and construct the collaborative privacy pod. More generally, the iSchool recognizes the importance of assessment across all aspects of student (and faculty) services, and the useful feedback it provides, and this is no less important for evaluation and planning of Facilities and Resources, both within the limited context of the iSchool, and within the broader environment of the Faculty of Arts and the University.

The technological and physical infrastructure of the School described above continues to meet the demands of education of information professionals in the 21\textsuperscript{st} century. The School is committed to carrying forward planning and assessment activities into this component of the School’s activities, and

\textsuperscript{234} UBC Library – Enhanced Services: [http://services.library.ubc.ca/borrowing-services/library-cards/enhanced](http://services.library.ubc.ca/borrowing-services/library-cards/enhanced)

\textsuperscript{235} For example, the recent purchase of the School’s Tobii eye-tracker was made with a dispensation of non-repeating funds from the Faculty of Arts.
to use that knowledge to make the most efficient use of the physical resource and technology funds made available to it.

**SUMMARY**

The physical and technological facilities and resources of the School meet the current needs its faculty, students, and staff and provide sufficient flexibility to meet future requirements across all programs over the coming years. We will continue to provide a first rate learning environment for our students, and build on our recent successes in creating innovative learning spaces such as the digital media collaboration pod. The Irving K. Barber Centre is a stunning example of a modern and flexible learning space, and the School benefits greatly from its location within IKBLC, and by virtue of that, its location at the heart of the UBC campus. Technologically, the School and its students are well-supported by both its own resources and programs (e.g. Virtual Lab initiative, iTechFlex, and Greig Usability Lab), and the larger institutional support provided by the Faculty of Arts (Arts ISIT), and UBC (UBC IT Services), and the Centre for Teaching, Learning and Technology.

The School continues to strive to provide a first-rate learning environment for its students, and will make every effort to not only maintain, but continuously improve its physical and technological infrastructure.
CONCLUSION

This report is the product of an intensive process of self-reflection, analysis and development that has engaged members of our iSchool community for the past several years. Outcomes of that process include new vision and mission statements, an effective learning outcomes assessment program, an articulated planning framework, and a great deal of insight into the functioning of the school and its programs. We learned an enormous amount. The benefits of this reflection and assessment are evident in concrete improvements to the MLIS program, its structure and pedagogy.

In considering the MLIS program in light of each of the Standards, we identified a great many strengths as well as some areas for attention and improvement.

Mission, Goals and Objectives. The MLIS program benefits from a renewed mission for the school, while also guided by clear program level goals articulated as student learning outcomes. The iSchool Graduate Competencies provide focus and direction for the program, communicate its value to students and stakeholders, and enable assessment. Ongoing processes of assessment and planning ensure that our graduates have the knowledge and skills needed as information professionals and that the curriculum continues to develop and the program improves over time.

The MLIS curriculum offers a rich and diverse set of opportunities to students, including an outstanding suite of experiential learning options and many extra-curricular activities such as colloquia, conferences, and student groups. The First Nations Curriculum Concentration is unique and important, and it connects the MLIS program to broader university and societal initiatives.

iSchool Faculty are productive and engaged scholars and effective teachers who bring an innovative spirit to their work. The work environment is collegial and supportive. MLIS students are similarly engaged, active, and high-achieving individuals who bring diverse backgrounds and perspectives to their studies. They utilize the affordances of the MLIS curriculum to design customized programs targeting different career paths, and the great majority of them have started careers in the field either before or shortly after graduating.

Financial support and administrative resources for the MLIS program are more than sufficient, enabling students and faculty to benefit from a wide range of course offerings, a program of talks and events and opportunities to travel to present their work. Academic support and awards are available for students and tuition is relatively low. School facilities in the Irving K Barber Learning Centre are outstanding and have been recently upgraded to better facilitate collaborative and flexible approaches to learning.

Future priorities for the MLIS program include strengthening the learning outcomes assessment program by introducing a required graduating portfolio to serve as an additional source of direct measures of graduate competencies. This will provide students with the opportunity to integrate and demonstrate their learning and prepare for the workplace. Based on assessment results, we have identified management and professional competencies as two areas in need of strengthening. We will explore ways to introduce modules and assignments targeting these outcomes within existing courses.

A general future priority will be to ensure that the MLIS program and students capitalize on the opportunities afforded by integration with Journalism and the Bachelor of Media Studies, a process that benefit greatly from the established processes of assessment and planning in place in the school.