

Standard I: Systematic Planning

The School of Information Management (SIM) at Dalhousie University is one of four schools in Faculty of Management (FOM). The School engages in an ongoing, robust and systematic planning and self-assessment process that aligns with the priorities and plans of the Faculty and the University.

Dalhousie University Strategic Priorities

Dalhousie (Dal) is a member of the U15, a collective for the leading research-intensive Universities in Canada. One of Canada's oldest Universities, Dal is celebrating its 200th Anniversary this year. Our President, Richard Florizone, who was appointed in July of 2013, was just reappointed for a 2nd term, giving the University a continued and stable strategic focus. The University continues to implement the strategic plan outlined in [Inspiration and Impact: Dalhousie Strategic Direction 2014-2018](#). As highlighted in the [Year 3 Progress Report, June 2017](#), Dalhousie is measuring, monitoring and reporting on progress towards these strategic priorities framed around 5 key areas: 1) Teaching and Learning; 2) Research; 3) Service; 4) Partnership and Reputation; 5) Infrastructure Support. Ensuring the School is well connected to strategic planning and priorities at the University level, Dr. Fiona Black, Associate Vice-President, Academic (SIM Faculty) chairs 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. Currently SIM Faculty member Dr. Mike Smit is the Acting Associate Dean, Research (FOM), giving the school an even higher profile within institutional strategic planning processes.

Faculty of Management Strategic Plan

Dr. Sylvain Charlebois joined the Faculty of Management as our new Dean in July 2016. Dean Charlebois immediately initiated a collaborative process of strategic planning. Our new [Strategic Plan - Expanding the Experience 2017-2022](#), outlines our updated Mission (Interdisciplinary advancement of management knowledge and practice), Vision (Inspiring transformational solutions for society) and Values (Integrity, Inclusion, Collaboration, Experience and Sustainability). As well three Strategic Goals have been identified for the Faculty: 1) Advance Experiential Learning (EL) teaching and research; 2) Foster Internationalization and Global Citizenship; and 3) Cultivate Partnerships and Outreach. Each of these goals have measurable sub-goals, and champions have been selected within the Faculty to lead our progress. Dr. Vivian Howard Associate Dean Academic, and Associate Professor with SIM is the Champion of Strategic Priority 1.1 – *Support and expand EL and digital learning initiatives across the Faculty*, while Dr. Sandra Toze, Director of SIM, and Assistant Professor, is the Champion for Strategic Priority 1.3 – *Build and foster relationships with other Faculties and community of EL*. The Strategic Plan was launched in the Fall of 2017. There will be annual reporting on the progress towards the strategic priorities publically available on the FOM website and published in a report.

School of Information Management Strategic Planning Priorities

Given the above context, and considering the rapid changes within our discipline, SIM has been actively involved in Strategic Planning processes since our last biennial report. At the school level, we have had six Strategic Planning meetings since 2016 to systematically look at our Vision, Mission, and Strategic Priorities. These meetings have been informed by the work of other Schools and Faculties in the field (e.g. iSchool, University of Maryland's report - Re-Envisioning the MLS). In addition to our internal discussions, our systematic scans of the external environment, Dr. Toze, Director of SIM initiated an All Student's meeting with the MLIS students annually in 2016 to discuss proposed plans with our students and solicit feedback. Similarly, Dr. Toze has also met with Alumni during their Annual Meeting to provide updates and gain feedback. Dr. Toze met with our MIM students during their face to face intensives, and participated in the review of our Bachelor of Management Program discussed below.

As a result of these process the School has implemented the following changes. We found that there was a lack of clarity around "information management" as a concept. To help explain who we are and what we do, SIM first created our own statement of Information Management which is also available on our website: <https://www.dal.ca/faculty/management/school-of-information-management/about/what-is-IM.html>

What Is Information Management?

Information management (IM) is a people-centred approach to discovering, organizing, analyzing, representing and accessing data, information and knowledge. Effective IM gets the right information to the right people at the right time.

Governments, cultural institutions (libraries, archives, museums), corporations and non-governmental organizations use IM to leverage and protect their information assets and serve their stakeholders. Standards, guidelines, and ethical, social, legal and economic values shape the information lifecycle within each context.

What Do Information Managers Do?

Information managers help extract value from the data, information, and knowledge that is all around us to drive evidence-based decision making, support information seeking in everyday life, and create engaged and informed citizens.

Information managers play a dynamic role, consulting with their communities, developing and curating data, and managing information resources and services.

With this to guide us, the School examined our Vision, Mission and Strategic Priorities. Revisions of these are in the final draft stage and will be presented to the School of Information Management School Council (our governing body) this May. Following this they will be presented to FOM Faculty Council, and then announced publically and shared on our website.

Given the work at the Faculty level, the School is suggesting it should endorse the Vision of the Faculty as our own. We have worked on our new Mission, a draft of which is included here.

Draft SIM Mission

To lead in advancing Information Management knowledge, research, and expertise.

To provide students, researchers, and professional communities with opportunities and tools to investigate and apply Information Management, we are committed to:

- *Information Management as a contributor to the economic and societal success of organizations*

- *the role of Information Management in knowledge creation, translation, and evidence-based decision making*
- *engaging and relevant research*
- *people-centric services and community engagement*
- *entrepreneurship and innovation*
- *the role of multiple literacies in ensuring a well-informed citizenry*
- *experiential learning opportunities*
- *ethical representation of information*
- *preservation and curation of information resources*
- *the enduring importance of cultural and heritage institutions*

SIM is recommending the following draft Strategic Priorities (2018 to 2023) to School Council: 1) Grow our Programs; 2) Advance Information Management Education; 3) Strengthen our Research Impact and 4) Broaden our Community Engagement and Outreach. Each priority has measurable goals (which are being finalized), and SIM will report on progress towards these goals annually.

In addition to updating our Vision, Mission and Strategic Priorities, SIM has continued progress on the priorities highlighted in our last biennial report.

Program Reviews

Master's in library and Information Studies (MLIS) Degree. During the past two years SIM has systematically examined our ALA accredited MLIS degree. Based on this, the following changes have been implemented.

- Core cores and content have been examined holistically. We remain committed to our current number and range of courses, as they reflect our history of providing a broad and general MLIS degree. We agree this is what all students with our MLIS degree should know.
- The sequencing of courses has been changed to better facilitate learning throughout the program. Full time MLIS students now take 3 required courses in their first term, but also have one elective course. We have moved our management course, INFO 5570, Organizational Management and Strategy to the final term of study for our full-time students (for part time students they must have taken the majority of their courses). With this move, a Capstone experience has been added to the course, to allow students to reflect on the MLIS competencies, and synthesize learning across all courses. This change was just implemented this Winter. We will be collecting feedback at the end of term, and adjustments will be made as required. For more details see Standard II.
- To support a greater number of part-time students SIM has created a systematic sequencing for core courses in the evening timeslot (5:30 to 8:30). We are offering two online electives each summer. We advise all part time students on course sequencing.
- All of our syllabi now link our learning outcomes to our [MLIS Competencies](#). Each assignment is also linked to the corresponding competencies. We are expanding our Curriculum mapping to

include the MLIS competencies for each course. This work is being completed this term and will be used to better understand where we may have unsupported, or under-supported competencies.

- Our Post Graduation Survey (Appendix A) has been modified to include a series of questions regarding our MLIS competencies, and if they have been met. We ran this new survey for the first time this year and are currently analyzing the results.

Master of Information Management (MIM) Degree – SIM currently offers a second graduate program our MIM, which was launched in 2008. To offer our MIM intensives in the province of Ontario, a self-study and external review of this program was completed. In addition, we are currently surveying our MIM alumni regarding the program including the competencies, curriculum and structure. A report will be completed this summer.

Bachelor of Information Management (BMgmt) Degree – SIM supports a Knowledge major stream within this program. This program has gone through a formal review. We are currently working with the Program administrators to change our major to incorporate a data management major. Students who complete this major have advanced standing (3 courses) into our MLIS program.

Bachelor of Applied Computer Science (BACS)– Since our last report, SIM has worked with Computer Science to allow their BACS student in upper years to take selected MLIS courses, similar to our BMgmt students. We are anticipating an increase in students from this program next year. Similar to the BMgmt program, students who take our courses can gain advanced standing in our MLIS.

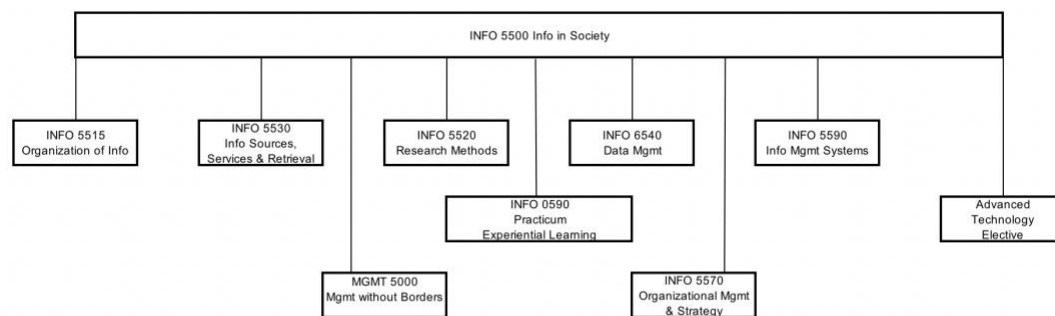
Agreement with the Nova Scotia Community College: SIM is part of a new articulation agreement between the NSCC and the Faculty of Management. With this 2 + 2 agreement, Students who have completed the Library Technology program at NSCC can complete their Bachelors in another two years. Those who took our major would have advanced standing to our MLIS program.

Communication, Marketing and Recruitment Audit and Plan. Based on the audit completed in 2015/2016 SIM made a series of changes to our Website. Changes include: a new page to highlight the opportunities for [Work-Integrated Learning](#); an illustration of how our courses fit key [Concentrations](#); and a visualization of [Careers](#) with an MLIS degree. Each of these changes were tested through usability studies. In addition, SIM has created better systems around recruiting including keeping a prospect list, and having an Information Session in the Fall, and an Open House in the Winter. Prospective students can attend these events physically or virtually. We use social media to advertise and monitor the results.

Standard II: Curriculum

Our Master of Library and Information Studies Curriculum Committee (MLIS CC), which includes students, alumni, professional representatives as well as Faculty, is the key agent for curriculum review and change. The MLIS CC is supported by ongoing surveys of our students (Incoming, Post-

Graduation, Curriculum Review). Based on these processes, and as highlighted above, changes have been made in the sequencing of courses. The following chart illustrates the current path through our program. In the first year students start with INFO 5500 which introduces many of the foundational themes and theories for the profession. In 1st term they take Organization of Information and Information Sources, Services and Retrieval. In 2nd term they take Data Management and Information Management Systems. In both terms they can also take elective courses. In the summer students typically complete their practicum, which helps provide the experiential lens to allow for the synthesis and reflection on their learning. In 2nd year full time students have two required courses, one each term. Management Without Borders provides students with the opportunity to learn to work in interdisciplinary teams, and to develop key project management skills. As noted above, we have moved our Management course to the last term, where it acts as a Capstone. Students must also complete an advanced technology elective over the course of their degree. This new sequencing gives students a broad and general exposure to the field and has key points for reflection and consolidation of knowledge.



Students have multiple opportunities to customize their degree, beyond these core elements. They can choose to complete a thesis, pursue a topic of interest (reading course), take course outside of SIM, or complete one of our Combined degrees. The MLIS CC is currently constructing a series of Certificates, which students could achieve as part of their degree. Details for the following Certificates are being finalized: Librarianship, Archives, Data Management, Information Governance, Human Centred Design. The goal is to have these certificates approved over the next year.

To ensure our degree fits with the changing needs of the workplace, the MLIS CC has solicited and approved the following courses since the 2015 Biennial Report: Introduction to Data Science; Research Data Management; Community-Led Services; and The Culture of Privacy. Students provide feedback on all new courses through our Curriculum surveys, which are assessed through the MLIS CC. All our MLIS courses are evaluated on a rotating basis. Changes are made based on this feedback; for example, content might be added, assignments changed, and evaluation rubrics considered. SIM has continued to evaluate courses that have not been taught in four years, or whose enrolment has been below 10. Indexing and Abstracting has been retired, and we have consolidated our two Cataloging courses into

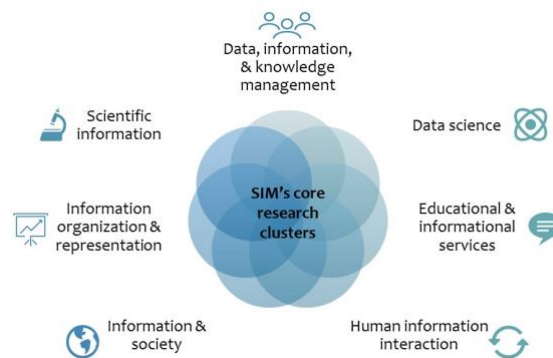
one. The School has offering one or two online electives each summer term. Our part time students in particular have commented favorably on this change. Clear information on all our [Courses Offered](#), and their frequency is provided on our website.

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. Our Information Management subject specialist librarian Lindsay McNiff, has created an [Academic Support Series](#), focusing on topics to extend the curriculum including APA citation, Academic Writing, Conference Posters, Bibliometrics and specialized search strategies. Data is collected through a survey to assess the topics and effectiveness of these workshops. Management Career Services provides a targeted set of workshops and tutorials designed to enhance students’ [Personal and Professional Development \(PPD\)](#), including sessions on effective resumes, cover letters, interview skills and networking. Similarly, these are evaluated through surveys.

Standard III: Faculty

While there have been changes within the Faculty of SIM since the last report, the number of tenure stream faculty positions has remained stable. At a high level within the University there is strong support for the SIM’s areas of research. Information Science and Communication has been highlighted as one of three emerging areas of research priority for the University. SIM is also closely connected with the Dalhousie’s Oceans research focus. Faculty members Dr. Mike Smit and Dr. Bertrum MacDonald are part of the Ocean Frontier Institute (OFI), a collaboration among Dalhousie, Memorial University, and the University of PEI. The OFI represents the largest research project awarded to Dalhousie and is considered a “game changer” for ocean’s research. Dr. Smit is co-leading projects focused on ocean data and technology, while Dr. Bertrum MacDonald is working to understand how the science produced by bodies like OFI is translated into policy and decision-making.

SIM’s faculty each have their own unique and complementary research focus, which supports our program and research goals. Since the last report, SIM examined the research priorities of faculty, and using inductive processes created [Research Clusters](#) to highlight our strengths.



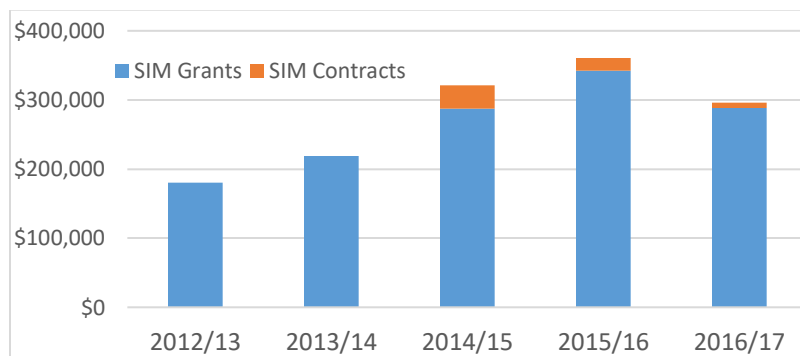
[Faculty Profiles](#) are provided on our website. Since the last biennial report, two of our limited term contract Faculty, Dr. Lori McCay Peet, and Dr. Ryan Whalen have left the Faculty. [Paulette Skerrett](#) joined SIM in July 2017 as a Lecturer, and as the Assistant Director for the Bachelor of Management Program. Paulette is currently completing her PhD and has expertise in Innovation and Strategy. We are currently finalizing a new hire into a tenure stream position, in the area of MIS and data science. An announcement will be made within the next month.

Both FOM and SIM are systematically tracking research productivity. FOM has chosen to track scholarly output through Scopus, while we recognize this omits many other valuable forms of dissemination, in particular for the LIS field. As per the data below, SIM’s output has been variable, but increasing. Part of the variability is explained by the academic load of key faculty, as well as the changes in faculty members. Also, of interest is the percentage of publications in highly ranked periodicals. FOM and SIM just started tracking this data in this way within the past year and will be using it to help increase our research productivity.

| Benchmarking the Publication Year and Scholarly Output | | | | | | | | |
|---|--------------------------------------|------|------|------|------|------|------|---------|
| Year range: 2011 to 2017 Data source: Scopus, up to 19 Jan 2018 | | | | | | | | |
| Entity | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | Overall |
| Current SIM Profs - Sept 2017 (9 members) | 15 | 17 | 15 | 5 | 8 | 13 | 8 | 81 |
| Metric 1: | Scholarly Output | | | | | | | |
| | Types of publications included: all. | | | | | | | |
| Metric 2: | Publication Year | | | | | | | |

| Benchmarking the Publication Year and Publications in Top 25 Journal Percentiles | | | | | | | | |
|--|---|------|------|------|------|------|------|---------|
| Year range: 2011 to 2017 Data source: Scopus, up to 19 Jan 2018 | | | | | | | | |
| Entity | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | Overall |
| Current SIM Profs - Sept 2017 (9 members) | 50.0 | 50.0 | 44.4 | 75.0 | 33.3 | 45.5 | 75.0 | 53.1 |
| Metric 1: | Publications in Top 25 Journal Percentiles | | | | | | | |
| | (In top 25% of Scopus Sources, %) | | | | | | | |
| | CiteScore Percentile (from 2011 onwards) | | | | | | | |
| | Types of publications included: all. | | | | | | | |
| | The percentage of the Publications in Top Journal Percentiles is calculated using only the publications that have a CiteScore Percentile, SNIP, or SJR value. | | | | | | | |

We are also monitoring our grants and contracts (See below). Going forward more detailed assessments of our research productivity will be collected and assessed. Recognizing his research excellence, Dr. Mike Smit was awarded the Rising Star Research Award from the Faculty for 2016.



SIM Faculty have recently been awarded significant teaching awards. Jennifer Grek Martin received a 2016 Management Teaching Excellence Award from the Faculty and was also selected as the Contract and Limited-term Faculty Award for Excellence in Teaching within Dalhousie. Dr. Mike Smit

received the Early Career Faculty Award of Excellence for Teaching for the University, while Dr. Vivian Howard received the Alumni Association Award of Excellence for Teaching.

Standard IV: Students

SIM has continued to examine our recruitment, admission, retention, and scholarship processes. As many LIS schools, SIM's enrollment declined after 2013, but has seen an increase in the past two years. SIM is actively engaging in a number of strategies to ensure a vibrant student cohort, and we have been looking to increase both numbers and diversity within our program. As noted in Standard I, SIM has created a new set of strategies around recruitment. At the same time, we have looked at our admission processes and have been successful in formalizing a process to accept students through a Prior Learning Assessment (PLA) process. Under our new Admission Guidelines (Appendix B) MLIS applicants who do not qualify for admission based on prior academic performance, as described under standard MLIS admission requirements, may be considered for admission to the MLIS program based on the results of a formal PLA. While preference will be given to applicants with an undergraduate degree, a limited number of seats will be awarded, in exceptional cases, to applicants who have a combination of less than 10 university credits within two consecutive years (min 7 years ago), and a completed Library and Technology (LIT) diploma. These candidates will also need to have a minimum of five (5) years of professional work experience. This new admissions policy was presented to the relevant committees within Graduate Studies and the Senate and was passed. It will go into effect as of September 2019. SIM has been informally using a PLA process since 2006. During that time, we have admitted 14 students with PLA's who have all performed well in our program. Those who have graduated are all employed in professional positions. This new process allows us to consider more diverse students for our program. SIM is also working with a recruiter to identify suitable MLIS candidates in southern India.

SIM, along with our Dalhousie fundraising team have been working to target scholarships for our students. While Dalhousie has increased scholarships for indigenous and African Nova Scotian's at the undergraduate level, there has not been an increase for Graduate students. We have just launched a campaign to address this need. We will be monitoring and reporting on the success of this campaign.

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 and alumni success include:

- Recent graduate Alison Brown was awarded a SSHRC fellowship for her master's thesis
- Scarlett Kelly (MLIS/MPA 2018) was chosen as the 2017 recipient of the "Irving and Jeanne Glovin Award" and was selected for a Mitacs Globalink Research Award

This year was the 12th anniversary of the student led [Information Without Borders \(IWB\)](#) Conference which provides a forum for interdisciplinary discussion on a key management topic. 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](#) is the School of Information Management Student Association. SIMSA provides a forum for the opinion of the student body, promotes communication and cooperation among students and between, and represents members of the student body within the SIM. SIMSA members sit on School Council, and SIMSA nominates student members for all SIM committees. Currently SIM students can join a number of student chapters of professional organizations including: The Association of Canadian Archivists (ACA), the Canadian Association of Professional Academic Librarians (CAPAL), and Librarians without Borders (LWB).

SIM students have diverse opportunities to engage in research. SIM students are research assistants, can complete theses and can initiate original research in reading courses. Several MLIS students presented research at conferences this past year, both within Nova Scotia, and as far away as Hawaii. For the past two years SIM has hosted a Research Day in the Spring, where SIM students from all programs have 5 minutes to present on their research.

All SIM students have official Faculty advisors but are also encouraged to talk to any faculty members about their curriculum and career goals. SIMConnect is a student run initiative which pairs interested students with professional mentors. SIM continues to have strong relationships with other Academic and Public libraries and archives in the region and encourages students to take advantage of all. SIM, the Dalhousie Libraries and Dalhousie have signed an agreement with Library and Archives Canada to promote greater collaboration. We have held joint conference for the past two years, bringing together academics, students and professionals to examine critical topics such as access and privacy. For the past two years SIM has partnered with the Province of Nova Scotia to host an Open Data Competition.

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.

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. Dalhousie's 200th Anniversary has provided a strong platform for fundraising. In this current year FOM is projecting \$4 million in new

commitments. The University is moving to a strategic planning and budget model for all Faculties. FOM is currently working on our 3-year integrated strategic plan, which includes the academic objectives of the Faculty with financial and physical resources.

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](#). The current projection for next year is a 1.8% budget decrease. The cost-recovery MIM continues to be an important source of revenue for SIM allowing for the growth and development of the School.

The Rowe Management Building 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 2nd floor, as well as the School space on the 4th floor. Our students can book any of the meeting rooms within the building, and the building is wheelchair accessible. The majority of the MLIS classes continue to be 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. The computer lab on the 4th was recently renovated to allow for group work, and to support analytics training.

SIM continues to administer a computer lab adjacent to the School's space, 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. The University now has two Learning commons, Wallace McCain and the Collaborative Health Education Building, adding additional space for studying on campus. The Student Union building has been renovated and now features additional seating areas, more natural light, and green spaces. Renovations and a new extension to the Dalhousie Athletic Complex is currently underway.

Appendix A

MLIS Post-Graduation Survey

We value your input. Thank you for taking the time to complete the MLIS Post-Graduate Survey. Your responses will help us in our efforts to improve our MLIS program. You may submit the survey only once, but if you exit before completing the survey you may save your responses by clicking "save." You will then be e-mailed a link that will allow you to return to the last question you answered. All responses are strictly confidential and will be treated as such. If you have any questions prior to completing the survey please contact JoAnn Watson (joann.watson@dal.ca). For technical assistance contact Kim Humes (sim@dal.ca).

NOTE – the new questions related to our MLIS competencies are highlighted below.

SECTION A: SERVICES

1. I was satisfied with the quality of administrative services provided at SIM.
Strongly disagree Disagree Somewhat agree Agree Strongly agree

2. I was satisfied with the quality of academic advice provided at SIM.
Strongly disagree Disagree Somewhat agree Agree Strongly agree

3. I was satisfied with the quality of career advice provided at SIM.
Strongly disagree Disagree Somewhat agree Agree Strongly agree

4. I was satisfied with the quality of services provided by Management Career Services.
Strongly disagree Disagree Somewhat agree Agree Strongly agree

5. I was satisfied with the quality of services provided by the Dalhousie Libraries Subject Specialist.
Strongly disagree Disagree Somewhat agree Agree Strongly agree

SECTION B: COMMUNICATION

1. I was able to find what I needed on the SIM website.
Strongly disagree Disagree Somewhat agree Agree Strongly agree

2. What information did you access using the SIM website? (check all that apply)
 - Course syllabi
 - Class schedule
 - Courses offered
 - Calendar of events
 - Other

3. Which of the following resources did you use? (check all that apply)
 - SIM Blog
 - SIM Twitter feed
 - SIM Facebook
 - SIMSA Facebook
 - SIM LinkedIn
 - SIMSA-L (list serv)
 - DalSIM-L (list serv)
 - Other

4. Was there any information you needed to manage your studies, but could not find?
5. In what ways are you still connected to SIM? (check all that apply)
 - Keep in touch with other students
 - Keep in touch with other faculty
 - SIM Twitter feed
 - SIM Facebook
 - SIMAA Facebook
 - SIM LinkedIn
 - SIM website
 - SIM Blog (Inform)
 - DalSIM-Grad (list serv)
 - LIS-joblist
 - Meet at professional associations/conferences
 - Visit campus
 - Other
6. How do you prefer to receive SIM updates and news? (select your top 3 preferences)
 - SIM Blog (Inform)
 - SIM Twitter feed
 - SIM Facebook
 - SIMAA Facebook
 - LinkedIn Group
 - DalSIM-Grad (list serv)

SECTION C: CURRICULUM

1. I was satisfied with the relevance of the core MLIS course INFO 5500 "Information in Society":
 Strongly disagree Disagree Neither disagree nor agree Agree Strongly agree
2. I was satisfied with the relevance of the core MLIS course INFO 5515 "Organization of Information":
 Strongly disagree Disagree Somewhat agree Agree Strongly agree
3. I was satisfied with the relevance of the core MLIS course INFO 5520 "Research Methods":
 Strongly disagree Disagree Somewhat agree Agree Strongly agree
4. I was satisfied with the relevance of the core MLIS course INFO 5530 "Information Sources, Services and Retrieval":
 Strongly disagree Disagree Somewhat agree Agree Strongly agree
5. I was satisfied with the relevance of the core MLIS course INFO 5570 "Organizational Management and Strategy":
 Strongly disagree Disagree Somewhat agree Agree Strongly agree
6. I was satisfied with the relevance of the core MLIS course INFO 5590 "Information Management Systems":
 Strongly disagree Disagree Somewhat agree Agree Strongly agree
7. I was satisfied with the relevance of the core MLIS course INFO 6540 "Data Management":

Strongly disagree Disagree Somewhat agree Agree Strongly agree

8. I was satisfied with the relevance of the Advanced Technology elective options:
Strongly disagree Disagree Somewhat agree Agree Strongly agree

9. I was satisfied with the relevance of my MLIS elective courses:
Strongly disagree Disagree Neither disagree nor agree

10. Did you choose to complete a directed study (reading course, thesis)? Yes No

10.1Y. Why did you choose this option?

11. Did you take any electives outside of SIM? Yes No

11.1Y Were you happy with your choice? Yes No
Explain why/why not:

12. I was satisfied with the Practicum experience.
Strongly disagree Disagree Neither disagree nor agree

13. The MLIS program provided me with basic knowledge of the field.
Strongly disagree Disagree Neither disagree nor agree

I feel that my MLIS studies equipped me for the following:

14. Management of Information Technology: I feel I am equipped to 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.

Strongly disagree Disagree Neither disagree nor agree Agree Strongly agree

15. Information Management Leadership: I feel I am equipped to advocate for the strategic importance of information as an organizational or community resource by assessing, planning and executing relevant strategies and processes.

Strongly disagree Disagree Neither disagree nor agree Agree Strongly agree

16. Risk and Change Management: I feel I am equipped to define and anticipate risk and change in rapidly-evolving environments to enable the effective use of information resources.

Strongly disagree Disagree Neither disagree nor agree Agree Strongly agree

17. User-centred Information Services: I feel I am equipped to focus on understanding and engaging users and communities, and design information services based on this knowledge.

Strongly disagree Disagree Neither disagree nor agree Agree Strongly agree

18. Research and Evaluation: I feel I am equipped to critically assess, synthesize, evaluate and generate new knowledge to aid in decision making.

Strongly disagree Disagree Neither disagree nor agree Agree Strongly agree

Workplace Skills & Attributes: In my workplace, I feel I am equipped to foster an environment that is based on collaboration and values-based management to enhance an organization's mission. In particular, the MLIS program provided me with:

19. Collaboration & Communication skills.

Strongly disagree Disagree Neither disagree nor agree Agree Strongly agree

20. Organization, Planning & Managing skills.

Strongly disagree Disagree Neither disagree nor agree Agree Strongly agree

21. A desire to develop personally & professionally.

Strongly disagree Disagree Neither disagree nor agree Agree Strongly agree

22. I would recommend the MLIS program.

Strongly disagree Disagree Neither disagree nor agree Agree Strongly agree

SECTION D: EMPLOYMENT

1 Have you secured employment in the information management field? Yes No

1.1Y Which field describes your current work setting?

Library / Archive / Museum

Data / Information / Knowledge

Other

1.2Y What is your annual salary?

Less than \$35,000

\$35,000 to 45,000

\$45,000 to 55,000

\$55,000 to 65,000

\$65,000 to 75,000

\$75,000 to 85,000

\$85,000 to 95,000

\$95,000 to 100,000

Greater than \$100,000

Prefer not to answer

1.3Y When did you obtain your current position?

0-3 months after graduation

3-6 months after graduation

Other

1.4Y Is your position (check all that apply):

Permanent

Contract

Term

Full-Time

Part-Time

1.5Y Was the MLIS degree required for your position? Yes No

1.6Y Where is your job geographically?

Alberta

British Columbia

Manitoba

New Brunswick
Newfoundland & Labrador
Northwest Territories
Nova Scotia
Nunavut
Ontario
Quebec
PEI
Saskatchewan
Yukon
Outside of Canada (please specify)

2 What are your long-term career goals?

SECTION E: CONCLUSION

1 SIM's MLIS Program allowed me to customize my program of study:
Strongly disagree Disagree Somewhat agree Agree Strongly agree

2 Is there anything else you would like to tell us about your MLIS Program experience?

Appendix B

Admissions Guidelines Master of Library and Information Studies (New additions are highlighted)

1. Introduction

This document provides guidelines within which effective decisions can be made. It is not a set of rules.

Note: Acceptance to the MLIS program can never be guaranteed even if the minimum requirements are met

2. MLIS Admissions Committee

All MLIS applications are assessed by the MLIS Admissions Committee, School of Information Management (SIM). This committee consists of the MLIS Program Coordinator (Chair), SIM Director, one returning MLIS student and one MLIS Alumni Representative.

3. Standard MLIS admission requirements:

Academic Record

The School functions within the Faculty of Graduate Studies and its entrance requirements meet the standards of this Faculty. Candidates for the MLIS degree must hold a four-year Bachelor's Degree with at least a second class standing (B average, 3.0 GPA) from a university recognized by the Senate of Dalhousie University. An academic level of a high B+ (3.3 GPA) or better is generally held by successful applicants.

Transcripts

At least two copies of the applicant's official transcripts of academic record from each university attended are to be sent by each issuing institution directly to SIM. It is the applicant's responsibility to ensure that all transcripts are sent.

English Language Competency

Candidates whose mother tongue is NOT English are required to demonstrate a working and a reading knowledge of English. A TOEFL score of 600 (250 for computerized testing, or a score of 100 on the TOEFL Internet-based Test (TOEFL IBT) and 5.5 for the TWE, a MELAB score of 95, an IELTS score of 8.0, a CAEL score of 70, or the General Certificate in Education in the English Language at the Ordinary or Advanced Level are acceptable.

References

The Admissions Committee requires two academic letters of reference. Additional professional references may be provided. Applicants who have been out of university for over 5 years may substitute professional/work references for the academic references, although at least one academic reference is strongly encouraged.

Essay

In a 3–6 page essay, discuss the following points:

- Tell us about your MLIS Program goals. How will SIM help you achieve them?
- What are the strengths you would bring to the MLIS Program and to the Information Management profession?

- Opportunities to perform management functions and to assume leadership roles abound in the IM field. Explain your perception of these opportunities, and how they will shape your future as a professional.
- Most professional occupations rely on team work. Demonstrate how your participation on a team has contributed to the success of a team's objective.
- New information technologies shape changes in the profession. How do you view technological advancements affecting you as a student? As a professional?
- In reference to the IT Competencies section (below) please explain your level of competency. If you do not currently have these required competencies, indicate how you plan to meet the requirements before January of your first year in the Program.
- The IM field is a dynamic and changing environment; provide evidence of your adaptability in a changing context.
- Describe how your prior work experience (part-time or full-time; paid or voluntary) in any setting has shaped your MLIS goals.
- Explain any gaps or deficiencies in your academic record, or any other factors you wish to have taken into account.

Résumé

Please include a current résumé.

IT Competencies

MLIS courses rely heavily on information technology through the use of databases, word processing, spreadsheets, and presentation software. To ensure successful completion of the MLIS program, students entering the program are expected to have the following basic technology skills either before entering the Program or by the end of the first term. Competency courses are offered year-round from [University Computing and Information Services' Computer Training at Dalhousie](#).

The Faculty of Management computer labs use standard Windows versions of Microsoft Word, Excel, PowerPoint, and Access.

Basic technology skills are as follows:

- Working knowledge of basic computer operations (e.g., running programs, creating, managing, printing files, etc.).
- Ability to proficiently use Windows Explorer and perform routine application functions (running programs from the network, saving work, file copying and duplication, using external drives, local and network drives, etc.).
- Proficient word processing skills, including creating, formatting, editing, and printing.
- An understanding of spreadsheet and presentation software.
- Experience using the internet (e.g., using search engines, browsing and bookmarking websites, downloading files, and printing files).
- Proficient use of email and real-time communication applications (e.g., instant messaging), including sending, replying, and receiving messages, and adding and opening attachments.
- Knowledge of a wide range of online information resources and technologies (e.g., blogs, wikis, social networking sites, social tagging sites, etc.).
- Familiarity with basic HTML code.
- Ability to proficiently use the basic functions of database management systems (e.g., Microsoft Office 2007 applications).
 - Database management systems (DBMS) are used by organizations to control the data they generate and provide efficient access methods to large volumes of these data. A DBMS is usually developed to facilitate the gathering, organization, storage, and dissemination of data throughout an organization.

Experience with other computer applications is advantageous. Knowledge of graphic design and photo editing tools is a definite asset, especially as they relate to the preparation and manipulation of images for the web. In certain courses, students may be expected to possess or obtain an understanding of applications and/or languages not included in these basic requirements (e.g., Adobe Photoshop, Dreamweaver and XML, CSS, and XHTML).

4. Alternative MLIS admissions requirements

Applicants who do not qualify for admission based on prior academic performance, as described under standard MLIS admission requirements, may be considered for admission to the MLIS program based on the results of a formal Prior Learning Assessment (PLA).

Preference will be given to applicants with an undergraduate degree. A limited number of seats will be awarded, in exceptional cases, to applicants without an undergraduate degree with outstanding professional experience.

Alternative criteria:

1. 4-year undergraduate degree with a GPA of 2.7 – 2.99
 - a. Relevant work experience at a professional level
 - b. References:
 - i. two academic references
 - ii. at least two professional references
 - c. a current résumé
 - d. an application essay
 - e. a completed Prior Assessment form with supporting documentation

NOTE: Applicants who have been out of university for over 5 years may substitute professional/work references for the academic references, although at least one academic reference is strongly encouraged.
2. 3 or 4-year undergraduate degree with a GPA of less than 2.7 and greater than 2.3
 - a. Relevant work experience at a professional level
 - b. References:
 - i. two academic references
 - ii. at least two professional references
 - c. a current résumé
 - d. an application essay
 - e. a completed Prior Assessment form with supporting documentation

NOTE: Applicants who have been out of university for over 5 years may substitute professional/work references for the academic references, although at least one academic reference is strongly encouraged.
3. Incomplete undergraduate degree with a GPA of greater than 2.3
 - a. Combination of less than 10 university credits within two consecutive years (min 7 years ago), and a completed Library and Technology (LIT) diploma
 - b. Minimum five (5) years of relevant work experience at a professional level
 - c. References:
 - i. two academic references
 - ii. at least two professional references
 - d. a current résumé
 - e. an application essay
 - f. a completed Prior Assessment form with supporting documentation

NOTE: Applicants who have been out of university for over 5 years may substitute professional/work references for the academic references, although at least one academic reference is strongly encouraged.

Applicants who wish to be considered for alternative admission should be mindful that reference to relevant professional work experience should be included in their application documentation. The inclusion of written reports and/or presentations, as well as documents demonstrating the applicant's commitment to ongoing learning and development will strengthen the application. The latter may be demonstrated by including information pertaining to professional courses, professional designations, or other relevant learning opportunities undertaken.

Application elements (those with an asterisk are essential):

- Transcripts, certificates, and list of Continuing Professional Education (if applicable)*
- Proof of English Language Competency (if applicable)
- References
 - Two academic references*
 - At least two professional references*
- Current résumé*
- Proof of IT Competency*
- Writing samples of which you are principal author. Such professional documents could include: reports, presentations, social media materials. (recommended)
- Completed applicant submission form*

The goal of the PLA is to provide the MLIS Admissions Committee with evidence that the applicant:

- Has a commitment to the values of the information professions
- Has an understanding of societal values affecting the organization, retrieval, evaluation and use of information and ideas
- Has potential as a leader in the field of information management
- Brings a passion for service to all information management roles
- Is a critical thinker who continually examines their own assumptions about the information professions
- Has collaborative abilities
- Has a commitment to ongoing learning and development
- Is fit for graduate study