



**School of Information Management  
Dalhousie University**

**2015 Narrative Report**

**Submitted to the Committee on Accreditation  
American Library Association**

**December, 2015**

## **Standard I: Systematic Planning**

The School of Information Management (SIM) is one of four schools in Dalhousie University's Faculty of Information (FOM). The School engages in a robust and systematic planning and implementation process that aligns with the priorities and plans of the Faculty and the University. This section will provide an update on our progress related to the priorities identified in the 2013 Narrative Report, highlight the key changes in the University and Faculty, and present the emerging priorities of the School within this context.

SIM has made strong progress in relation to the priorities discussed in the 2013 Narrative Report as summarized here:

**Enrich the Student Experience:** The School has identified and strengthened the opportunities for experiential learning through increased opportunities for internships (particularly within Academic libraries in the region), more opportunities to work with clients, and an increased emphasis on management and leadership competencies.

**Ensure Financial Stability:** Through revenues from our Master of Information (MIM) Program the school has been able to continue to fund an additional tenure-track position, and allow research active faculty to teach four instead of five courses per year.

**Support Research Excellence:** As will be highlighted in the Faculty section the majority of SIM Faculty hold at least one grant. The school, through Dr. Mike Smit, is the Primary Investigator of a Data Collaboratory Research Lab. SIM is contributing to a new Research Facilitator role within the Faculty, designed to increase our research capacity and success with large grants. We have four MLIS students scheduled to defend Master's theses this year, and a record number of students completing reading courses.

**Developing Outstanding Human Resources:** As noted above, SIM has been able to shift research active Faculty to a teaching load of 4 half credits. SIM Faculty are sought after for leadership roles, including the most recent appointment of Dr. Bertrum MacDonald as Acting Dean of the Faculty of Management. Demonstrating a University wide commitment Interim SIM Director Dr. Toze was appointed to a new University Academic Leadership Development advisory group whose mandate is to advise the Provost and the Associate VP Academic concerning crucial emerging themes.

### **Dalhousie University Strategic Priorities**

Richard Florizone was appointed as the President of Dalhousie in July of 2013, and immediately launched a “100 Days of Listening” campaign. Emerging from this consultative process was [Inspiration and Impact: Dalhousie Strategic Direction 2014-2018](#). This plan established 25 new strategic priorities, framed around 5 key areas: 1) Enhance the transformative power of teaching and learning; 2) Expand the opportunities for research, scholarly and artistic work; 3) Catalyze the intellectual, social, and economic development of our communities; 4) Take our place nationally and internationally; 5) Build our institutional capacities. The 25 strategic priorities have been created to allow for clear and transparent monitoring and evaluation, and include a rigorous process of assessing, tracking, and informing.

SIM has been involved in this process in multiple ways. SIM faculty members and students participated in the 100 days of discussion, the Faculty of Management made a submission, and individual Faculty members are currently part of Strategic Priorities teams. Dr. Fiona Black, Associate Vice-President, Academic (SIM Faculty) is chairing several of the strategic priorities teams, and Dr. Vivian Howard, SIM Faculty member and Associate Dean, Academic (FOM) is also a member of several teams. This has ensured SIM is both well represented and reflected in the University planning process. Additionally, SIM was pleased to see Information Science and Communication was identified as one of three emerging areas of research priority for the University.

### **Faculty of Management Strategic Pillars**

The Faculty of Management has updated their [Vision](#) for the faculty, and identified strategic levers and pillars. The Faculty has established five “strategic levers”, which link to the University’s priorities: 1) Our strength in experiential learning; 2) Our capabilities in conducting rigorous research that has relevance to practice; 3) Our emphasis on ethical and responsible leadership; 4) Our innovative mindset and proven entrepreneurial competencies; and 5) Our focus on strategic collaborations and engagement with stakeholders. These levers are the tools for the Faculty to achieve our three strategic pillars: 1) Supporting sustainable prosperity in the region and the nation, with a focus on global perspectives, and responsible trade, 2) Driving productivity through knowledge-based insights, 3) Fostering cross sector collaborations to mitigate complex business, social, and government problems. SIM faculty fully participated in the Faculty planning process.

### **School of Information Management Strategic Planning Priorities 2015- 2017**

Based on the above, SIM has set the following priorities for the next two years.

- a) **Program review (MLIS and MIM)** to ensure they meet evolving needs of the information professions and take advantage of the unique strengths of SIM, FOM, and the University. The library and information landscape has changed dramatically, as evidenced by the number of programs going through re-visioning processes (See [Maryland](#)). Currently the school is preparing a self study for both degrees, which will be followed by an external review, recommendations and implementation. The timeline for this is two years.
- b) **Update of SIM's Strategic Plan.** The key areas within the strategic plan remain relevant (e.g. teaching, research), but the School is setting new meaningful and measurable priorities in alignment with Faculty and University. The program review and the strategic plan update are happening simultaneously. The program review is the prime short term strategic priority. The school's Vision, Mission, and Guiding Principles are being examined as part of this process. They will be updated after approval.
- c) **Communication, Marketing and Recruitment Audit and Plan.** SIM currently uses a range of tools to communicate its mission, goals, and objectives to current and potential students, faculty, staff, alumni, and members of the information profession community. To ensure effectiveness, an audit of our communication channels is currently underway, including a competitive analysis of the communication strategies of Canadian and key US LIS/I schools (See Appendix 2), an analysis of our web site optimization and SEO strategies, and an evaluation of the impact of our social media content. As the website and social media are increasingly the drivers for recruitment, the School's goal is to maximize these tools to increase enrolment. This process was initiated this Fall and is ongoing.
- d) **Enhance Research Capacity.** To reflect Dalhousie's emerging research interest around Information Science and Communication, SIM is currently collaborating with the Technology Innovation Management and Entrepreneurship (TIME) group within the Faculty of Management to create an *Information and Technology Enabled Management Group (ITEM)*. This will help coordinate our teaching, research and outreach capacities. SIM is also actively looking at ways to collaborate with related Faculties including the

Faculty of Computer Science on existing programs (Bachelor of Informatics, Master of Electronic Commerce) as well as a proposed new Master of Data Science degree.

- e) **Strengthen our Undergraduate Education.** SIM is working with the Bachelor of Management Program Director to design an Information and Data Management major to better fit with the research and teaching priorities of the School and the Faculty, and interests of students. Students from this program are awarded advanced standing for the MLIS degree.
- f) **Ongoing Planning for the 2019 Accreditation visit.**

### **Standard II: Curriculum**

Through the Master of Library and Information Studies Curriculum Committee (MLIS CC), as well as ongoing surveys of our students (Incoming, Exit, Curriculum Review) SIM is continually developing and evaluating our curriculum. Given the rate and pace of change, and the new competitive pressures on the Canadian LIS field (e.g. a fully online Canadian MLIS through University of Alberta) the School has initiated a more comprehensive program review process, as outlined above. In particular SIM is examining the number and content of our core courses, and considering extending the current areas of concentration into recognized streams or certificates. This is an ongoing project which will be accomplished in stages.

As a first step in this process, the MLIS CC has created a new set of MLIS competencies, which will be presented at School Council this December. A copy of this is included as Appendix 1. These competencies were created through a collaborative process within the MLIS CC, and included the review of a number of professional competencies as well as feedback from the professional community. They reflect a broad understanding of the skills, knowledge and aptitudes necessary for leadership in the information professions, and will be used to assess current curriculum, and identify where changes should be made.

Additionally, the MLIS CC committee has initiated a curriculum mapping process, using [Daedalus](#), a curriculum mapping software developed by a Faculty member in Computer Science at Dalhousie. This tool will allow us to better understand, visualize, and explore how the MLIS learning outcomes are related, and the links between courses. To date we have entered the data for all current MLIS core and elective courses, and are cleaning up and refining the tags. The MLIS curriculum committee will continue with this mapping process over the next term. This tool will be an ongoing part of our curriculum process.

Since the 2013 Narrative Report the MLIS CC has solicited and approved the following new courses: INFO 6850.03 Special Topics in Information Management: Archives II; and INFO 6513 Business Analytics and Data Visualization. Several core courses (INFO 6540 Data Management, INFO 5590 Information Management Systems, and INFO 5530 Information Sources, Services and Retrieval) have had name changes and substantive content refreshing.

SIM has established a standardized method for evaluating courses with low enrolment or that have not been offered consistently. All courses that have not been taught in four years, or whose enrolment has been below 10 are reviewed. Based on this process the MLIS CC has retired the following courses: INFO 6050, International Perspectives; INFO 6590 Information Sources in Science and Technology; INFO 6600 Information Sources in the Humanities/Social Sciences; and INFO 6830 Information Retrieval.

Starting this year, the School is committed to offering at least one online elective each summer term to provide students with more flexible options for completing their degree. Currently the MLIS CC is examining a draft syllabus for a Privacy course, which will be offered online this summer. INFO 6500, Users and Services is being updated with a proposed name change to Community Led Services and will be offered online Summer 2017. A syllabus for a Research Data Management is also being developed, to be offered in September 2017. Information on SIM's courses are available through our website at [Courses Offered](#).

The Faculty Council of FOM has approved the Faculty of Management Curriculum Advisory Committee Terms of Reference (Appendix 3) this fall. This committee will act in a strategic advisory role to the School curriculum committee and provide a forum for broader interdisciplinary discussion and information sharing. It will not approve program changes, but will help FOM leverage inherent advantages by identifying barriers to leveraging relevant course offerings from across the Faculty, thereby increasing students' ability to customize their programs according to their particular interests. The committee will examine unnecessary redundancies, and investigate opportunities to mitigate the risk inherent in introducing new classes by expanding the potential audience. This committee will be formed, and meet this year.

SIM's [Information Management Public Lecture Series](#) continues to provide an additional opportunity to disseminate research and showcase the breadth of topics within the information management field. Recent highlights include Dan Russell from Google and Marc Taconet from the Food & Agriculture Organization of the UN.

### **Standard III: Faculty**

There have been a number of changes within the Faculty of SIM since the 2013 report, as well as an increase in research grants and publications. Highlights are included below. Dr. Sandra Toze successfully defended her PhD thesis in 2014, and has recently been appointed to a tenure track position as Assistant Professor, effective January 2016. She replaces Dr. Anatoliy Gruzd who accepted a position at the Ted Rogers School of Management, Ryerson University. Dr. Gruzd remains an adjunct Faculty member at the School.

Dr. Toze was also appointed as Interim Director of the School of Information Management, effective July 2015 for a one-year term. FOM is currently searching for a new Dean. To allow the new Dean the ability to create his or her own team, the decision was to have one year Interim Directors for both the School of Information Management, and the Rowe School of Business, as both of these schools had Directors who were completing terms as of June 2015. Dr. Toze received a Social Sciences and Humanities Research Council (SSHRC) Research Development Grant (RDF) in May 2015 to study Thinking Together: Exploring Collaborative Information Use and Group Effectiveness, and is part of a SSHRC funded Partnership Development Grant *Transforming Government for the Digital Age*.

Dr. Louise Spiteri, who completed a term as Director is currently on twelve-month administrative leave. A key project during her leave is to co-author and edit a book on managing metadata. Dr. Spiteri was elected President Elect/President of the Association for Library & Information Science Education (ALISE).

Jennifer Grek-Martin joined SIM in a three-year limited term appointment in July of 2014 as a Lecturer, teaching in the MLIS, MIM programs as well as supporting our Bachelor of Management program ([SIM Faculty Jennifer Grek-Martin](#)). Her research interests include geospatial information, visualization and mental imagery, multimedia representation of information and cognition. This fall Jennifer was awarded a SSHRC Research Development Grant for her research on Tourism and Perceptions of Literary and Cinematic Place.

Dr. Lori McCay-Peet joined the School this September in a limited term position as Assistant Professor, to fill in for Dr. Bertrum MacDonald. Dr. McCay-Peet has an IDPhD as well as an MLIS from Dalhousie, and is teaching in both the MLIS and MIM programs. Her research focuses on new and emerging media and examines topics such as the information-rich phenomenon of serendipity, user engagement, and scholarly communication. See this recent

feature on her for more detail ([Meet Dr. Lori McCay-Peet](#)). Dr. McCay-Peet was also just awarded as SSHRC RDF for Boundary-Crossing: Implications for the Use of Social Media for Knowledge Work.

Ryan Whalen will be joining the School in a limited term position as of June 2016. He is currently a JD candidate at Northwestern Law and a PhD candidate in the Media, Technology & Society program. His research interest areas include innovation policy, information policy, intellectual property, and legal technology.

Dr. Smit is the Primary Investigator for our Data Collaboratory which houses a range of data management research including his recent Knowledge Synthesis Grant "Strategies and Best Practices for Data Literacy Education" (see <http://dataliteracy.ca/>). Since July 2013, Dr. Smit has been awarded over \$300,000 in research funding, more than 80% from Tri-Agency sources including Primary Investigator for a National Centre of Excellence (NCE) grant for Ocean Data Management, and a Natural Science and Engineering Research Council (NSERC) Discovery Grant for \$75,000 for Enabling Cloud Computing for Seamless Research Computation.

Dr. Vivian Howard continues in her role as Associate Dean, Academic for the Faculty of Management as well as teaching in our MLIS program. Dr. Howard is part of an interdisciplinary team that was recently awarded a Nova Scotia Health Research Foundation (NSHRF) Development/Innovative Grant for a project concerning "Developing a Method for Studying Online Health Information Sharing over Social Media".

Dr. Bertrum MacDonald, and his Environmental Information: Use and Influence group (<http://eiui.ca/>) have recently been awarded a SSHRC Insight Grant of \$371,575 (2015-2019), and will be publishing a book *Science, Information, and Policy Interface for Effective Coastal and Ocean Management* in late spring 2016.

#### **Standard IV: Students**

SIM's students continue to be actively involved in the School, the Faculty, the University, and in the information management community, and demonstrate high academic achievement. Recent examples of student success include:

- Valerie Collins (MLIS 2015) was selected to the 2015 class of the National Digital Stewardship Residency (NDSR) program,
- Current student Zoe Dickinson was awarded a SSHRC fellowship for her Master's thesis
- Alieda Bladford (MLIS 2015) has gained media attention for her [FYI Halifax](#) initiative,



- Catherine McGovern (MLIS 2013) won the 2015 CLA Emerging Leader Award.

This year will be the 10<sup>th</sup> anniversary of the student led [Information Without Borders \(IWB\)](#) Conference which provides a forum for interdisciplinary discussion on a key management topic. Managing Health Information: Technologies and Strategies for the 21st Century was chosen for the theme. SIM students also continue play an active role in [The Dalhousie Journal of Interdisciplinary Management \(DJIM\)](#), a student-led peer reviewed journal aimed at publishing Dalhousie graduate student work of the highest quality and significance in all areas of management.

[SIMSA](#), the School of Information Management Student Association updated its [Constitution](#) last year. SIMSA has become more engaged with charity events, hosting a Bowling Across Borders last winter to raise funds for Halifax Public Library Literacy programs. Other fundraising efforts for SIMSA include selling book bags and a clothing swap for students (surplus clothing was donated to Dress for Success Halifax). Fun events include movie nights, skating at the oval, and the Winter and Year End parties.

Currently SIM students can join a number of student chapters of professional organizations including: The Association of Canadian Archivists (ACA), SLA, the Canadian Association of Law Librarians (CALL), the Canadian Association of Professional Academic Librarians (CAPAL), and Librarians without Borders (LWB).

SIM students have multiple opportunities outside the classroom to learn. Students run Brown bag lunches throughout the year on topics of professional interest, and can participate in [Personal and Professional Development Workshops](#) organized through the Management Career Services office. For the past two years our Information Management Liaison Librarian Lindsey McNiff has been running an [Academic Support Series](#) providing workshops on a range of topics including RefWorks, Graduate Academic Writing, Conference Posters, Advanced Searching/Controlled Vocabularies and Preparing Grant Proposals.

As noted in Standard I, SIM students are engaging in research in a number of ways. SIM students are research assistants, are completing theses and are doing original research in reading courses. Several MLIS students presented research at conferences this past year, both near - The Atlantic Provinces Library Association (APLA) and far - Lee Wilson travelled to Belgium for a Scientific Communication conference. SIM and SIMSA are working together to increase funds for student conference travel.

### **Standard V: Administration, Finances and Resources**

The School is an autonomous unit within the Faculty of Management. Our budget is managed through the Faculty, while our graduate programs are administered through Graduate Studies. The School sets its own strategic plan, and manages its programs, including admission, curriculum, awards and scholarships, fundraising and governance. SIM's School Council remains the official policy making body of the school.

There is an increasing awareness of the need to better support Graduate recruitment at the University level. SIM Interim Director Dr. Toze is currently on a panel to discuss International opportunities. A new contract was successfully negotiated between the Dalhousie Faculty Association and the Board of Governors of the University for 2014-2017.

SIM and FOM were active participants in the Bold Ambitions Campaign, which resulted in major gifts including a \$15 million donation from entrepreneur Kenneth Rowe to the Rowe School of Business. This money has supported projects which have enhanced SIM's teaching and research including the establishment of a Bloomberg lab, and the integration of SAP software in courses including Business Analytics. The cost-recovery MIM continues to be an important source of revenue for SIM allowing for the growth and development of the School.

The principal basis of funding at Dalhousie is the number of full-time equivalent students within each Faculty. The Faculty of Management manages its budget collectively, money is divided equally among the four Schools and programs on a per-student basis. This budget process provides a buffer for the School, in times of uncertain enrolment. In addition, the combined enrolment in the MLIS and MIM programs helps the School to maintain an operating budget that meets its current and ongoing requirements.

The budget situation for Canadian Universities continues to be challenging. The Strategic Direction 2014-2018 is guiding the establishment of budget priorities within Dalhousie. The University is opening up the budget process, allowing for consultation and feedback at multiple stages, and is committed to a multi-year process as highlighted in the [Budget Advisory Committee Reports](#). For the current year a base budget reduction of 2.5% has been applied to all faculties. As noted above, SIM's full cost-recovery Master of Information Management Program helps mitigate these budget cuts. SIM and FOM are currently in the planning phase for the [200th Birthday](#) of Dalhousie University in 2018. These plans include a major giving initiative.

The Rowe Management Building will celebrate its 10<sup>th</sup> anniversary this year, and it continues to provide an excellent learning environment for students and faculty. It provides a home for the four Schools, as well as areas for Research and Collaboration. SIM, through Dr. Smit currently manages a Data Collaboratory on the 2<sup>nd</sup> floor, as well as the School space on the 4<sup>th</sup> floor. Our students can book any of the meeting rooms within the building, and the building is wheelchair accessible. The majority of the MLIS Program are delivered in the Rowe Building, which includes a range of classroom styles from case rooms, to larger theatre style classrooms. Computer labs are also available for instruction and student use. During the past summer all computers in these labs were updated.

SIM continues to administer a computer lab adjacent to the School's space on the fourth floor of the Rowe Building, which contains 24 workstations equipped with up-to-date software. An advantage of this set up is that we can install proprietary software for our students. The Rowe Building has a dedicated executive training suite on the third floor with a high-end classroom, meeting space, and fully equipped kitchen. SIM uses this space for Convocation celebrations, and often for our IM Lecture Series.

Within the University students have access to the Dalhousie Libraries including the Killam Library, Kellogg Health Sciences Library, Sir James Dunn Law Library, and Sexton Design and Technology Library. This fall the [Wallace McCain Learning Commons](#) was opened, providing additional student centred space on campus. The Commons includes 30 computers, a printing station, a quiet study area, librarian services, bookable study rooms, and a small classroom. SIM also has strong relationships with other Academic and Public libraries and archives in the region, and encourages students to take advantage of all. The opening of the new [Halifax Central Library](#) added an award winning facility to our region. The library was designed collaboratively with the community, and the building has become a landmark, a tourism attraction, as well as a highly effective modern library. Newly appointed Halifax Public Library Chief Librarian and CEO Åsa Kachan recently spoke to FOM students reflecting on the successful first year of the Central branch, providing an outstanding example of library leadership. SIM was fortunate to hold our Norman Horrocks Leadership Lecture and Award ceremony in the Central Branch last January, with Linda Cook, CEO of Edmonton Public Library as our guest.

## **Appendix 1**

### **Draft MLIS Competencies**

The School of Information Management, in the Faculty of Management, develops and nurtures dynamic, socially responsible, innovative professionals skilled in the management of information and technology, who provide leadership and vision in a knowledge-based society.

The School collaboratively promotes and advocates the values-based management of knowledge and information, and advances the discipline of Information Management by pursuing creative multidisciplinary research.

#### **1. Management of Information Technology**

Information managers identify, analyze, and evaluate methods, tools, concepts, and best practices to enable organizations to articulate how technology can be used to manage information as a resource.

A graduate of the Master of the Library and Information Studies program should understand how to:

- 1.1. Evaluate current and emerging IT best practices relative to an organization's strategic plan.
- 1.2. Assess and evaluate users' IT technical requirements, and identify a variety of potential IT-based solutions.
- 1.3. Identify and design shared solutions amongst partner and external organizations to leverage technology innovation.
- 1.4. Monitor the organization's IT strategy for currency, and ensure potential IT decisions are consistent with strategic goals.
- 1.5. Oversee metrics and key performance indicators to ensure IT solutions fit the strategic goals of the organization.
- 1.6. Assess, design, and improve user experiences, producing usable information and information architectures.

#### **2. Information Management Leadership**

Information Management leaders advocate the strategic importance of information as an organizational or community resource. They facilitate the achievement of organizational information management goals by assessing, planning and executing relevant strategies and processes.

A graduate of the Master of the Library and Information Studies program should understand how to:

- 2.1. Engage in strategic planning initiatives to determine how their organization can ensure that its information assets support its mission, values, strengths, weaknesses, opportunities, threats, long-term goals and objectives.
- 2.2. Articulate and advocate the values and ethics of using information assets in a dynamic environment as they pertain to information management.

- 2.3. Consider a range of diverse perspectives as they pertain to data and information management.
- 2.4. Discern where beneficial and progressive change can be made to the information management processes of their organization, and to instigate these changes in a manner appropriate for the organization.

### **3. Risk and Change Management**

Information managers define and anticipate risk in rapidly-evolving environments to allow for the effective use of information and for change and innovation. Information managers identify, analyze, evaluate, and mitigate risks associated with information resources, including the creation, use, management, destruction, and the legal and regulatory requirements of these resources.

A graduate of the Master of the Library and Information Studies program should understand how to:

- 3.1. Identify the nature and dimensions of risk within your organization
- 3.2. Evaluate or develop policies to manage information risk and change
- 3.3. Assess the probability of risk: What is the likelihood of occurrence and magnitude of harm?
- 3.4. Identify systematic solutions to mitigate risks associated with information resources
- 3.5. Advocate the importance of accountable risk management within the organization
- 3.6. Bridge the gap between information requirements and the organization's legal and regulatory requirements
- 3.7. Evaluate or develop processes to ensure rapid recovery from risk exposure
- 3.8. Identify, analyze, and evaluate processes and methodologies aimed to help ensure the security, confidentiality, integrity, availability and compliance of the organization's information resources.

### **4. User-centred Information Services**

Information Managers focus first on understanding and engaging their users and communities, and design information services based on this knowledge.

A graduate of the Master of the Library and Information Studies program should understand how to:

- 4.1. Identify and consider the range of issues involved in human interaction with information, information systems, and technology
- 4.2. Examine and assess the information needs of, and seeking and use by, individuals, communities, organizations and businesses
- 4.3. Design, deliver, market and evaluate user-centric information services and products
- 4.4. Create effective and appropriate taxonomy and metadata
- 4.5. Facilitate information access and reuse through the systematic application of appropriate strategies and tools
- 4.6. Employ a range of data visualization tools and techniques to facilitate and support the understanding, use and impact of data.

- 4.7. Facilitate the promotion of reading and multiple types of literacy (e.g., information, data) based on an understanding of communities and their needs

## **5. Research and Evaluation**

Information managers know how to critically assess, synthesize, evaluate and generate new knowledge to aid in decision making.

A graduate of the Master of the Library and Information Studies program should understand how to:

- 5.1. Develop effective research and evaluation skills and demonstrate the use of appropriate methods
- 5.2. Systematically gather, analyse and synthesize data and communicate findings to facilitate knowledge transfer and decision making
- 5.3. Demonstrate a commitment to continuous improvement of professional practice through a culture of research, evidence-based information practice and knowledge retention

## **6. Workplace Skills & Attributes**

Information Managers are self-directed and reflective life-long learners. Information Managers' professional behavior fosters an environment that's based on collaboration and values-based management to enhance the organization's mission.

A graduate of the Master of the Library and Information Studies program should understand how to:

### **6.1. Collaborate & Communicate:**

- 6.1.1. Develop effective verbal, non-verbal and written communication skills
- 6.1.2. Develop strategies to manage and promote personal and organizational reputation
- 6.1.3. Build and develop effective internal team relationships and external partnerships and alliances
- 6.1.4. Learn strategies to advocate, market and promote organizational values and services
- 6.1.5. Understand the importance of engaging with external stakeholders
- 6.1.6. Work effectively with diverse personalities, work styles, and cross-cultural perspectives.

### **6.2. Organize, Plan & Manage:**

- 6.2.1. Develop skills in project, financial and human resource management
- 6.2.2. Develop strategies to assess client needs and quality of customer service
- 6.2.3. Recognize and use appropriate information and communication technologies
- 6.2.4. Develop appropriate pedagogical information literacy skills

### **6.3. Develop Personally & Professionally:**

- 6.3.1. Be committed to life-long learning
- 6.3.2. Uphold professional ethical standards and practice social responsibility
- 6.3.3. Engage in critical, reflective and creative thinking

## Appendix 2

### Competitive Scan for MLIS/I School Communication Channels and Use

<b><i>An environmental scan of communication and marketing of MLIS programs and communication channels for recruitment</i></b>
October, 2015
This environmental scan seeks to gather information relating to the recruitment, promotion, and advertising practices of MLIS programs in Canada and the United States for the purposes of developing a communications plan for SIM that will attract new students.
<b>Primary questions</b>
How are prospective students being pitched to?
How are other universities using social media?
What can we learn from other schools in relation to their communication and marketing approaches?
<b>Scope</b>
The seven Canadian universities offering an MLIS degree are included in this environmental scan as are US universities that top three American Library and Information Studies Schools <a href="http://grad-schools.usnews.rankingsandreviews.com/best-graduate-schools/top-library-information-science-programs">http://grad-schools.usnews.rankingsandreviews.com/best-graduate-schools/top-library-information-science-programs</a>
<b>MAP</b>
The second sheet in this document is a map of the data to be collected, including examples.
<b>Notes</b>
If you happen upon useful information relating to promotion and recruitment from universities not included in this environmental scan, capture in the appropriate sheet (or create a new one). Likewise, if you find promotional information relating to those universities included in this scan on alternative websites (e.g., for advertising), capture in the appropriate sheet (or create a new one)

### **Appendix 3**

#### **Faculty of Management Curriculum Advisory Committee Terms of Reference**

##### **Purpose of the Committee:**

The Committee plays a strategic advisory role to both School and Program curriculum committees and to Faculty Council. It does not formally approve proposed program changes, new courses, or new programs, but provides a forum for broader interdisciplinary discussion and information sharing. Student representatives are welcome to attend meetings to discuss issues relevant to their programs.

##### **Mandate of the Committee**

The Committee seeks to leverage the inherent advantages of the Faculty of Management governance structure by identifying:

- Barriers to relevant course offerings from across the Faculty, thereby increasing students' ability to customize their programs according to their particular interests,
- Unnecessary redundancies, and
- Opportunities to mitigate the risk inherent in introducing new classes by expanding the potential audience.

The Committee facilitates other relevant information sharing, including but not limited to:

- Trends in course content evaluations
- Trends in satisfaction surveys
- Trends in enrolment
- Cross-program best practices
- Curriculum mapping outcomes

##### **Membership:**

Associate Dean Academic (Chair)  
Associate Dean Projects and Planning  
Graduate Program Coordinators or designates  
Undergraduate program director  
CFAME representative  
MCS representative

##### **Meeting schedule:**

The Committee meets at minimum once every fall and winter semester.